ACTFL MISSION STATEMENT
Providing vision, leadership and support for quality teaching and learning of languages.

VISION STATEMENT
Believing that language and communication are at the heart of the human experience, that the U.S. must nurture and develop indigenous, immigrant, and world language resources, and that the U.S. must educate students to be linguistically and culturally prepared to function as world citizens, ACTFL is uniquely positioned to lead this endeavor by:

- Meeting the needs of language professionals
- Ensuring a dynamic and responsive organization
- Working proactively through advocacy and outreach
- Working to ensure that the language-teaching profession reflects the racial, ethnic and linguistic diversity of U.S. society
- Promoting research that impacts the development of professional programs and enhances the quality of language teaching and learning
## Table of Contents

**Executive Summary** ................................................................. 5

**Key Findings** ............................................................................ 6

**ACTFL Student Research Results** ............................................. 9

**ACTFL Educator Research Results** .......................................... 15

**About the Survey** ................................................................. 23

**Student Respondent Population** ........................................... 24

**About NRCCUA** ..................................................................... 26

**Research Advisory Board** ..................................................... 27

### Appendices

**2010 ACTFL Student Survey** .............................................. 29

**2010 ACTFL Educator Questionnaire** ................................. 31
American Council on the Teaching of Foreign Languages
Executive Summary

ACTFL is the only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL and NRCCUA are seeking knowledge of how our nation’s high school students value foreign languages, gauging the path that students take through their educations and eventual careers in foreign language education, as well as establishing trend lines demonstrating the popularity of various international languages.

In 2009, the American Council on the Teaching of Foreign Languages partnership with MyCollegeOptions.org yielded valuable insight into foreign language interest and attitudes, student and educator travel, and the types of support desired most by foreign language educators.

Below are selected highlights of the research collected over the past year.

- Over 60% of students study Spanish as their primary foreign language, while just over 20% study French, and less than 17% study other languages.
- Spanish, French, and Italian continue to be the languages most desired by students, while slightly less than 10% of students want to study Japanese, German, and American Sign Language.
- Over 80% of educators regularly use or would like to use the internet in classroom instruction of foreign language.
- Almost 70% of students have never traveled to the country of the language they are studying.
- Almost 30% of students say that they would have started learning a foreign language in elementary school if they could change their foreign language experience.
- Over 70% of educators have traveled to the country of the language that they teach within the past 5 years – almost 35% within the last year.
- Around 60% of educators indicate that they teach Spanish, and more than 23% indicate that they teach French.
- While the majority of students indicate they are taking foreign language to complete a graduation requirement, a high number of students are also taking a language to become fluent, broaden their career choices, and use in travel.
- Almost 85% of educators believe that their students are taking a foreign language primarily to fulfill a graduation requirement.
- About 69% of educators travel with family and friends to the countries of the languages they teach, while just over 25% travel with their students.

The National Research Center for College & University Admissions engages in annual cooperative research with student organizations, educator associations and community-based groups. The direct benefit to students for participating in this collaborative program is their inclusion in My College Options, the nation’s largest personalized, free college planning program. Our research partners are able to reach millions of students and thousands of educators in ways that were cost and logistically prohibitive in the past.
Fifty-one percent of foreign educators report that their student load this semester is more than 100 students.

Foreign Language educators teach slightly more students than the national average.

<table>
<thead>
<tr>
<th>Teaching Load</th>
<th>Foreign Language Educators</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-100</td>
<td>48.9%</td>
<td>52.2%</td>
</tr>
<tr>
<td>101+</td>
<td>51.1%</td>
<td>47.8%</td>
</tr>
</tbody>
</table>

% of Educators

**QUESTION**
This semester I have been assigned to teach the following number of students:

Seventy percent of educators have traveled to the country of the primary language that they teach within the past 5 years.

Traveling to the country of the language they teach is important to many foreign language educators.

Within the Past 5 Years 71%

% of Students

**QUESTION**
I have traveled to the country(ies) that speak the target language I teach:
Although the majority of educators believe that students take foreign language to fulfill graduation requirements, 60% of students indicate that this is not the only reason.

Additional reasons include becoming fluent, broadening their career choices and using foreign language in travel abroad.

<table>
<thead>
<tr>
<th>Reason</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>To become fluent</td>
<td>38%</td>
</tr>
<tr>
<td>To broaden career choices</td>
<td>37%</td>
</tr>
<tr>
<td>To use in travel abroad</td>
<td>26%</td>
</tr>
</tbody>
</table>

**QUESTION**
I believe that the main reason my students are taking the target language is:

Almost 30% of students say that if they could change their foreign language experience, they would start learning a foreign language in elementary school.

