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Authors	Swanson, Peter B.
Citation	Swanson, P. (2013). The recruitment of language teachers at a time of critical need. <i>International Journal of Arts and Sciences</i> , 6(1), 401-412.
Download date	2026-04-15 22:09:18
Link to Item	https://hdl.handle.net/20.500.14694/10666



THE RECRUITMENT OF LANGUAGE TEACHERS AT A TIME OF CRITICAL NEED

Peter B. Swanson

Georgia State University, USA

There is a shortage of second/foreign language (S/FL) teachers in many parts of the world. The author presents a research-based model to recruit highly efficacious language teachers at a time of critical need. While set in the context of language teachers, the model can be easily modified for the recruitment of teachers in other content areas. This research has implications for teacher preparation faculty.

Keywords: Second language teachers, Teacher shortage, Teacher recruitment, Person/environment fit.

Introduction

Research by United Nations Educational, Scientific and Cultural Organization (2012) indicates that more than two million new teachers need to be recruited by 2015 to fill existing vacancies. Another 6.2 million teachers will be needed to replace those who retire or leave the profession for a variety of reasons. Several countries in Africa such as Burkino Faso and the Central African Republic top the list. The organization reports that the greatest need for new teachers can be found in the sub-Saharan nations, and an estimated 1.7 million new teachers will be needed by 2015 in order to meet demand, primarily elementary school teachers.

However, teacher shortages are common elsewhere. Much like Africa, other parts of the world are in need of more educators. In Australia, retirement and attrition of teachers are cause for concern, especially in rural areas of the country, because of the availability of better employment options (Commonwealth of Australia, 2008). In the United States of America (US), student enrollments have continued to climb. From 1985 to 2009 public school student enrollment increased 26%, from 39.4 million to 49.8 million. Enrollments in America's private schools grew from 5.6 million to 5.8 million (Hussar & Bailey, 2010). Unfortunately, the number of teachers in US classrooms had continued to decline by 8% for public school teachers and 15.9% for those teaching in private schools (Keigher, 2010).

In the case of the US, there is a lack of consensus about what is fueling the teacher shortage. Some find that teacher distribution is the main cause because staffing remains challenging in both rural and urban areas of the country, as well as in certain geographical areas nationwide and in some content areas (American Association for Employment in Education, AAEE, 2009). Allen (2005) finds that a lack of on-the-job training and poor working conditions are the root cause of this situation. Nevertheless, others report that there is a surplus of certified teachers who actively choose not to teach (Darling-Hammond, 2001). Despite the reasons, a teacher shortage remains in the US, especially in some content areas such as second/foreign language (S/FL) teaching (Swanson, 2012a).

Review of the Literature

Research shows that for decades the supply of qualified S/FL teachers has not kept up with demand (United States Department of Education, 2011), and that there are six contributing factors associated with the S/FL teacher shortage: attrition, retirements, student enrollments, current legislation, perceptions of the profession, and teachers' personality patterns (Swanson, 2010a). Beginning with attrition in a general sense, researchers report that 30-50% of novice educators leave the profession within the first few years of teaching (Ingersoll & Smith, 2003; National Commission on Teaching and America's Future, 2007). Studies regarding the attrition of S/FL teachers indicate that novices, primarily women who have neither studied abroad nor hold graduate degrees tend to leave the profession more than their veteran colleagues (Swanson, 2010b, 2012a). Attrition rates vary from 6-22% (Georgia Professional Standards Commission, 2006; Konanc, 1996; Swanson, 2012a), and these positions are among the most difficult for which to hire (Murphy, DeArmand, & Guin, 2003).

Along with attrition, teacher retirement continues to contribute to the shortage. According to Der Bedrosian (2009), the US is on the verge of a teacher retirement tsunami. Prior to the turn of the 21st century, 29% of the US population was part of the largest generation ever recorded in the US, the Baby Boomers (Radner, 1998), who would become eligible for retirement by 2008. It was estimated that 2.2 million new teachers would be needed by 2010 to fill the teaching posts left by attrition and retirements (Howard, 2003; National Center for Education Statistics, 2002). Independent research confirmed such estimations finding that 24% of elementary and 26% of secondary teachers in the US were at least 55 years old in the late 1990s and that the same percentage of elementary and secondary teachers could be expected to retire between 2005 and 2010 (AAEE, 2006). If retirees represent all content area specialties, US schools, both public and private, will find it difficult to find and hire a sufficient number of S/FL educators to fill these jobs. However, the current economic uncertainty that began in late 2007 and continues to cause worldwide financial insecurity may ameliorate future teacher retirement figures until economic confidence can be heightened.

