

# NATIONAL K-12 FOREIGN LANGUAGE SURVEY

## Middle School/Junior High and High School Questionnaire

To: Foreign Language Chairperson or Foreign Language Teacher

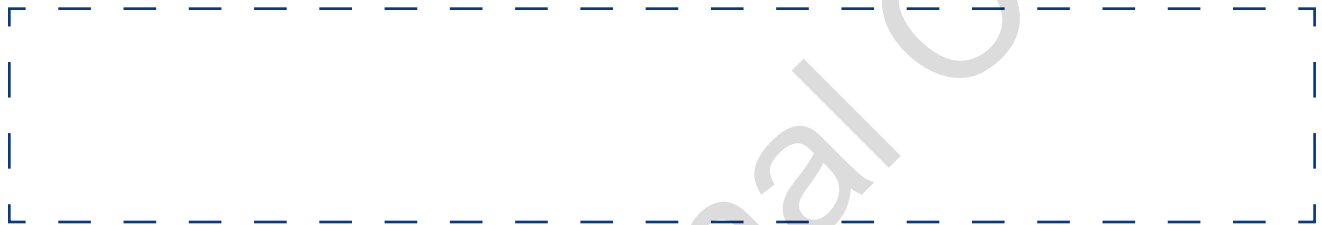
This survey is about foreign language instruction in your school during the 2007-08 school year. Please complete the survey, *even if your school does not offer foreign language instruction*. In this survey, foreign language instruction refers to the teaching of any language(s) other than English. If your school teaches elementary through middle or high school levels, please fill out the survey only as it applies to the *middle school/junior high and/or high school 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.  Grade 5
- b.  Grade 6
- c.  Grade 7
- d.  Grade 8
- e.  Grade 9
- f.  Grade 10
- g.  Grade 11
- h.  Grade 12
- i.  Other (specify): \_\_\_\_\_

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



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[www.cal.org](http://www.cal.org)



6. In the chart below, mark each language taught at your school, the levels offered, the average number of hours per week spent in the foreign language class, and the approximate number of students in your school currently studying that language.

EXAMPLE: Languages	Level						Average Hours/Week	Number of Students
	1	2	3	4	5	6		
a. <input checked="" type="checkbox"/> Arabic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	45

Languages	Level						Average Hours/Week	Number of Students
	1	2	3	4	5	6		
a. <input type="checkbox"/> Arabic	<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"/>	_____	_____
c. <input type="checkbox"/> French	<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"/>	_____	_____
e. <input type="checkbox"/> Hebrew	<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"/>	_____	_____
g. <input type="checkbox"/> Japanese	<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"/>	_____	_____
i. <input type="checkbox"/> Portuguese	<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"/>	_____	_____
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"/>	_____	_____
l. <input type="checkbox"/> Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
<b>Other (Specify)</b>								
m. <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"/>	_____	_____
o. <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**

p. <input type="checkbox"/> Spanish for Spanish Speakers	1	2	3	4	5	6	_____	_____
	<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"/>	_____	_____

**Exploratory programs**

r. <input type="checkbox"/> Exploratory French . . . . .	_____	_____
s. <input type="checkbox"/> Exploratory German . . . . .	_____	_____
t. <input type="checkbox"/> Exploratory Japanese . . . . .	_____	_____
u. <input type="checkbox"/> Exploratory Spanish . . . . .	_____	_____
v. <input type="checkbox"/> Other (specify): _____	_____	_____

7a. What percentage of your language classes last for the entire school year?

