American Council on the Teaching of Foreign Languages
Foreign Language Student

2007 Post-Secondary Planning Survey®
Final Summary
Foreign Language Student Survey
2007 Post-Secondary Planning Survey
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About NRCCUA®

NRCCUA has been building educational bridges between college-bound high school students, high school educators and college admissions officers for 35 years.

Through our annual surveys and research partnerships, NRCCUA gathers information on student attitudes and opinions on educational plans and discipline specific issues from nearly 5.5 million students in over 20,000 public and private high schools nationally. The surveys are voluntary and students and research partners participate at no cost. This valuable research is published and distributed to over 1,300 member colleges, universities and educational organizations so they can better identify and serve high school students who meet their needs. In addition to hearing from colleges and universities, students may also hear from non-profit and for-profit organizations offering educational opportunities such as college admissions services, financial aid, career information, extracurricular enrichment and recognition programs.

As a research partner with NRCCUA, organizations can reach millions of students and thousands of educators in ways that were cost and logistically prohibitive in the past. Through these partnerships, NRCCUA seeks to assist the educational community in every way possible with our extensive reach and relationships with secondary school administrators, educators and students.

Thank you for your support and partnership with NRCCUA in connecting our nation’s youth with educational opportunities. We hope that the data gathered will be of significant value to your organization.

Ryan Munce
Asst. Vice President for Strategic Projects
NRCCUA - National Research Center for College & University Admissions
3651 NE Ralph Powell Road
Lee’s Summit, MO 64064
Phone: 800.862.7759

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About the Survey

Methodology
In the spring of 2007, the Foreign Language Student Post-Secondary Planning Survey (PSPS) was mailed to high school Foreign Language teachers across the nation. These educators were asked to distribute the survey to their students, as well as complete a Foreign Language Teacher survey. This summary reflects 70,170 Foreign Language Student surveys and 833 Foreign Language Teacher surveys collected between 01/01/07 and 05/18/07.

Sampling Error
The margins of error and confidence interval below are a measurement of how well the Foreign Language student survey results represent the entire student community. For example, in theory, one could say if we performed the survey 100 times, the results for each respondent group will fall within the margin of error percentage above or below the percentage reported 99 out of 100 times.

<table>
<thead>
<tr>
<th>Respondent Group</th>
<th>Sample</th>
<th>Estimated Population</th>
<th>Margin of Error (99% Confidence Interval)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students†</td>
<td>70,170</td>
<td>16,465,268</td>
<td>+/- 0.50%</td>
</tr>
<tr>
<td>Class of 2007‡</td>
<td>5,839</td>
<td>4,139,691</td>
<td>+/- 1.70%</td>
</tr>
<tr>
<td>Class of 2008‡</td>
<td>20,307</td>
<td>4,067,056</td>
<td>+/- 0.95%</td>
</tr>
<tr>
<td>Class of 2009‡</td>
<td>24,675</td>
<td>4,112,467</td>
<td>+/- 0.95%</td>
</tr>
<tr>
<td>Class of 2010‡</td>
<td>17,113</td>
<td>4,146,054</td>
<td>+/- 1.00%</td>
</tr>
<tr>
<td>White Students‡</td>
<td>39,380</td>
<td>11,382,780</td>
<td>+/- 0.65%</td>
</tr>
<tr>
<td>African-American Students‡</td>
<td>6,687</td>
<td>1,986,200</td>
<td>+/- 1.60%</td>
</tr>
<tr>
<td>Hispanic Students‡</td>
<td>7,020</td>
<td>2,065,652</td>
<td>+/- 1.55%</td>
</tr>
<tr>
<td>Asian-American Students‡</td>
<td>3,641</td>
<td>612,963</td>
<td>+/- 2.25%</td>
</tr>
<tr>
<td>American Indian Students‡</td>
<td>828</td>
<td>121,045</td>
<td>+/- 4.50%</td>
</tr>
<tr>
<td>All Teachers††</td>
<td>833</td>
<td>27,000</td>
<td>+/- 4.10%</td>
</tr>
</tbody>
</table>

Nonsampling Error
It is important to remember that question wording and logistical difficulties in conducting surveys can introduce error or bias into the findings, in addition to that caused by sampling error.