While attrition and retirement clearly begin to explain much of the shortage, student enrollment in kindergarten to grade 12 (K-12) S/FL programs has increased and the number of new S/FL teachers entering the profession has not kept pace with demand. Draper and Hicks (2002) examined K-12 public school enrollment in modern S/FL courses (French, German, and Spanish) from 1890 to 2000. During this 110 year period, student enrollment increased nationally from 16.3% to 42.5%. The same trend was found for enrollments in institutions of higher education. Furman, Goldberg, and Lusin (2007) reported findings from the Modern Language Association's 2006 survey of more than 2700 US colleges and universities. Data regarding student enrollment in 219 languages other than English during 2002-2006 indicated that S/FL enrollments on US campuses were at their highest since the 1960 survey. Spanish enrollments increased the most (10.3%), four times higher than the second most preferred subject, French (2.2%). Student enrollment in other languages such as Chinese and Japanese as well as American Sign Language grew as well. With regard to the teacher shortage, the authors reported that students, regardless of language, are not typically taking advanced-level coursework in languages.

In addition to a steady increase in student enrollment at all levels, Rosenbusch (2005) and Bott Van Houten (2009) suggest that the narrowing of the curriculum by the enactment of federal legislation at the turn of the century, *No Child Left Behind* (NCLB), led to a marginalization of second language learning and an increase in high stakes testing in math, reading, and language arts. Thus, without a long sequence of language study (i.e., kindergarten through grade 16), students are unable to reach high levels of linguistic and cultural competence, which was expected to reduce the available pool of skilled individuals who could enter the teaching profession if they so desired. After NCLB was signed into law, less than 8% of US undergraduates enrolled in language courses and only 1% graduate with a degree in a second language (United States Department of Education, 2007), which confirmed such suspicions about NCLB's effect on the language teaching profession.

Adding to the negative effects of legislative factors, public perception of teaching contributes to the shortage. Research indicates that perceptions about the profession play a significant role in an individuals'

decision to enter or to leave the profession (Ladson-Billings, 2001). For years teaching has been described as a dead-end job with low status and low pay (Boles, 2000; Stanford, 2001). Such negative descriptions of the profession can dishearten not only prospective educators from pursuing a career in education, but also dispirit veteran teachers working in America's schools, which may help explain why so many novice educators leave the profession early in their careers.

Finally, one's personality pattern and its congruency to the workplace environment appear to play a role in the S/FL teacher shortage because theory and empirical research strongly support the notion that the person/environment fit is vital to occupational satisfaction (Dawis & Lofquist, 1984; Holland, 1985, 1997; Parsons, 1909; Super, 1953, 1990). Briefly stated, the congruency of the person to the workplace environment speaks to the "compatibility between an individual and a work environment that occurs when their characteristics are well matched" (Kristof, Zimmerman, & Johnson, 2005, p. 281).

Research shows that the lack of person/environment fit can produce long-term anxiety and stress, which diminish teachers' enthusiasm and can result in professional burnout (Schaufeli, Maslach, & Markek, 1993; Yong & Yue, 2007). For S/FL teachers, Swanson (2008, 2012b) reported that individuals with the appropriate personality pattern for language teaching tend to have a stronger sense of efficacy, cope better with professional anxiety, and also tend to endure in the profession. However, those with an incongruent personality pattern tend to cope less well, have a decreased sense of efficacy, and are ultimately more prone to leaving the profession.

Viewed collectively, these factors negatively impact the number of teachers choosing to enter and leave the S/FL teaching profession. In the following section, I will discuss a successful model for the recruitment and retention of S/FL teachers that can be applied to the recruitment and retention of other teachers regardless of content area specialty.