Students see the value in beginning foreign language instruction at a young age.

<table>
<thead>
<tr>
<th>Reason</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would start learning a language in elementary school</td>
<td>30%</td>
</tr>
</tbody>
</table>

**QUESTION**
If you had a chance to go back and change your foreign language learning experience, what would you do?
Key Demographics

151,988 Students Completed the Questionnaire
2,294 Foreign Language Educators Participated

Student Gender

- Female: 53.4%
- Male: 42.2%
- No Response: 4.4%

Student Ethnicity

- White/Caucasian: 45.1%
- Latino/Hispanic/Chicano: 13.9%
- Black/African-American: 11.7%
- Multiracial/Other: 11.3%
- Asian/Asian-American/Pacific Islander: 10.6%
- Prefer Not to Respond: 4.4%
- American Indian/Alaskan Native: 1.6%
- Middle Eastern: 0.6%

Student Graduation Year

- 2010: 11.1%
- 2011: 29.2%
- 2012: 34.7%
- 2013: 22.1%
- 2014: 1.0%
- Other: 1.9%

Student GPA

- A: 40.0%
- B: 49.7%
- C: 9.4%
- <C: 0.8%
Primary Language Studied by Students

- Spanish: 61.0%
- French: 21.7%
- American Sign Language: 0.7%
- Other: 0.9%
- Japanese: 1.2%
- English as a Second Language: 1.3%
- Russian: 1.8%
- Chinese: 1.7%
- Italian: 1.6%
- Latin: 2.3%
- German: 5.2%

Student Question #1 - I am currently studying the following language: (Darken ONE) [N=148,052]
Student Question #2 - If you had any option available to you, which of the following languages would you most be interested in studying? (Darken ONE) [N=146,344]
Expected Use of Foreign Language Studies

Student Question #3 - I expect to use the language I am studying: (Darken as many as apply) [N=147,921]
Student Travel to the Country Speaking the Language They are Studying

Student Question #4 - I have traveled to the country(ies) where the language I’m studying is spoken: (Darken ONE) [N=147,486]
Changes Students Would Make to Their Foreign Language Experience

Student Question #5 - If you had a chance to go back and change your foreign language learning experience, what would you do? (Darken ONE) [N=146,336]
Educator Question #1 - How long have you been teaching? (Darken ONE) [N=2,240]
Student Load of Foreign Language Educators

Educator Question #2 - This semester I have been assigned to teach the following number of students: (Darken ONE) [N=2,245]
Primary Language Taught in Foreign Language Classrooms

Educator Question #3 - The language I am currently teaching is: (If you teach two languages, respond here for the first one only.) [N= 2,263]
Classroom Resources Desired by Foreign Language Educators

- Internet: 81.5%
- Class presentations delivered via computer: 65.2%
- Multimedia software: 56.0%
- Language lab: 48.2%
- Podcasts: 27.4%
- Other technology resources: 20.0%
- Blogs: 16.6%
- Virtual worlds, e.g., Second Life: 11.0%

Educator Question #4 - I regularly use or would like to use the following resources in class (Darken as many as apply) [N=2,200]
Educator Question #5 - I have traveled to the country(ies) that speak the target language I teach: (Darken ONE) [N=2,215]
Educator Perception of Their Students’ Motivation For Taking Foreign Language

Educator Question #6 - I believe that the main reason my students are taking the target language is: (Darken ONE) [N=2,232]

- To fulfill a high school graduation or college entrance requirement: 84.1%
- To broaden their career choices: 8.4%
- To become fluent in the language: 6.5%
- To use in travel abroad: 0.9%
- To pursue a career in language teaching: 0.2%
Travel Companions of Foreign Language Educators

Educator Question #7 - When I travel to the country(ies) where the language I teach is spoken: (Darken ONE) [N=2,096]

- I usually travel with my teacher colleagues: 4.8%
- I usually travel with my students: 26.6%
- I usually travel with family and/or friends: 68.7%
American Council on the Teaching of Foreign Language
About the Survey

Methodology
In the fall of 2009, the American Council on the Teaching of Foreign Language Survey was mailed to ACTFL members and foreign language educators across the nation. These educators were asked to distribute the survey to their students, as well as complete an ACTFL Educator Questionnaire. This summary reflects all surveys collected between 08/01/09 and 11/15/09, for a total of 151,988 students and 2,294 teachers.