† National Center for Education Statistics (NCES) – The Digest of Education Statistics (2005 edition – Table 3)
‡ Age and Ethnicity percentages from 2000 U.S. Census data were applied to NCES Fall 2006 forecasted enrollment to derive subpopulation estimates.
Foreign Language Student Survey
2007 Post-Secondary Planning Survey

Foreign Language Student Findings
- If given the option, more students would choose to study Italian than any other foreign language.
- 59% of students say they are at least somewhat likely to study two or more foreign languages in high school and college.
- Asian-American students, overall, indicated a very strong desire to study languages that correlated with their ethnic heritage.
- Compared to all other ethnic groups, more African-American students indicated they plan to stop taking foreign language courses when they meet their high school graduation requirements.
- 44% of students said studying a foreign language has helped them in their other classes.
- A significant majority (64%) of students sees the study of foreign language as beneficial for travel, recreation, and enjoyment.
- 28% of students plan to use a foreign language in the business world.

Foreign Language Teacher Findings
- 60.4% of teachers said the most challenging factor in teaching a foreign language is the low motivation of their students.
- 60.9% of teachers indicated they chose to teach the language they currently teach mainly because it was most interesting to them.
- 84.6% of teachers believe their students chose to learn another language because it was required for graduation or necessary for college admission.
- 33.6% of teachers indicated the need for more chances to network with colleagues.

NRCCUA Overall Student Data Relevant Findings
- 2.5% of students indicated they are interested in pursuing a foreign language major in college.
- 3.2% of students indicated they are interested in an international business major in college.

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## Student Respondent Population

<table>
<thead>
<tr>
<th>Gender</th>
<th>Students</th>
<th>% Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>39,115</td>
<td>55.7%</td>
</tr>
<tr>
<td>Male</td>
<td>27,499</td>
<td>39.2%</td>
</tr>
<tr>
<td>No Response</td>
<td>3,556</td>
<td>5.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70,170</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic Background (Q15)</th>
<th>Students</th>
<th>%Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>828</td>
<td>1.2%</td>
</tr>
<tr>
<td>Asian/Asian-American/Pacific Islander</td>
<td>3,641</td>
<td>5.2%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>6,687</td>
<td>9.5%</td>
</tr>
<tr>
<td>Latino/Hispanic/Chicano</td>
<td>7,020</td>
<td>10.0%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>39,380</td>
<td>56.1%</td>
</tr>
<tr>
<td>Other/Multiracial</td>
<td>7,633</td>
<td>10.9%</td>
</tr>
<tr>
<td>Prefer not to Respond/No Response</td>
<td>4,981</td>
<td>7.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70,170</strong></td>
<td></td>
</tr>
</tbody>
</table>

![Ethnic Background Pie Chart](chart.png)
Student Respondent Population (continued)

**Graduation Year**

- 2007: 8.3%
- 2008: 28.9%
- 2009: 35.2%
- 2010: 24.4%
- 2011: 2.5%

**Grade Point Average**

- A: 40.9%
- B: 42.7%
- C: 11.0%
- LC: 1.5%
## Student Respondent Population (continued)