Current Approaches to Teacher Recruitment

A review of the literature indicates that both passive and active strategies are used in order to recruit new instructors into the S/FL teaching profession. Passive procedures can be classified as those that presume if a language teacher education program is available students will find it and enroll. Faculty in charge of these programs expend both effort and time in the development of curriculum as well as make a modest attempt to advertise the programs via postsecondary websites, email blasts, and recruiters. On the other hand, active teacher recruitment includes more specific and personalized approaches. Research into active recruitment reveals the presence of several national programs such as Teach for America and Troops to Teachers. These initiatives do not place focus on specific content area teachers, and they tend to encourage individuals who are about enter the job market to consider teaching as a profession (Teach for America, 2012; Troops to Teachers, 2012).

From a state-level perspective, a number of states in the eastern part of the US (e.g., Florida, Virginia) have developed internet web sites that offer prospective educators a plethora of information regarding becoming a teacher in the state. For example, the South Carolina Center for Teacher Recruitment (2012) has created a comprehensive approach to pre-collegiate teacher recruitment. At the primary school level, children can learn about how to become a teacher through career fairs. Middle level students may enroll in a year-long program that advocates teaching as a career and helps students make academic choices for college entry and program success. There are three programs that target secondary school students, of which the Teacher Cadet Program is the most prominent. Students chosen for these programs enroll in rigorous coursework and participate in field experiences in schools. Unfortunately, aside from the few active programs that exist, teacher recruitment approaches consist of school district personnel attending career fairs, posting job vacancies on the school district web pages, and identifying qualities of the brightest and most talented potential new teachers (Swanson, 2010c).

Turning to a content-specific standpoint, there is a dearth of teacher recruitment programs that concentrate exclusively on increasing the number of S/FL teachers. At the turn of the century, Long (2000) reported a shortage of S/FL educators and advocated the creation and recruitment of new members

of the profession. In her statement, she suggested that post-secondary faculty become proactive agents in the K-12 recruitment process. She proposed the development of an alliance among language teaching faculty members to remediate the shortage of language teachers.

To that end, Swanson and Moore (2006) developed an interdisciplinary study that focused on high school students' perceptions about teaching and the profession. They reported that adolescents' perceptions about teaching influenced the participants' ($n = 95$) vocational aspirations and decisions. Additionally, the researchers found that by correcting students' misperceptions about teaching using the Conceptual Change Model (Posner, Strike, Hewson, & Gertzog, 1982; Strike & Posner, 1982), students became more likely to consider a career as a S/FL teacher. Over the course of the study, 16% of the high school students expressed interest in becoming a language teacher, suggesting that individuals' initial perceptions are malleable.

Working from such knowledge, Swanson investigated the notion of S/FL teacher recruitment by identifying vocational characteristics of language teachers (Swanson, 2008, 2009). The success of these studies led to the innovative approach to S/FL teacher recruitment that is described in the remainder of this article. The theoretical framework and research instrument are presented followed by a discussion of the groups of individuals that are targeted for recruitment.

Theoretical Framework and Research Instruments

Vocational Interests and the Workplace Environment

Working from Darley's (1938) notion of the value of organizing human knowledge according to occupational codes, Holland (1985, 1997) theorizes that people can be characterized by their resemblance to six personality types: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). The theory does not suggest that people belong to just one type or that there are only six types of individuals. Rather, he posits that anyone could be characterized as having vocational interests associated with each of the six types in a descending order of preference, permitting different personality patterns to emerge. Thus, the more closely an individual resembles a particular type, the more likely he or she is to demonstrate evidence of the personality traits and behaviors theoretically associated with that type.