Sampling Error
The margin of error and the confidence interval below are a measurement of how well the ACTFL survey results represent the entire student community. For example, in theory, one could say that if we performed the survey 100 times, the results for each respondent group would 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>151,988</td>
<td>12,638,641</td>
<td>0.33%</td>
</tr>
</tbody>
</table>

Demographic Weights
Demographic weights were created and applied to the data to reduce the effects of survey sampling and response bias. Weights were calculated for graduation year, ethnicity and state using the high school graduate projections from the Western Interstate Commission for Higher Education (WICHE).

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.

† Western Interstate Commission for Higher Education - Knocking at the College Door: Projections of High School Graduates by State, Income, and Race/Ethnicity
### Student Respondent Population

#### Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Students</th>
<th>% Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>81,190</td>
<td>53.4%</td>
</tr>
<tr>
<td>Male</td>
<td>64,198</td>
<td>42.2%</td>
</tr>
<tr>
<td>No Response</td>
<td>6,600</td>
<td>4.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>151,988</td>
<td></td>
</tr>
</tbody>
</table>

#### Ethnic Background

<table>
<thead>
<tr>
<th>Ethnic Background</th>
<th>Students</th>
<th>% Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian</td>
<td>68,608</td>
<td>45.1%</td>
</tr>
<tr>
<td>Latino/Hispanic/Chicano</td>
<td>21,136</td>
<td>13.9%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>17,751</td>
<td>11.7%</td>
</tr>
<tr>
<td>Multiracial/Other</td>
<td>17,203</td>
<td>11.3%</td>
</tr>
<tr>
<td>Prefer Not to Respond</td>
<td>16,066</td>
<td>10.6%</td>
</tr>
<tr>
<td>Asian/Asian-American/Pacific Islander</td>
<td>7,880</td>
<td>5.2%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>2,462</td>
<td>1.6%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>882</td>
<td>0.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>151,988</td>
<td></td>
</tr>
</tbody>
</table>

#### Graduation Year

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Students</th>
<th>% Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>16,926</td>
<td>11.1%</td>
</tr>
<tr>
<td>2011</td>
<td>44,407</td>
<td>29.2%</td>
</tr>
<tr>
<td>2012</td>
<td>52,694</td>
<td>34.7%</td>
</tr>
<tr>
<td>2013</td>
<td>33,554</td>
<td>22.1%</td>
</tr>
<tr>
<td>2014</td>
<td>1,536</td>
<td>1.0%</td>
</tr>
<tr>
<td>Other</td>
<td>2,871</td>
<td>1.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>151,988</td>
<td></td>
</tr>
</tbody>
</table>