\_\_\_\_\_ Percent (If 100% → SKIP TO QUESTION 8)

7b. 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

8. What types of foreign language classes are offered at your school? (Please check each type offered)

- a.  Standard (listening, speaking, reading, writing, and culture)
- b.  Exploratory (general exposure to one or more languages and cultures)
- c.  Literature only
- d.  Conversation only
- e.  Advanced Placement (for college credit)
- f.  Honors/Accelerated (other than Advanced Placement)
- g.  International Baccalaureate (IB)
- h.  Language for native or heritage language speakers (e.g., Spanish for Spanish speakers) (specify languages):  
\_\_\_\_\_
- i.  Regular subjects (e.g., history, math, science) taught in the foreign language (specify language and subject):  
\_\_\_\_\_
- j.  Distance learning (classes taught via distance technology) (specify languages and delivery of format):  
\_\_\_\_\_
- k.  Other (please specify):  
\_\_\_\_\_

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 (full- and/or part-time) in your school who are certified for: (Write one number for each line; if answer is none, write "0")

- a. \_\_\_\_\_ Foreign language teaching at the secondary school level
- b. \_\_\_\_\_ Foreign language teaching at the K–12 level
- c. \_\_\_\_\_ Secondary school teaching but *not* specifically foreign language teaching
- d. \_\_\_\_\_ Foreign language teaching at the elementary school level but not at the secondary level
- e. \_\_\_\_\_ A different foreign language from the one they teach
- f. \_\_\_\_\_ More than one foreign language
- g. \_\_\_\_\_ Recognized as National Board Certified
- h. \_\_\_\_\_ 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. 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

13. To what extent do language teachers in your school use the foreign language in the classroom? (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

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

14. 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

15. 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?