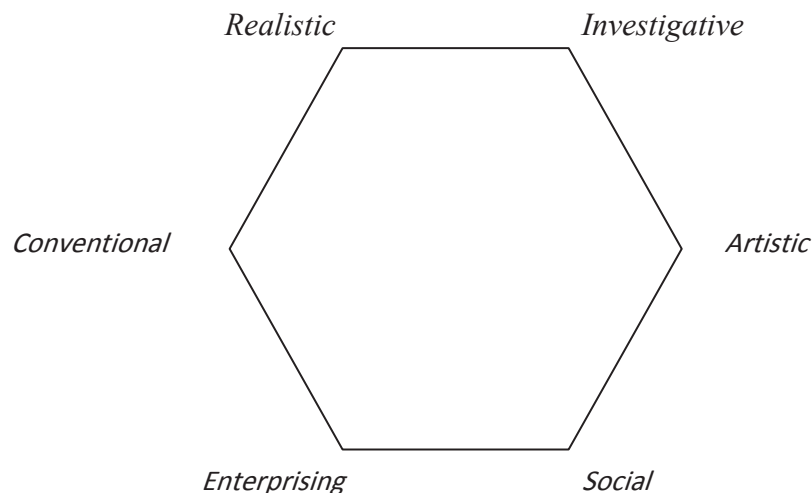


Figure 1. Holland Hexagon (Holland, 1997).

He also theorizes that workplace environments can be categorized in a similar fashion using the same six factor RIASEC typology. Theoretically, for occupational satisfaction to take place, a person's vocational interests should match the workplace environment's requirements of competencies, interests, and skills. Holland uses a hexagonal model (Figure 1) to demonstrate graphically the relationship among the six categories. Opposite points on the hexagon indicate opposing occupational interests and workplace environments.

In order to approximate career satisfaction, the factors of differentiation, consistency, and congruence must be considered. Holland speculates that some people and environments are more clearly defined than others. Therefore, a differentiation of about eight points between a person's first and second highest scale scores on Holland's vocational preference inventory, the *Self-Directed Search*, indicates that the person more closely resembles a single personality type (Holland, Powell, & Fritzsche, 1994) and is not one who might bear a resemblance to many types. The same can be said for environments. The *Self-Directed Search* and the manner to determine one's vocational profile (a.k.a. Holland code) will be discussed shortly.

The second factor to consider when examining one's personality pattern is consistency, which refers to the degree of association among the personality types or the environmental models. To determine the consistency of an individual's interests or environment, focus is placed on the two highest scale scores from the *Self-Directed Search* and their relation on the hexagonal model. If profile domains are found to be adjacent to one another on the hexagonal model, the individual's vocational preference is more stable and predictable. For example, a person with the two highest scale scores of Investigative and Enterprising (adjacent) is considered consistent, whereas a person with the two highest scale scores of Conventional and Artistic (opposite) is least consistent.

The final factor, congruence, is the match between an individual's vocational interest and the workplace environment. For example, Realistic types flourish in Realistic environments because such an environment provides the opportunities and rewards a Realistic type needs. A lack of congruence occurs when the personality type works in an environment that provides opportunities and rewards unrelated to that type's competencies, interests, and skills. Thus, as a person's Holland code is highly differentiated, consistent, and congruent with the workplace environment, the more stable and predictable the vocational profile. The more stable the profile, the more likely the individual is to experience career success and enjoyment.

Holland's theory suggests that people search for environments that are well-matched with their vocational personality so that they can express predominant traits, pursue their interests, and receive rewards commensurate with their abilities and competencies. Thus, vocational choice represents one's attempt to express his or her personality pattern in a workplace environment that embraces his or her competencies, interests, and skills. If discrepancy is found between the person's interests and the workplace, professional instability can occur, leading to abandoning teaching as a career.

The Self-Directed Search

The *Self-Directed Search* Form R (SDS, Holland, 1994) was developed by Holland to help adolescents and adults make career and education choices that are aligned with their interests and abilities. The SDS is now a commercial instrument offered to the public by Psychological Assessment Resources Inc. It has been tested in hundreds of published studies that support Holland's theory that people who choose or are employed in certain occupations display the hypothesized personality traits. Since its development in 1985, the SDS has been examined extensively with a variety of groups to verify its integrity, especially in terms of gender and ethnic biases. The SDS Form R has been found to be consistent with the theoretical predictions when investigating possible differences between gender and various ethnic groups (Benninger & Walsh, 1980; Holland, Powell, & Fritzsche, 1994). Moreover, its reliability and validity have been found to be outstanding (Holland, Fritzsche, & Powell, 1994). The SDS has been translated into many different languages and is the most popular vocational interest survey used today.