#### Grade Point Average

<table>
<thead>
<tr>
<th>Grade Point Average</th>
<th>Students</th>
<th>% Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>60,844</td>
<td>40.0%</td>
</tr>
<tr>
<td>B</td>
<td>75,609</td>
<td>49.7%</td>
</tr>
<tr>
<td>C</td>
<td>14,352</td>
<td>9.4%</td>
</tr>
<tr>
<td>&lt;C</td>
<td>1,183</td>
<td>0.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>151,988</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>Students</td>
<td>% Students</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>AK</td>
<td>162</td>
<td>0.1%</td>
</tr>
<tr>
<td>AL</td>
<td>3,687</td>
<td>2.4%</td>
</tr>
<tr>
<td>AR</td>
<td>1,590</td>
<td>1.0%</td>
</tr>
<tr>
<td>AZ</td>
<td>2,098</td>
<td>1.4%</td>
</tr>
<tr>
<td>CA</td>
<td>14,278</td>
<td>9.4%</td>
</tr>
<tr>
<td>CO</td>
<td>2,076</td>
<td>1.4%</td>
</tr>
<tr>
<td>CT</td>
<td>2,293</td>
<td>1.5%</td>
</tr>
<tr>
<td>DC</td>
<td>194</td>
<td>0.1%</td>
</tr>
<tr>
<td>DE</td>
<td>897</td>
<td>0.6%</td>
</tr>
<tr>
<td>FL</td>
<td>8,439</td>
<td>5.6%</td>
</tr>
<tr>
<td>GA</td>
<td>6,216</td>
<td>4.1%</td>
</tr>
<tr>
<td>HI</td>
<td>670</td>
<td>0.4%</td>
</tr>
<tr>
<td>IA</td>
<td>2,186</td>
<td>1.4%</td>
</tr>
<tr>
<td>ID</td>
<td>924</td>
<td>0.6%</td>
</tr>
<tr>
<td>IL</td>
<td>5,386</td>
<td>3.5%</td>
</tr>
<tr>
<td>IN</td>
<td>4,793</td>
<td>3.2%</td>
</tr>
<tr>
<td>KS</td>
<td>1,435</td>
<td>0.9%</td>
</tr>
<tr>
<td>KY</td>
<td>2,133</td>
<td>1.4%</td>
</tr>
<tr>
<td>LA</td>
<td>2,887</td>
<td>1.9%</td>
</tr>
<tr>
<td>MA</td>
<td>2,954</td>
<td>1.9%</td>
</tr>
<tr>
<td>MD</td>
<td>2,425</td>
<td>1.6%</td>
</tr>
<tr>
<td>ME</td>
<td>393</td>
<td>0.3%</td>
</tr>
<tr>
<td>MI</td>
<td>4,510</td>
<td>3.0%</td>
</tr>
<tr>
<td>MN</td>
<td>1,877</td>
<td>1.2%</td>
</tr>
<tr>
<td>MO</td>
<td>2,740</td>
<td>1.8%</td>
</tr>
<tr>
<td>MS</td>
<td>2,422</td>
<td>1.6%</td>
</tr>
<tr>
<td>MT</td>
<td>708</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th>Students</th>
<th>% Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC</td>
<td>5,909</td>
<td>3.9%</td>
</tr>
<tr>
<td>ND</td>
<td>217</td>
<td>0.1%</td>
</tr>
<tr>
<td>NE</td>
<td>1,464</td>
<td>1.0%</td>
</tr>
<tr>
<td>NH</td>
<td>671</td>
<td>0.4%</td>
</tr>
<tr>
<td>NJ</td>
<td>3,844</td>
<td>2.5%</td>
</tr>
<tr>
<td>NM</td>
<td>973</td>
<td>0.6%</td>
</tr>
<tr>
<td>NV</td>
<td>1,342</td>
<td>0.9%</td>
</tr>
<tr>
<td>NY</td>
<td>7,204</td>
<td>4.7%</td>
</tr>
<tr>
<td>OH</td>
<td>8,300</td>
<td>5.5%</td>
</tr>
<tr>
<td>OK</td>
<td>2,053</td>
<td>1.4%</td>
</tr>
<tr>
<td>OR</td>
<td>898</td>
<td>0.6%</td>
</tr>
<tr>
<td>PA</td>
<td>6,207</td>
<td>4.1%</td>
</tr>
<tr>
<td>RI</td>
<td>495</td>
<td>0.3%</td>
</tr>
<tr>
<td>SC</td>
<td>2,268</td>
<td>1.5%</td>
</tr>
<tr>
<td>SD</td>
<td>315</td>
<td>0.2%</td>
</tr>
<tr>
<td>TN</td>
<td>4,236</td>
<td>2.8%</td>
</tr>
<tr>
<td>TX</td>
<td>12,342</td>
<td>8.1%</td>
</tr>
<tr>
<td>UT</td>
<td>1,059</td>
<td>0.7%</td>
</tr>
<tr>
<td>VA</td>
<td>3,397</td>
<td>2.2%</td>
</tr>
<tr>
<td>VT</td>
<td>317</td>
<td>0.2%</td>
</tr>
<tr>
<td>WA</td>
<td>2,520</td>
<td>1.7%</td>
</tr>
<tr>
<td>WI</td>
<td>2,706</td>
<td>1.8%</td>
</tr>
<tr>
<td>WV</td>
<td>759</td>
<td>0.5%</td>
</tr>
<tr>
<td>WY</td>
<td>300</td>
<td>0.2%</td>
</tr>
<tr>
<td>No Response</td>
<td>1,819</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

**Total** 151,988
The direct benefit to students for participating in this collaborative program is their inclusion in My College Options, the nation’s largest personalized college planning program. Participating students are given a free college planning account with dozens of valuable features. This free program allows students, families and educators to learn about colleges and universities, the admissions and financial aid processes, plus much more.

For nearly 40 years, the National Research Center for College & University Admissions has been gathering information on student and educator attitudes and interests regarding educational plans and subject matter issues. Every year, over 2 million high school students participate from over 90% of the public and private high schools in the country. About 2 out of every 3 high school students have participated by the time they graduate. Over 2,200 colleges, universities and educational organizations participate in the program to better serve high school students and educators.