<table>
<thead>
<tr>
<th>State</th>
<th>Students</th>
<th>% Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>AK</td>
<td>194</td>
<td>0.3%</td>
</tr>
<tr>
<td>AL</td>
<td>1,770</td>
<td>2.5%</td>
</tr>
<tr>
<td>AR</td>
<td>520</td>
<td>0.7%</td>
</tr>
<tr>
<td>AZ</td>
<td>992</td>
<td>1.4%</td>
</tr>
<tr>
<td>CA</td>
<td>5,607</td>
<td>8.0%</td>
</tr>
<tr>
<td>CO</td>
<td>1,168</td>
<td>1.7%</td>
</tr>
<tr>
<td>CT</td>
<td>1,158</td>
<td>1.7%</td>
</tr>
<tr>
<td>DE</td>
<td>345</td>
<td>0.5%</td>
</tr>
<tr>
<td>FL</td>
<td>3,539</td>
<td>5.0%</td>
</tr>
<tr>
<td>GA</td>
<td>1,564</td>
<td>2.2%</td>
</tr>
<tr>
<td>DC</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>HI</td>
<td>426</td>
<td>0.6%</td>
</tr>
<tr>
<td>IA</td>
<td>515</td>
<td>0.7%</td>
</tr>
<tr>
<td>ID</td>
<td>319</td>
<td>0.5%</td>
</tr>
<tr>
<td>IL</td>
<td>2,613</td>
<td>3.7%</td>
</tr>
<tr>
<td>IN</td>
<td>1,317</td>
<td>1.9%</td>
</tr>
<tr>
<td>KS</td>
<td>662</td>
<td>0.9%</td>
</tr>
<tr>
<td>KY</td>
<td>1,332</td>
<td>1.5%</td>
</tr>
<tr>
<td>LA</td>
<td>2,075</td>
<td>3.0%</td>
</tr>
<tr>
<td>MA</td>
<td>1,454</td>
<td>2.1%</td>
</tr>
<tr>
<td>MD</td>
<td>1,482</td>
<td>2.1%</td>
</tr>
<tr>
<td>ME</td>
<td>326</td>
<td>0.5%</td>
</tr>
<tr>
<td>MI</td>
<td>2,742</td>
<td>3.9%</td>
</tr>
<tr>
<td>MN</td>
<td>1,289</td>
<td>1.8%</td>
</tr>
<tr>
<td>MO</td>
<td>1,542</td>
<td>2.2%</td>
</tr>
<tr>
<td>MS</td>
<td>851</td>
<td>1.2%</td>
</tr>
<tr>
<td>MT</td>
<td>386</td>
<td>0.6%</td>
</tr>
<tr>
<td>NC</td>
<td>1,120</td>
<td>1.6%</td>
</tr>
<tr>
<td>ND</td>
<td>111</td>
<td>0.2%</td>
</tr>
<tr>
<td>NE</td>
<td>728</td>
<td>1.0%</td>
</tr>
<tr>
<td>NH</td>
<td>418</td>
<td>0.6%</td>
</tr>
<tr>
<td>NJ</td>
<td>2,818</td>
<td>4.0%</td>
</tr>
<tr>
<td>NM</td>
<td>307</td>
<td>0.4%</td>
</tr>
<tr>
<td>NV</td>
<td>384</td>
<td>0.5%</td>
</tr>
<tr>
<td>NY</td>
<td>2,769</td>
<td>3.9%</td>
</tr>
<tr>
<td>OH</td>
<td>4,072</td>
<td>5.8%</td>
</tr>
<tr>
<td>OK</td>
<td>1,586</td>
<td>2.3%</td>
</tr>
<tr>
<td>OR</td>
<td>780</td>
<td>1.1%</td>
</tr>
<tr>
<td>PA</td>
<td>4,175</td>
<td>5.9%</td>
</tr>
<tr>
<td>RI</td>
<td>366</td>
<td>0.5%</td>
</tr>
<tr>
<td>SC</td>
<td>1,168</td>
<td>1.7%</td>
</tr>
<tr>
<td>SD</td>
<td>358</td>
<td>0.5%</td>
</tr>
<tr>
<td>TN</td>
<td>1,890</td>
<td>2.7%</td>
</tr>
<tr>
<td>TX</td>
<td>3,915</td>
<td>5.6%</td>
</tr>
<tr>
<td>UT</td>
<td>411</td>
<td>0.6%</td>
</tr>
<tr>
<td>VA</td>
<td>1,925</td>
<td>2.7%</td>
</tr>
<tr>
<td>VT</td>
<td>245</td>
<td>0.3%</td>
</tr>
<tr>
<td>WA</td>
<td>1,321</td>
<td>1.9%</td>
</tr>
<tr>
<td>WI</td>
<td>2,141</td>
<td>3.1%</td>
</tr>
<tr>
<td>WV</td>
<td>517</td>
<td>0.7%</td>
</tr>
<tr>
<td>WY</td>
<td>416</td>
<td>0.6%</td>
</tr>
<tr>
<td>No Response</td>
<td>41</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**Total**: 70,170
Q1 – How likely are you to study two or more foreign languages while in high school and college? (Darken ONE)

![Bar chart showing % Students studying 2+ foreign languages in high school and college]
Q1 (Continued)
How likely are you to study two or more foreign languages while in high school and college? (Darken ONE)

Students Will Study 2+ Foreign Languages in High School and College

<table>
<thead>
<tr>
<th>% Students</th>
<th>Very Likely</th>
<th>Likely</th>
<th>Somewhat Likely</th>
<th>Unlikely</th>
<th>Very Unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
<td></td>
</tr>
</tbody>
</table>
Q2 – When will you stop taking foreign language courses? (Darken as many as apply)