Form R is composed of the aforementioned six RIASEC subscales that measure a person's interests. It is easy to take and score in about 20 minutes. Psychological Assessment Resources Inc. offers an online version. A person indicates if he or she likes or dislikes certain activities and has or does not have certain competencies. It also includes a self-estimate of different skills. In order to determine a person's Holland code, the person totals the number of items for each of the six RIASEC domains. For example, to find one's Investigative score, add all of the Investigative items marked "Like" or "Yes" for Activities, Competencies, and Occupations sections as well as the two numbers circled for Realistic in the Self-Estimates section. An individual's Holland code is determined by rank ordering the totals for the six subscales from the highest (50 maximum) to the lowest (0 minimum).

Holland (1997) recommends that individuals work only with the first three highest-ranked domains. Additionally, Holland recommends that individuals examine iterations of their Holland codes. That is, that they "rearrange the code letters in all possible ways to explore occupations under those three letter codes" (Holland, Powell, & Fritzsche, 1994, p. 268) to improve the congruency between interests and the workplace environment. For S/FL language teachers, the Holland code is Social, Enterprising, and Artistic, which has been empirically substantiated (Swanson, 2008, 2012b).

Identifying Groups of Potential Future Teachers

While the context of this article thus far focuses on S/FL teachers, the process of identifying future teachers regardless of content area is relatively straightforward, much like Holland's theory of vocational personalities. I suggest that recruiters begin the process by working collaboratively with department faculty, chairs, and other administrative leaders. In my case, the university designated and funded a position to recruit S/FL teachers along with scholarship, teaching, and service duties. Recruiting takes time and if faculty members can be awarded a reduction in teaching load in exchange for time to recruit individuals into the profession, the process runs more effectively because more time can be devoted to a singular activity.

Next, I suggest creating a strategic plan to recruit prospective future teachers. I set the goal of recruiting 5-10 new teacher education candidates each year beginning the second year. The first year can be a planning year with some possible visits to schools to recruit individuals. I determined that I would use the SDS to help people understand their vocational options as determined by the *Dictionary of Holland Occupational Codes* (Gottfredson & Holland, 1996). I took the SDS myself, and I suggest that recruiters take the survey as well. Additionally, I recommend that recruiters compare their Holland code on the SDS to the suggested vocations found in the *Dictionary of Holland Occupational Codes*. By doing so, it helps recruiters be more credible and knowledgeable when identifying and recruiting teacher candidates. I would imagine that it can be embarrassing having prospective teacher candidates ask questions about the instrument and their vocational options when the recruiter has not taken the time to become familiar with the instrument and the vocational guide of Holland codes.

Additionally, it is important to create and nurture contacts with other educational stakeholders outside of the college or university. In my case, it was critical to work directly with teachers and language program coordinators in schools where I could have access to a pool of prospective future teachers. It was equally important to create a working relationship with language faculty members at the university so as to be able to have access to their students. Such collegiality can pay dividends when recruiting teachers.

Next, I recommend trying to create a list of prospective schools and teachers in those schools. In my case in the US, I began by identifying the top 25 feeder schools to [institution to be named upon acceptance of this article for publication]. Next, I work with secondary school language instructors teaching French, German, Latin, and Spanish in those schools because those are the most commonly taught languages in American schools and our teacher certification program is approved to train teachers in those languages. If the school district has a district coordinator for S/FL instruction, I contact this individual first and explain my recruitment plan. For me, it was relatively easy to explain my rationale for

recruiting future S/FL teachers because as discussed earlier, there is a shortage of S/FL teachers in many parts of the US.

If the school district does not have a S/FL coordinator, I begin contacting department chairs or lead teachers. This information is made available on school websites in many cases along with teachers' contact information. Typically, I write brief, concise emails to these individuals explaining my rationale for contacting them and then I try to set an appointment to talk with them on the phone or in person for a few minutes. During my initial conversation with these teachers, I discuss the S/FL teacher shortage and my interest in increasing the number of certified S/FL teachers in order to meet demand. I also explain my recruitment plan. I explain that I would like to meet with their students for 30-50 minutes and discuss the teaching profession, administer the SDS, and discuss the results with the students. I use the same process when recruiting undergraduate and graduate students to the program. At the collegiate level, I know the majority of the language instructors, and each year I take the time to meet and become familiar with new faculty members.