Our research partners are able to reach millions of students and thousands of educators in ways that were cost and logistically prohibitive in the past. Through these partnerships, we seek 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 in connecting our nation’s youth with educational opportunities. We hope that the data gathered will be of significant value to your organization.

For more information contact: Ryan@nrccua.org or 800.862.7759
My College Options® Research Advisory Board

The My College Options Research Advisory Board assists the research efforts of NRCCUA and their partners through their impact on the My College Options program, its survey instrument, data collection and reporting. The Board members periodically review our methods to increase quality and value, and ensure our findings are aligned with current educational research best practices.

Each member of the Research Advisory Board offers a unique perspective on educational issues. Their expertise ranges from a focus in college access for first generation, low-income and minority students to former national educational leaders to secondary educators and administrators to specializing in the development of minority programs and human service policy initiatives.

Dr. Nicole Francis-Williams
President & CEO
Visionary Policy Institute
Ed.D. in Child, Youth and Human Services
Nova Southeastern University

Dr. Anthony Jurich
Professor
Kansas State University
Ph.D. in Human Development and Family Studies
Pennsylvania State University

Dr. Steven M. LaNasa
President
Donnelly College
Ph.D. in Higher Education
Pennsylvania State University

James M. Rubillo
Director, Center for Mathematics Teaching and Learning
DeSales University
(Former Executive Director, National Council of Teachers of Mathematics)
Honorary Doctor of Science
West Chester University
1. I am currently studying the following language: (Darken ONE)
   A. American Sign Language
   B. Arabic
   C. Chinese
   D. English as a Second Language
   E. French
   F. German

2. If you had any option available to you, which of the following languages would you most be interested in studying? (Darken ONE)
   A. American Sign Language
   B. Arabic
   C. Chinese
   D. English as a Second Language
   E. French
   F. German

3. I expect to use the language I am studying: (Darken as many as apply)
   A. To fulfill a high school graduation or college entrance requirement
   B. To become fluent in the language
   C. To broaden my career choices
   D. To pursue a career in language teaching
   E. To use in travel abroad

4. I have traveled to the country(ies) where the language I'm studying is spoken: (Darken ONE)
   A. Never
   B. With my family
   C. On an extended exchange program

5. If you had a chance to go back and change your foreign language learning experience, what would you do? (Darken ONE)
   A. Start learning a language in elementary school
   B. Study more than one language
   C. Study a different language
   D. Study harder in learning this language
   E. I would not change anything

6. 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. Gifted/Accelerated Programs
   E. International Baccalaureate
   F. Online College/University
   G. Other Advanced/Honors Programs

7. 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. School of Agriculture
   B. Architectural College
   C. Art/Design College
   D. Bible College
   E. School of Business
   F. School of Communications
   G. Culinary School
   H. College of Education
   I. Engineering College
   J. School of Forestry/Environmental Studies
   K. Law School
   L. Liberal Arts College
   M. College of Mathematics
   N. Medical School
   O. Military Academy/College
   P. Music College/Conservatory
   Q. Nursing College
   R. School of Psychology/Sociology
   S. College of Science/Technology
   T. Theatre Arts College
   U. Other/Undecided

8. Have either of your parents attended college?  ○ Yes  ○ No

9. 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

10. Which of the following VARSITY SPORTS are you most likely to participate in while attending college? (Darken as many as apply)
    A. Baseball
    B. Basketball
    C. Cheerleading/Dance Team
    D. Crew/Rowing
    E. Cross Country
    F. Field Hockey
    G. Football
    H. Golf
    I. Ice Hockey
    J. Gymnastics
    K. Horsemanship
    L. Lacrosse
    M. Outdoor Winter Sports
    N. Rodeo
    O. Soccer
    P. Softball

11. Which of the following ACTIVITIES are you most likely to participate in while attending college? (Darken as many as apply)
    A. Academic/Honors Club
    B. Art/Design
    C. Band/Orchestra
    D. Business/Entrepreneur
    E. Choir
    F. Church/Religious
    G. Community Serv/Volunteer
    H. Debate/Forensics
    I. Drama/Theatre
    J. Environmental Club
    K. Fraternity/Sorority
    L. Hunting/Fishing
    M. Language Club
    N. Leadership
    O. Math/Science Club

12. Are you interested in pursuing any of the following types of ONLINE education? (Darken as many as apply)
    A. High School Courses
    B. College Credit in High School
    C. College Courses
    D. College Degree

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Discover Languages®
Discover the World!