![Bar chart showing students' plans to stop taking foreign language classes.](chart.png)

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Q2 (Continued)
When will you stop taking foreign language courses?
(Darken as many as apply)

![Bar chart showing students' plans to stop taking foreign language classes.](chart.png)
Q3 – How willing are you to take a non-traditional foreign language course like Chinese, Arabic, Korean, Farsi, etc.? (Darken ONE)

Students Willing to Take Non-Traditional Foreign Languages

<table>
<thead>
<tr>
<th>% Students</th>
<th>Very Willing</th>
<th>Willing</th>
<th>Somewhat Willing</th>
<th>Unwilling</th>
<th>Very Unwilling</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q3 (Continued)
How willing are you to take a non-traditional foreign language course like Chinese, Arabic, Korean, Farsi, etc.? (Darken ONE)

Students Willing to Take Non-Traditional Foreign Languages

<table>
<thead>
<tr>
<th>% Students</th>
<th>Very Willing</th>
<th>Willing</th>
<th>Somewhat Willing</th>
<th>Unwilling</th>
<th>Very Unwilling</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
<td></td>
</tr>
</tbody>
</table>

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Q4 – If you had any option available to you, which of the following languages would you be most interested in studying? (Darken up to THREE)
Q4 (Continued)
If you had any option available to you, which of the following languages would you be most interested in studying? (Darken up to THREE)
Q5 – Has studying a foreign language helped you do better in your other classes? (Darken ONE)

Impact of Foreign Language on Other Courses

% Students

0.0% 5.0% 10.0% 15.0% 20.0% 25.0% 30.0% 35.0% 40.0% 45.0%

- Yes, I think it has helped me a great deal.
- Yes, I think it has helped me some.
- No, I don't think it has affected my performance in other classes.
- No, it has distracted me from performing well in other classes.
- I am not sure

White | Black | Latino | Asian | American Indian
Q5 (Continued)
Has studying a foreign language helped you do better in your other classes? (Darken ONE)

Impact of Foreign Language on Other Courses

<table>
<thead>
<tr>
<th>Response</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I think it has helped me a great deal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, I think it has helped me some.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, I don’t think it has affected my performance in other classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, it has distracted me from performing well in other classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am not sure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q6 – Which of the following best describe your future use of foreign language? (Darken as many as apply)
Q6 (Continued)
Which of the following best describe your future use of foreign language? (Darken as many as apply)

- I plan to use a foreign language for my travel, recreation, and enjoyment.
- I plan to use a foreign language in the business world.
- I do not plan to use a foreign language after I am finished with my required courses.
- I plan to major in a foreign language in college.
- I plan to teach a foreign language.

Future Use of Foreign Language

<table>
<thead>
<tr>
<th>Future Use</th>
<th>All Students</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>I plan to teach a foreign language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I plan to major in a foreign language in college.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not plan to use a foreign language after I am finished with my required courses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I plan to use a foreign language in the business world.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I plan to use a foreign language for my travel, recreation, and enjoyment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

% Students

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Teacher Q1 – The language(s) I teach is/are:
(Darken all that apply)

Foreign Languages

- Farsi
- Korean
- Arabic
- Russian
- Chinese
- Other
- Japanese
- Italian
- Latin
- German
- French
- Spanish

% Teachers
Teacher Q2 – The main reason I chose to teach this language was because: (Darken ONE)

Teachers Chose to Teach a Particular Language Because:

- I was most interested in this language
- I was a native speaker of this language
- My family background is connected to this language
- Other
- My friends were studying it

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Teacher Q3 – What do you believe is the main reason that MOST of your students chose to learn another language? (Darken ONE)

Most of My Students Chose to Learn Another Language Because:

- It was necessary for admission to college: 45%
- It was required for graduation: 35%
- They wanted to learn another language: 10%
- Other: 5%
- Their parents insisted: 0%
Teacher Q4 – How is technology being used in foreign language instruction? (Darken all that apply)
Teacher Q5 – What type of support do you as a foreign language teacher need most? (Darken ONE)

Foreign Language Teachers Need More Support in:

