

# NATIONAL K–12 FOREIGN LANGUAGE SURVEY

## Elementary School Questionnaire

To: School Principal or Foreign Language Teacher

This survey is about foreign language instruction in your school during the 2007–08 school year. Please complete the survey, *even if your school does not offer foreign language instruction*. In this survey, foreign language instruction refers to the teaching of any language(s) other than English. If your school teaches elementary through middle or high school levels, please fill out the survey only as it applies to the *elementary grades* at your school.

**You can complete this survey online or by mail.**

**To complete the survey online:** Go to [www.cal.org/languagesurvey](http://www.cal.org/languagesurvey). Use the login ID and password on your address label below.

**To complete the survey by mail:** Fill out this survey and return it in the postage-paid envelope provided. Please correct any inaccurate information on the address label.

**Please respond to the survey (online or by mail) by October 31, 2007. Thank you very much!**



Questions: Contact Dr. Ingrid Pufahl at 202-355-1567 or by email at [ingrid@cal.org](mailto:ingrid@cal.org).

Center for Applied Linguistics  
4646 40th Street, NW  
Washington, DC 20016-3740

Name of person filling out questionnaire: \_\_\_\_\_

Title/position: \_\_\_\_\_

Contact information (in case of questions): Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

If you'd like a copy of the survey results, please check here and make sure you've included your email address above.

**1. What grades does your school include?**

(Check all that apply)

- |   |  |
|---|--|
| a. <input type="checkbox"/> Prekindergarten | g. <input type="checkbox"/> Grade 5                |
| b. <input type="checkbox"/> Kindergarten    | h. <input type="checkbox"/> Grade 6                |
| c. <input type="checkbox"/> Grade 1         | i. <input type="checkbox"/> Grade 7                |
| d. <input type="checkbox"/> Grade 2         | j. <input type="checkbox"/> Grade 8                |
| e. <input type="checkbox"/> Grade 3         | k. <input type="checkbox"/> Other (specify): _____ |
| f. <input type="checkbox"/> Grade 4         |  |

**2. How many students currently attend your school?**

\_\_\_\_\_ Number of students

**3. Does your school currently teach foreign language(s)?**

- <sub>1</sub> Yes → SKIP TO QUESTION 5  
<sub>2</sub> No

**4. Is your school planning to offer foreign language instruction in the next 2 years?**

- <sub>1</sub> Yes <sub>2</sub> No

**NOTE:** If your school does not teach foreign language(s), you do not need to complete any more of the survey. Please mail it back to us in the enclosed postage-paid envelope. Thank you for your help!

**5. How many of the students in your school are currently enrolled in foreign language classes?**

\_\_\_\_\_ Number of students

**6. When are the classes taught? (Check all that apply):**

- a.  During the regular school day  
b.  Before or after school  
c.  Other (specify): \_\_\_\_\_



Center for Applied Linguistics & Westat  
[www.cal.org](http://www.cal.org)



**Goals for foreign language program types**

Program Type A: Exploratory	Program Type B: Language Focus	Program Type C: Immersion
<p><b>Goals:</b> Gain general exposure to language and culture, learn basic words and phrases, and/or develop an interest in foreign language for future study. Portions of this program may be taught in English. (Often called <i>FLEX—foreign language experience/exploratory</i>)</p>	<p><b>Goals:</b> Acquire listening, speaking, reading, and writing skills; gain an understanding of and appreciation for other cultures. Focus of instruction can be on language and/or subject content. (Often called <i>FLES—foreign language in the elementary school</i>)</p>	<p><b>Goals:</b> Be able to communicate in the language with a high level of proficiency and acquire an understanding of and appreciation for other cultures. At least 50 percent of the school day is taught in the foreign language, including academic subjects. (Called <i>partial, total, or two-way immersion</i>, depending on the amount of foreign language used and the make-up of the student body)</p>

7. In the chart below, mark each language taught at your school. For each of the languages taught, mark the **corresponding letter of the program type** from the three descriptions above that best describes your program, the **number of students in your school studying that language**, the **grades in which it is offered**, and an **average number of minutes per week** students spend in the study of the foreign language. Note: If you have more than one program type for a language, or if instruction time differs substantially by grade level, please indicate this under “Other.”