At the secondary level, I contact instructors who teach language students who are within two years of graduating from the school. At the collegiate level, I contact second-year students in language programs. I have found that first-year students are investigating career options and are not willing to commit to a program immediately. Students in the third and fourth year have already declared majors. It is the second-year student group that offers the most potential for teacher recruitment. Usually, these instructors are amenable to have higher education faculty visit with their students and discuss career options, and in many cases, these individuals will continue to encourage interested students to investigate becoming a teacher seriously because they are proud of their vocational choice. As one of my colleagues noted, the high school teachers can become cheerleaders for the language teaching profession if utilized properly.

In addition to secondary school and university students studying languages, I recommend working with future teacher organizations in order to meet with their students. In the US, organizations such as Future Educators of America can be found in middle and secondary level schools. These individuals have articulated an interest in becoming a teacher and have joined an organization that has the sole purpose of encouraging adolescents to enter the profession early. If such organizations do not exist where teacher shortages exist, it is worthwhile to help start such programs.

Recruiting New Teachers

Once prospective groups of future teachers have been identified, I usually meet with the teachers and students together and administer the SDS to the students. As these individuals determine their own Holland codes, I talk with them about their personality patterns and show them the Holland codes for teachers (see Table 1). I also pass copies of Holland's *Occupational*

Finder to the group and talk with them about Holland's theory of person/environment fit. During these conversations, I make note of those individuals who have the Holland code for S/FL teachers and get their contact information.

In my years of recruiting S/FL teachers, I have learned that the recruitment process begins as a collective endeavor. That is, I target groups of potential future language teachers knowing that few may have any interest in pursuing a career as a teacher. However, as I become aware of certain individuals that are interested in learning more about becoming a language teacher, the recruitment process changes into an endeavor that focuses on individuals. During the recruitment process, I do not exclude people that do not have the Social, Enterprising, Artistic Holland code. I work with those individuals to let them know more about the profession and what the workplace environment rewards in terms of teachers' abilities, competencies, and skills.

Purposefully, I discuss the social nature of schools and teaching and learning. Also, I mention the creative abilities teachers need in order to vary instructional and assessment practices that tend to foster student motivation. Additionally, I point out the societal leadership role that teachers assume upon joining the profession. Each of these characteristics are central to the Social, Enterprising, Artistic personality pattern.

Table 1. Holland Codes for Teachers.

Content Area	Holland Code
Adult Education	SER
Art	ASE
Drama	ASE
Elementary school	SAE
Emotionally Impaired	SEC
English (secondary)	ASE
Hearing Impaired	SEC
Home Economics (secondary)	SAE
Industrial Arts	REI
Kindergarten	SEC
Learning Disabled	SER
Mathematics	SAE
Music	ASE
Preschool	SAE
Second/foreign language	SAE
Speech	SAE

R = Realistic, I = Investigative, A = Artistic, S = Social, E = Enterprising, C = Conventional

Many times during these individual conversations, I ask recruits about their preconceived notions about the profession and becoming a teacher that tend to dissuade them from joining the ranks of teachers in America's schools. Typically, they cite reasons such as perceived low salaries, teacher stress levels, and violence in schools among others. Collaboratively, we talk about such notions, and I attempt to correct any misconceptions. For example, if individuals mention salary as an impediment to becoming a teacher, I show them teacher salary schedules and discuss teacher benefits packages (e.g., pensions, health insurance). If they mention perceived levels of violence in schools, I present findings from current national reports (e.g., National Center for Educational Statistics) showing that violence in schools tends to be minimal with the exception of a few school districts in the US. In short, I attempt to highlight characteristics that their Holland code indicate, in particular those Social, Enterprising, and Artistic, and include those qualities in the conversation to highlight how they can overcome any perceived obstacles to becoming a S/FL teacher.