- More chances to network with colleagues
- More opportunities for professional development
- Help with classroom management strategies
- More information about ‘best practices’ in the language classroom
- Other

% Teachers

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Teacher Q6 – What challenges do you see in foreign language teaching? (Darken all that apply)

<table>
<thead>
<tr>
<th>Challenge</th>
<th>% Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low motivation of students</td>
<td>65%</td>
</tr>
<tr>
<td>Large class sizes</td>
<td>50%</td>
</tr>
<tr>
<td>Limited resources</td>
<td>35%</td>
</tr>
<tr>
<td>Isolation from teachers who teach the same language</td>
<td>20%</td>
</tr>
<tr>
<td>Other</td>
<td>15%</td>
</tr>
</tbody>
</table>

For More Information Contact Ryan Munce
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Discover Languages®
Discover the World!

ALL ITEMS IN SHADED AREA REQUIRED FOR PROCESSING.

PLEASE PRINT CLEARLY WITH A NO. 2 PENCIL OR BLACK OR BLUE INK ONLY! COMPLETELY FILL IN CIRCLES.

| First Name: | | | | | | | | | | | | Middle Initial: |
| Last Name:  | | | | | | | | | | | | |
| Address:    | | | | | | | | | | | | |
| City:       | | | | | | | | | | | | State: |
| Zip:        | | | | | | | | | | | | |
| Your High School Name: | | | | | | | |
| Birth Date: | | | | | | | | | | | | Male: |
| High School Graduation Year | | | | | | | | | | | | Female: |
| Preferred Email: | | | | | | | |

What is your grade average? A+ [ ] A [ ] A- [ ] B+ [ ] B [ ] B- [ ] C+ [ ] C [ ] C- [ ] Lower than C [ ]

Scale: A=4, B=3, C=2, D=1, Failing=0

1. How likely are you to study two or more foreign languages while in high school and college? (Darken ONE)
   A. [ ] Very Likely
   B. [ ] Likely
   C. [ ] Somewhat Likely
   D. [ ] Unlikely
   E. [ ] Very Unlikely

2. When will you stop taking foreign language courses? (Darken as many as apply)
   A. [ ] At the end of this current class
   B. [ ] When I meet my high school graduation requirements
   C. [ ] When I meet my college degree requirements
   D. [ ] When I am proficient in one or more foreign languages
   E. [ ] Not sure

3. How willing are you to take a non-traditional foreign language course like Chinese, Arabic, Korean, Farsi, etc.? (Darken ONE)
   A. [ ] Very Willing
   B. [ ] Willing
   C. [ ] Somewhat Willing
   D. [ ] Unwilling
   E. [ ] Very Unwilling

4. If you had any option available to you, which of the following languages would you be most interested in studying? (Darken up to THREE)
   A. [ ] Arabic
   B. [ ] Chinese
   C. [ ] French
   D. [ ] Farsi
   E. [ ] German
   F. [ ] Italian
   G. [ ] Japanese
   H. [ ] Korean
   I. [ ] Latin
   J. [ ] Russian
   K. [ ] Spanish
   L. [ ] Other

5. Has studying a foreign language helped you do better in your other classes? (Darken ONE)
   A. [ ] Yes, I think it has helped me a great deal.
   B. [ ] Yes, I think it has helped me some.
   C. [ ] No, I don’t think it has affected my performance in other classes.
   D. [ ] No, it has distracted me from performing well in other classes.
   E. [ ] I am not sure.

6. Which of the following best describe your future use of foreign language? (Darken as many as apply)
   A. [ ] I plan to major in a foreign language in college.
   B. [ ] I plan to use a foreign language in the business world.
   C. [ ] I plan to teach a foreign language.
   D. [ ] I plan to use a foreign language for my travel, recreation and enjoyment.
   E. [ ] I do not plan on using a foreign language after I am finished with my required courses.

