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. 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!

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. □ Prekindergarten  g. □ Grade 5
   b. □ Kindergarten     h. □ Grade 6
   c. □ Grade 1           i. □ Grade 7
   d. □ Grade 2          j. □ Grade 8
   e. □ Grade 3           k. □ Other (specify):
   f. □ Grade 4

2. How many students currently attend your school?
   ___________ Number of students

3. Does your school currently teach foreign language(s)?
   □ 1 Yes ➞ SKIP TO QUESTION 5
   □ 2 No

4. Is your school planning to offer foreign language instruction in the next 2 years?
   □ 1 Yes  □ 2 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): ____________________________

Questions: Contact Dr. Ingrid Pufahl at 202-355-1567 or by email at ingrid@cal.org.
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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.”

<table>
<thead>
<tr>
<th>Languages</th>
<th>Program Type</th>
<th>Number of Students</th>
<th>Grade Levels</th>
<th>Average Mins/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Arabic</td>
<td>A B C</td>
<td>75</td>
<td>PreK K 1 2 3</td>
<td>150 mins</td>
</tr>
<tr>
<td>b. Chinese</td>
<td>A B C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. French</td>
<td>A B C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. German</td>
<td>A B C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Hebrew</td>
<td>A B C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Italian</td>
<td>A B C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Japanese</td>
<td>A B C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Latin</td>
<td>A B C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Portuguese</td>
<td>A B C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Russian</td>
<td>A B C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Sign Language (American)</td>
<td>A B C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Spanish</td>
<td>A B C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>A B C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. [Specify]</td>
<td>A B C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. [Specify]</td>
<td>A B C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. [Specify]</td>
<td>A B C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Language for Native (or Heritage) Language Speakers

<table>
<thead>
<tr>
<th>Languages</th>
<th>Program Type</th>
<th>Number of Students</th>
<th>Grade Levels</th>
<th>Average Mins/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>p. Spanish for Spanish Speakers</td>
<td>A B C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q. Other (Specify):</td>
<td>A B C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)  
   □ 1  1–5 weeks  
   □ 2  6–10 weeks  
   □ 3  11–15 weeks  
   □ 4  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)?  
   □ 1  Yes  □ 2  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?  
   □ 1  Yes  □ 2  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)  
   □ 1  Less than 50% of the time  
   □ 2  50–74% of the time  
   □ 3  75–90% of the time  
   □ 4  More than 90% of the time

15. Is there an established and written foreign language curriculum or set of guidelines for your program(s)?  
   □ 1  Yes   □ 2  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)  
   Frequency  Sometimes  Not at all  
   a. Commercially published textbooks/ workbooks .................................................. □ 1  □ 2  □ 3  
   b. Teacher-made materials (specify): .................................................................................. □ 1  □ 2  □ 3  
   c. Literature from the target culture (e.g., stories, books, songs, poems/rhymes) .... □ 1  □ 2  □ 3  
   d. Media (e.g., films, videotapes, DVDs, CDs, audiotapes) .................................................. □ 1  □ 2  □ 3  
   e. Authentic materials from the target culture (realia) (e.g., menus, magazines, advertisements, newspapers, bus tickets) .......................................................... □ 1  □ 2  □ 3  
   f. Visual/tactile materials (e.g., puppets, posters, pictures, flash cards, games, puzzles) .................................................................................................................. □ 1  □ 2  □ 3  
   g. Internet resources (e.g., World Wide Web, online activities, virtual tours, electronic mail, discussion lists, chats, blogs, wikis, podcasts) .................................................. □ 1  □ 2  □ 3  
   h. Computer-assisted instructional materials (e.g., computer software programs, CD-ROMs) .................................................................................................................. □ 1  □ 2  □ 3  
   i. Other instructional technology (e.g., satellite broadcasts, interactive television, video conferencing) .......................................................... □ 1  □ 2  □ 3  
   j. Other (specify): ................................................................................................................. □ 1  □ 2  □ 3
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)

a. Student use of illustrations to indicate comprehension (e.g., match illustrations to sequence heard or read)...
   - Frequently: □
   - Sometimes: □
   - Not at all: □

b. Student use of English (or native language) to explain what is understood from something heard, read, or viewed in the target language...
   - Frequently: □
   - Sometimes: □
   - Not at all: □

c. Oral proficiency interviews (teacher or outside evaluator interviews individual student to determine student's fluency)...
   - Frequently: □
   - Sometimes: □
   - Not at all: □

d. Student presentations (e.g., student prepares presentation/demonstration and delivers it to demonstrate proficiency in the foreign language)...
   - Frequently: □
   - Sometimes: □
   - Not at all: □

e. Oral language activities (e.g., student conducts interview, describes drawing, engages in interpersonal exchange or impromptu skit)...
   - Frequently: □
   - Sometimes: □
   - Not at all: □

f. Written works produced by student (essays, letters, reports, brochures)...
   - Frequently: □
   - Sometimes: □
   - Not at all: □

g. Student portfolios (e.g., compilation of student-selected and/or teacher-selected work over a set period of time, with rating criteria)...
   - Frequently: □
   - Sometimes: □
   - Not at all: □

h. Student self-assessment (e.g., student evaluates his/her language skills using oral/written self-evaluations)...
   - Frequently: □
   - Sometimes: □
   - Not at all: □

i. Translation exercises (e.g., English → German; German → English)...
   - Frequently: □
   - Sometimes: □
   - Not at all: □

j. Selected-response tests (e.g., multiple choice or matching of vocabulary words or grammar structures)...
   - Frequently: □
   - Sometimes: □
   - Not at all: □

k. Short-answer tests (student is asked to respond in writing to questions)...
   - Frequently: □
   - Sometimes: □
   - Not at all: □

l. Other (e.g., standardized tests)...
   - Frequently: □
   - Sometimes: □
   - Not at all: □

(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?

□ 1 Yes □ 2 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)

□ 1 Students are placed in exploratory language classes (general exposure to one or more languages and cultures)

□ 2 Students are placed in Level I foreign language classes along with students who have had no prior instruction in the language

□ 3 Students are placed in more advanced classes where the course content and objectives are designed specifically to provide continuity from their prior level

□ 4 Students are placed in more advanced classes where the course content and objectives are not designed specifically to provide continuity from their prior level

□ 5 Students can enroll in some subject matter courses taught in the foreign language

□ 6 There is no foreign language instruction (for the language(s) taught in our elementary school) in junior high/middle school in our district

□ 7 Other (specify): ___________________________

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

□ 1 Yes □ 2 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?

□ 1 Yes □ 2 No

If yes, please explain:

________________________________________

________________________________________

________________________________________

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

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