In addition to discussing the profession and their individual attributes, I invite potential recruits to visit campus and sit in on language and teacher education courses. I cannot emphasize the importance of having potential future teachers visit the university/college campus for approximately three to four hours. A brief campus tour and visits to the bookstore, student center, and even student recreation center facility is essential. It is a collaborative event that involves language department faculty as well as staff members from the Office of Admissions and Financial Aid who can make brief presentations and answer questions about matriculating at the institution of higher education. My experience recruiting has shown that if the recruiter can get potential future teachers to visit campus and experience what pre-service educators study is firsthand, the chances of those people enrolling in S/FL teacher preparation program increases dramatically (see Swanson, in press for more details).

Concluding Thoughts

While multiple factors help explain the S/FL teacher shortage in the US, teacher attrition combined with the lack of active teacher recruitment initiatives continue to fuel the shortage. Research finds that annual teacher attrition rates for all content areas can vary from approximately 3% to 30% in Canada (Fédération canadienne, 2004; Organisation for Economic Co-Operation and Development, 2005) to 40-44% in the United Kingdom (Stoel & Thant, 2002). Assuming relatively equal distribution across every content area, the attrition rate for S/FL teachers combined with the paucity of active teacher recruitment initiatives is alarming.

Holland's theory and his *Self-Directed Search* inventory have practical implications for recruitment of S/FL teachers. While it is one thing to choose a profession, it is another to excel in it (Bandura, 1994). Holland posits that if an individual's interests are aligned with the workplace environment, there is a greater chance that the person will be successful, experience vocational satisfaction, and continue in the profession. While the SDS certainly serves as an instrument to gauge individual's occupational interests, there are other career guidance surveys such as the *Strong-Campbell Interest Inventory* (Hansen & Campbell, 1985) that can be used to identify prospective educators regardless of content area. The use of such instruments would help people as they make successive approximations toward career choice. People's Holland codes could be established and then explored using the *Dictionary of Holland Occupational Codes* in order to help offer career counseling, improve the chances for career satisfaction, and help slow the S/FL teacher shortage.

When evaluating people's Holland codes, it is vital to consider two things. First, people who are considering becoming teachers have a strong Social component to their personality pattern. Schools are classified as Social environments (Holland, 1997) and Social types working in these settings are more likely to experience career satisfaction and success than those who represent other vocational types as described by Holland's theory. Second, even though the SDS is consistent with the theoretical predictions in terms of gender and ethnic bias (Benninger & Walsh, 1980; Holland, Powell, & Fritzsche, 1994), research indicates that females tend to have higher Social scores whereas men tend to have higher Realistic scores on the SDS (Holland, 1997). Nevertheless, the males who choose to remain as teachers for their careers have high Social scores on the SDS too (Swanson, 2008, 2010b, 2012b). Thus, it is imperative that people considering entering the profession as S/FL teachers have elevated Social scores on the SDS.

While I advocate the use of Holland's model of the person/environment fit and the SDS, more research is warranted. It would be informative to learn more about the development of adolescents' interests with respect to the teaching profession and what part(s) of the profession motivate(s) these individuals to consider becoming a teacher. Furthermore, similar research about professional motivation with pre-service educators would be useful to better understand what encourages or discourages pre-service educators from joining the profession because many new teachers choose to not teach (Ingersoll & Smith, 2003). Additionally, more research on in-service S/FL teachers is needed because some of these individuals remain as teachers even though their Holland codes are incongruent with the Social, Artistic, Enterprising personality profile. Is this due to economic reasons as posited earlier (Karsenti, Collin, Villeneuve, Dumouchel, & Roy, 2008) or do these individuals find professional satisfaction even though their vocational interests may not be rewarded in the profession?

Since World War II a S/FL teacher shortage has existed despite calls to increase the number of qualified language teachers. Several million new teachers will be needed in the next few years (Howard, 2003; National Center for Education Statistics, 2002; U.S. Department of Education, 2011) and solutions are needed to identify more high quality instructors and keep them in the profession. Perhaps vocational guidance instruments hold a key not only to understanding those in the profession, but also to providing insight into how to increase the number of S/FL teachers at a time of critical need.

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