EXAMPLE: Languages	Program Type A B C	Number of Students	Grade Levels PreK K 1 2 3 4 5 6 7 8										Average Mins/Week	
a. <input checked="" type="checkbox"/> Arabic	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	75	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	150 mins

Languages	Program Type A B C	Number of Students	Grade Levels PreK K 1 2 3 4 5 6 7 8										Average Mins/Week	
a. <input type="checkbox"/> Arabic .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
b. <input type="checkbox"/> Chinese .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
c. <input type="checkbox"/> French .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
d. <input type="checkbox"/> German .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
e. <input type="checkbox"/> Hebrew .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
f. <input type="checkbox"/> Italian .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
g. <input type="checkbox"/> Japanese .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
h. <input type="checkbox"/> Latin .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
i. <input type="checkbox"/> Portuguese .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
j. <input type="checkbox"/> Russian .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
k. <input type="checkbox"/> Sign Language (American) .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
l. <input type="checkbox"/> Spanish .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>Other (Specify)</b>	A B C		PreK K 1 2 3 4 5 6 7 8											
m. <input type="checkbox"/> _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
n. <input type="checkbox"/> _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
o. <input type="checkbox"/> _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

**Language for Native (or Heritage) Language Speakers**

	A B C		Grade Levels PreK K 1 2 3 4 5 6 7 8											
p. <input type="checkbox"/> Spanish for Spanish Speakers .....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
q. <input type="checkbox"/> Other (specify): _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

8a. What percentage of your language classes last for the entire school year?

\_\_\_\_\_ Percent (If 100%, → SKIP TO QUESTION 9)

8b. For those language classes that do not last for the entire school year, please identify the average length of the classes. (Check only one)

- <sub>1</sub> 1–5 weeks
- <sub>2</sub> 6–10 weeks
- <sub>3</sub> 11–15 weeks
- <sub>4</sub> More than 15 weeks

9. How many foreign language teachers (full or part-time) are there in your school?

\_\_\_\_\_ Number of foreign language teachers

10. Please write in the number of foreign language teachers in your school who are certified for: (Write one number for each line; if answer is none, write “0”)

- a. \_\_\_\_\_ Elementary school teaching, but *not* specifically for foreign language teaching
- b. \_\_\_\_\_ Foreign language teaching at the elementary school level
- c. \_\_\_\_\_ Foreign language teaching at the elementary school level *and* for elementary school teaching
- d. \_\_\_\_\_ Foreign language teaching at the K–12 level
- e. \_\_\_\_\_ Foreign language teaching at the *secondary school* level but *not* at the elementary level
- f. \_\_\_\_\_ Others who are *not* certified (e.g., paraprofessionals, career changers, volunteers, college students)

11. Please write in the number of foreign language teachers in your school who are native speakers of the language they teach. (If the answer is none, write “0”)

\_\_\_\_\_ Number of native-speaking foreign language teachers

12. Are any of your foreign language teachers hired through alternative means (e.g., agencies that provide teachers from other countries, commercial language schools, foreign governments)?

- <sub>1</sub> Yes    <sub>2</sub> No

If yes, please explain: \_\_\_\_\_  
\_\_\_\_\_

13. Have any of the foreign language teachers at your school participated in professional development or in-service teacher training in their subject area during the past 12 months?

- <sub>1</sub> Yes    <sub>2</sub> No

14. To what extent do language teachers in your school use the foreign language in the classroom? If you have more than one language program model, please answer for the program that sets the highest proficiency goals. (Check only one)

- <sub>1</sub> Less than 50% of the time
- <sub>2</sub> 50–74% of the time
- <sub>3</sub> 75–90% of the time
- <sub>4</sub> More than 90% of the time

15. Is there an established and written foreign language curriculum or set of guidelines for your program(s)?

- <sub>1</sub> Yes    <sub>2</sub> No

16. How often do foreign language teachers in your school use the following instructional materials? (Please indicate, for each type, whether it is used frequently, sometimes, or not at all)