7. Have either of your parents attended college? [ ] Yes [ ] No

8. If costs were not a factor, which category of college would you like to attend? (Darken as many as apply)
   A. [ ] State College/University
   B. [ ] Private College/University
   C. [ ] Community/Junior College
   D. [ ] Online College/University
   E. [ ] Technical College
   F. [ ] Trade/Vocational School

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OVER PLEASE
9. Specialized schools and colleges offer degree programs in selected professional areas. Which categories of college would you like to attend? (Darken up to THREE)

A. ☐ Architectural College
B. ☐ Art/Design College
C. ☐ Bible College
D. ☐ School of Business
E. ☐ School of Communications
F. ☐ Culinary School
G. ☐ College of Education

H. ☐ Engineering College
I. ☐ School of Forestry
J. ☐ General/Liberal Arts College
K. ☐ Law School
L. ☐ College of Mathematics
M. ☐ Medical School
N. ☐ Military Academy/College

O. ☐ Music College/Conservatory
P. ☐ Nursing College
Q. ☐ School of Psychology
R. ☐ College of Science/Technology
S. ☐ School of Social Work
T. ☐ Theatre Arts College
U. ☐ Other/Undecided

10. Please identify the type of high school courses you are currently taking. (Darken as many as apply)

A. ☐ Advanced Placement
B. ☐ College-Credit Courses
C. ☐ General College Prep.
D. ☐ Gifted/Accelerated Programs
E. ☐ International Baccalaureate
F. ☐ Online Courses
G. ☐ Other Advanced/Honors Programs
H. ☐ Vocational/Technical

11. Please choose TWO occupational areas that BEST fit your major interests or future career path. (Darken TWO)

1. ☐ Accounting/Finance
2. ☐ Advertising/Public Relations
3. ☐ Aeronautics/Flight Training
4. ☐ Aerospace Technology
5. ☐ Agricultural Sciences
6. ☐ Architecture
7. ☐ Art
8. ☐ Athletics/Coaching
9. ☐ Automotive Technology
10. ☐ Biology
11. ☐ Broadcasting/Radio/TV
12. ☐ Business Administration
13. ☐ Business (International)
14. ☐ Business Owner/Entrepreneur
15. ☐ Chemistry
16. ☐ Child Care/Development
17. ☐ Chiropractic
18. ☐ Christian Services/Missionary
19. ☐ Communications/Journalism
20. ☐ Computer Sciences
21. ☐ Culinary/Chef
22. ☐ Dance/Danceography
23. ☐ Dental Health

24. ☐ Drafting/CAD
25. ☐ Drama/Theatre Arts
26. ☐ Electronic Technician
27. ☐ Engineering (Civil)
28. ☐ Engineering (General)
29. ☐ Engineering (Electrical)
30. ☐ Engineering (Electronic)
31. ☐ Engineering (Mechanical)
32. ☐ English/Writing
33. ☐ Environmental Studies
34. ☐ Equine Studies
35. ☐ Fashion Merchandising
36. ☐ Foreign Language
37. ☐ Forestry/Conservation
38. ☐ Golf Course Design/Management
39. ☐ Graphic Arts/Design
40. ☐ Hebrew/Judaic Studies
41. ☐ History/Archaeology
42. ☐ Hotel/Resort Management
43. ☐ Information Technology
44. ☐ Interior Design
45. ☐ Law Enforcement/Criminal Justice
46. ☐ Lawyer/Legal Services
47. ☐ Marine Biology
48. ☐ Mathematics
49. ☐ Medical Physician
50. ☐ Medical Technology
51. ☐ Military Science
52. ☐ Music
53. ☐ Nursing/Health Care
54. ☐ Optometry/Ophthalmology
55. ☐ Pharmacy
56. ☐ Photography/Video/Film
57. ☐ Physical Education/Recreation
58. ☐ Physical Therapy
59. ☐ Physics
60. ☐ Politics/Government Science
61. ☐ Psychology/Psychiatry
62. ☐ Religion/Ministry/Theology
63. ☐ Sales/Marketing
64. ☐ Science
65. ☐ Social Work/Human Services
66. ☐ Sports Medicine
67. ☐ Teaching/Education
68. ☐ Travel/Tourism
69. ☐ Veterinary Medicine
70. ☐ Undecided/Other

12. Are you currently, or do you expect in the future, to play sports at the varsity level in high school? ☐ Yes ☐ No

13. Part I: If you are considering the military, which of the following describe your plan? (Darken as many as apply)

A. ☐ Enlist after high school
B. ☐ College-Based ROTC
C. ☐ Military Academy/College
D. ☐ Military Reserves
E. ☐ National Guard
F. ☐ Other

Part II: Which military service would you prefer? (Darken as many as apply)