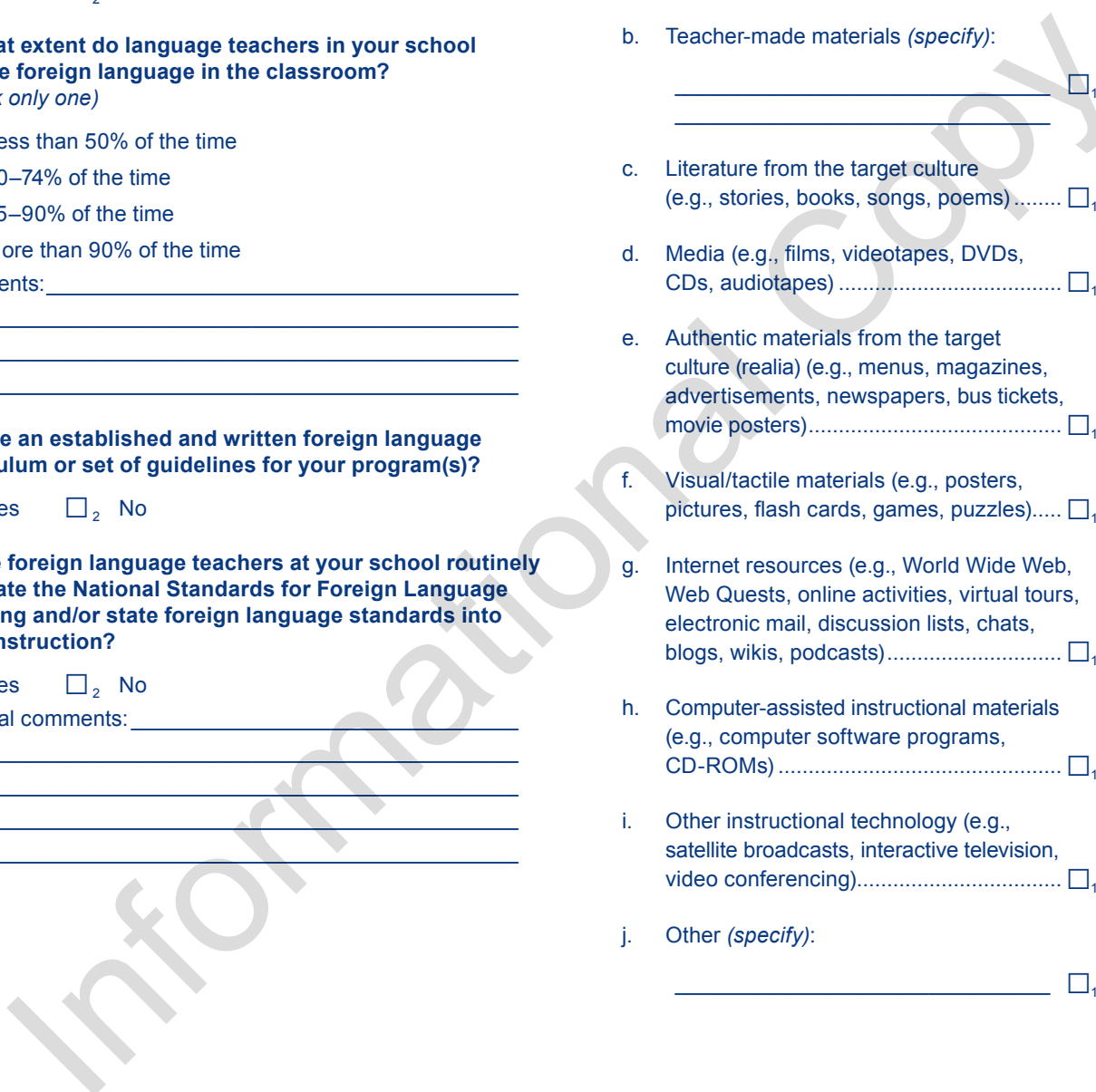
<sub>1</sub> Yes    <sub>2</sub> No

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

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..... <sub>1</sub>    <sub>2</sub>    <sub>3</sub>
- b. Teacher-made materials (specify):  
 \_\_\_\_\_ <sub>1</sub>    <sub>2</sub>    <sub>3</sub>  
 \_\_\_\_\_
- c. Literature from the target culture (e.g., stories, books, songs, poems) ..... <sub>1</sub>    <sub>2</sub>    <sub>3</sub>
- d. Media (e.g., films, videotapes, DVDs, CDs, audiotapes) ..... <sub>1</sub>    <sub>2</sub>    <sub>3</sub>
- e. Authentic materials from the target culture (realia) (e.g., menus, magazines, advertisements, newspapers, bus tickets, movie posters)..... <sub>1</sub>    <sub>2</sub>    <sub>3</sub>
- f. Visual/tactile materials (e.g., posters, pictures, flash cards, games, puzzles)..... <sub>1</sub>    <sub>2</sub>    <sub>3</sub>
- g. Internet resources (e.g., World Wide Web, Web Quests, online activities, virtual tours, electronic mail, discussion lists, chats, blogs, wikis, podcasts)..... <sub>1</sub>    <sub>2</sub>    <sub>3</sub>
- h. Computer-assisted instructional materials (e.g., computer software programs, CD-ROMs) ..... <sub>1</sub>    <sub>2</sub>    <sub>3</sub>
- i. Other instructional technology (e.g., satellite broadcasts, interactive television, video conferencing)..... <sub>1</sub>    <sub>2</sub>    <sub>3</sub>
- j. Other (specify):  
 \_\_\_\_\_ <sub>1</sub>    <sub>2</sub>    <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. Standardized exams (e.g., AP exams, National German Examination, National Latin Exam, National Spanish Exam, SAT II, STAMP) (specify):.....       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| _____  |                                       |                                       |                                       |
| m. Other (please describe): .....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| _____  |                                       |                                       |                                       |

18. What type of sequencing (articulation) exists for students who have studied foreign language(s) at their previous school level (i.e., in elementary school or middle/junior high school) when they continue foreign language study in your school? (Mark the one statement below that best describes the sequencing for the majority of the students at your school)

- <sub>1</sub> Students in our school district do not have foreign language instruction (in the language(s) we teach) before they enter our school
- <sub>2</sub> Students are placed in exploratory language classes (general exposure to one or more languages and cultures)
- <sub>3</sub> Students are placed in Level I foreign language classes along with students who have had no prior instruction in the language
- <sub>4</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>5</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>6</sub> Students can enroll in some subject matter courses taught in the foreign language
- <sub>7</sub> Other (specify): \_\_\_\_\_

19. 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: \_\_\_\_\_

\_\_\_\_\_

20. 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!*

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