- |   | Frequently                            | Sometimes                             | Not at all                            |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| a. Commercially published textbooks/ workbooks.....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| b. Teacher-made materials ( <i>specify</i> ):<br>_____  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| c. Literature from the target culture (e.g., stories, books, songs, poems/rhymes) ....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| d. Media (e.g., films, videotapes, DVDs, CDs, audiotapes) .....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| e. Authentic materials from the target culture (realia) (e.g., menus, magazines, advertisements, newspapers, bus tickets) .....                       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| f. Visual/tactile materials (e.g., puppets, posters, pictures, flash cards, games, puzzles).....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| g. Internet resources (e.g., World Wide Web, online activities, virtual tours, electronic mail, discussion lists, chats, blogs, wikis, podcasts)..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| h. Computer-assisted instructional materials (e.g., computer software programs, CD-ROMs) .....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| i. Other instructional technology (e.g., satellite broadcasts, interactive television, video conferencing).....                                       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| j. Other ( <i>specify</i> ):<br>_____   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |

17. How is students' foreign language proficiency assessed at your school? (For each assessment format listed, please indicate whether it is used frequently, sometimes, or not at all)

- |  |                                       |                                       |                                       |
|--|---------------------------------------|---------------------------------------|---------------------------------------|
|  | Frequently                            | Sometimes                             | Not at all                            |
| a. Student use of illustrations to indicate comprehension (e.g., match illustrations to sequence heard or read).....                                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| b. Student use of English (or native language) to explain what is understood from something heard, read, or viewed in the target language .....      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| c. Oral proficiency interviews (teacher or outside evaluator interviews individual student to determine student's fluency) ...                       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| d. Student presentations (e.g., student prepares presentation/demonstration and delivers it to demonstrate proficiency in the foreign language)..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| e. Oral language activities (e.g., student conducts interview, describes drawing, engages in interpersonal exchange or impromptu skit) .....         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| f. Written works produced by student (essays, letters, reports, brochures).....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| g. Student portfolios (e.g., compilation of student-selected and/or teacher-selected work over a set period of time, with rating criteria) .....     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| h. Student self-assessment (e.g., student evaluates his/her language skills using oral/written self-evaluations) .....                               | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| i. Translation exercises (e.g., English → German; German → English)...   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| j. Selected-response tests (e.g., multiple choice or matching of vocabulary words or grammar structures).....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| k. Short-answer tests (student is asked to respond in writing to questions) .....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| l. Other (e.g., standardized tests) .....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
- (please describe): \_\_\_\_\_

18. Do the foreign language teachers at your school routinely integrate the National Standards for Foreign Language Learning and/or state foreign language standards into their instruction?

- <sub>1</sub> Yes    <sub>2</sub> No

Optional comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

19. What type of sequencing (articulation) exists for students who have studied foreign language(s) at your school when they continue to junior high/middle school? (Mark the one statement below that best describes the sequencing for the majority of the students at your school)

- <sub>1</sub> Students are placed in exploratory language classes (general exposure to one or more languages and cultures)
- <sub>2</sub> Students are placed in Level I foreign language classes along with students who have had no prior instruction in the language
- <sub>3</sub> Students are placed in more advanced classes where the course content and objectives are designed specifically to provide continuity from their prior level
- <sub>4</sub> Students are placed in more advanced classes where the course content and objectives are *not* designed specifically to provide continuity from their prior level
- <sub>5</sub> Students can enroll in some subject matter courses taught in the foreign language
- <sub>6</sub> There is no foreign language instruction (for the language(s) taught in our elementary school) in junior high/middle school in our district
- <sub>7</sub> Other (specify): \_\_\_\_\_

20. Has foreign language instruction in your school been affected by a shortage of qualified language teachers?

- <sub>1</sub> Yes    <sub>2</sub> No

If yes, please explain *how* foreign language instruction has been affected by the shortage:

\_\_\_\_\_  
 \_\_\_\_\_

21. Has foreign language instruction in your school been affected by No Child Left Behind legislation?

- <sub>1</sub> Yes    <sub>2</sub> No

If yes, please explain: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

Please include any additional comments/questions here or on a separate sheet.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**PLEASE RETURN THIS SURVEY BY OCTOBER 31, 2007,  
 IN THE ENCLOSED POSTAGE-PAID ENVELOPE.**

*Thank you very much for completing this survey!*

Center for Applied Linguistics  
 4646 40th Street, NW  
 Washington, DC 20016-3740