A. ☐ Air Force
B. ☐ Army
C. ☐ Coast Guard
D. ☐ Marines
E. ☐ Navy

14. If you are interested in attending a denominational/church-related college, which ONE would you choose? (Darken ONE)

A. ☐ Adventist
B. ☐ African Methodist Episcopal
C. ☐ Assemblies of God
D. ☐ Baptist
E. ☐ Baptist (Southern)
F. ☐ Bible

G. ☐ Catholic
H. ☐ Charismatic/Pentecostal
I. ☐ Church of Christ
J. ☐ Church of Christ (United)
K. ☐ Church of God
L. ☐ Disciples of Christ

M. ☐ Episcopal
N. ☐ Evangelical
O. ☐ Friends/Quaker
P. ☐ Jewish
Q. ☐ L.D.S./Mormon
R. ☐ Lutheran
S. ☐ Mennonite
T. ☐ Methodist
U. ☐ Nazarene
V. ☐ Presbyterian
W. ☐ Nondenominational
X. ☐ Other Christian Denomination
Y. ☐ None of the above

15. What kind of social behavior rules would you PREFER on a college campus? (Darken ONE)

A. ☐ Conservative: Separate male/female living arrangements. No drinking, smoking or drugs on or off campus.
B. ☐ Moderate: Observing reasonable limits and avoiding extremes in behavior on or off campus.
C. ☐ Liberal: Observing minimal campus regulations.

16. Scholarship, grant, loan and incentive programs are available to students based upon specific racial or ethnic backgrounds. Indicate your background by selecting from the categories below. (Darken as many as apply)

A. ☐ American Indian/Alaskan Native
B. ☐ Black/African-American
C. ☐ Asian/Asian-American/Pacific Islander
D. ☐ Latino/Hispanic/Latino
E. ☐ White/Caucasian
F. ☐ Other
G. ☐ Prefer not to respond
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Complete and return with students’ surveys.

Your responses to these questions will be used for research purposes only. Your contact information will not be associated with your questionnaire in any way. Your personalized report will include the results of your colleague’s answers to the following questions. Thank you.

1. The language(s) I teach are: (Darken all that apply)
   A. Ó Arabic  E. Ó German  I. Ó Latin
   B. Ó Chinese  F. Ó Italian  J. Ó Russian
   C. Ó French  G. Ó Japanese  K. Ó Spanish
   D. Ó Farsi  H. Ó Korean  L. Ó Other

2. The main reason I chose to teach this language was because: (Darken ONE)
   A. Ó I was most interested in this language.
   B. Ó My family background is connected to this language.
   C. Ó My friends were studying it.
   D. Ó I was a native speaker of this language.
   E. Ó Other

3. What do you believe is the main reason that MOST of your students chose to learn another language? (Darken ONE)
   A. Ó It was required for graduation.
   B. Ó It was necessary for admission to college.
   C. Ó Their parents insisted.
   D. Ó They wanted to learn another language.
   E. Ó Other

4. How is technology being used in foreign language instruction? (Darken all that apply)
   A. Ó To deliver language instruction to students
   B. Ó To manage grades and/or attendance
   C. Ó To assess students’ language proficiency
   D. Ó Help with classroom management strategies
   E. Ó Other (please specify)

5. What type of support do you as a foreign language teacher need most? (Darken ONE)
   A. Ó More opportunities for professional development
   B. Ó More chances to network with colleagues
   C. Ó More information about “best practice” in the language classroom
   D. Ó Help with classroom management strategies
   E. Ó Other (please specify)

6. What challenges do you see in foreign language teaching? (Darken all that apply)
   A. Ó Large class sizes
   B. Ó Limited resources
   C. Ó Isolation from teachers who teach the same language
   D. Ó Inadequate instructional materials
   E. Ó Low motivation of students
   F. Ó Other (please specify)

Please provide any updates to the information below:

Name: __________________________________________

Position/Title: ____________________________________

High School: _____________________________________

Street Address: __________________________________

City: ________________ State: ____________ Zip: ______

School Phone Number: ( ) _________________________

Email: ________________________ (required to receive report via email)

Estimated school start date in Fall, 2007: _______________________

Comments: _______________________________________

☐ I would like additional surveys mailed to me: _________ (number)

☐ *I would like to receive an emailed copy of my personalized report.

(*email address required in order to receive personalized report)