All items in box are required for processing.

Please print clearly with a No. 2 Pencil or Black or Blue Ink Only! Completely fill in circles.

First Name  Last Name
Address
City
Home* Phone  Cell* Phone

Your High School Name

Birth Date  Gender  High School Graduation Year  What is your grade average?

Your Activities & Post-Secondary Plans

1. I am currently studying the following language: (Darken ONE)

2. If you had any option available to you, which of the following languages would you most be interested in studying? (Darken ONE)

3. I expect to use the language I am studying: (Darken as many as apply)

4. I have traveled to the country(ies) where the language I'm studying is spoken: (Darken ONE)

5. If you had a chance to go back and change your foreign language learning experience, what would you do? (Darken ONE)

6. If costs were not a factor, which category of college would you like to attend? (Darken as many as apply)

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

8. Have either of your parents attended college?  ○ Yes  ○ No

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

10. Which of the following VARSITY SPORTS are you most likely to participate in while attending college? (Darken as many as apply)

11. Which of the following ACTIVITIES are you most likely to participate in while attending college? (Darken as many as apply)

12. Are you interested in pursuing any of the following types of ONLINE education? (Darken as many as apply)

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ACTFL-10

3651 NE Ralph Powell Road • Lee's Summit, MO 64064
13. Please choose TWO occupational areas that BEST fit your major interests or future career path. (Darken TWO)

9. Automotive Technology 27. Engineering (Civil) 45. Law Enforcement/Criminal Justice 63. Sales/Marketing
10. Biology 28. Engineering (General) 46. Lawyer/Legal Services 64. Science
14. Business Owner/Entrepreneur 32. English/Writing 50. Medical Technology 68. Teaching/Education
16. Child Care/Development 34. Equine Studies 52. Music 70. Veterinary Medicine

14. Choose ONE item in each line that best describes your college preference. (Darken ONE per line)

A. Large city B. Mid-sized city C. Large town D. Small town E. Rural F. No preference
A. Ethnicly diverse B. Ethnically similar C. Historically Black D. Tribal E. No preference

15. What size school(s) are you considering? (Darken as many as apply)

A. Fewer than 1,000 students B. 1,001-3,000 students C. 3,001-10,000 students D. 10,001-20,000 students E. More than 20,000 students
F. Any size

16. Part I: Would you like to receive information on any of the following military options? (Darken as many as apply)

A. Enlist after high school B. College-Based ROTC C. Military Academy/College D. Military Reserves E. Other military plans

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

17. If you are interested in attending a denominational/church-related college, which TWO would you choose? (Darken up to TWO)

A. Adventist F. Bible K. Church of God P. Jewish U. Nazarene
B. African Methodist Episcopal G. Catholic L. Disciples of Christ Q. L.D.S./Mormon V. Presbyterian
C. Assemblies of God H. Charismatic/Pentecostal M. Episcopal R. Lutheran W. Nondenominational
D. Baptist I. Church of Christ N. Evangelical S. Mennonite X. Other Christian Denomination
E. Baptist (Southern) J. Church of Christ (United) O. Friends/Quaker T. Methodist Y. None of the above

18. 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.

19. 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. Asian/Asian-American/Pacific Islander C. Black/African-American D. Latino/Hispanic/Chicano
E. Other

20. Which of the following types of information and materials would you like to receive to help you prepare for your future? (Darken as many as apply)

A. College/Career Information B. Financial Aid/Student Loans C. Mentoring/Motivational Programs D. Study Skills E. Test Prep F. Tutoring

21. What are the top three states in which you would consider attending college? (Use two letter state abbreviations)

1. 2. 3. — — —

22. If you could attend college today, which would be your top choices? (List up to FIVE)

Spell out full college name and the abbreviation of the state in which it is located. (Abbreviate the word University-UNIV)

1. 2. 3. 4. 5. — Yes — — — Yes

23. Preferred Email

Dear Student: We’ve entrusted NRCCUA® to manage the research findings due to their many years of dedication to higher education. The most important benefit of participating in this voluntary survey and research project is the information you and your family will receive from colleges and universities. In some cases, you and your family may also receive information about educational products & services such as student loans and financial aid, college admissions and tutorial services, extra-curricular enrichment and recognition programs, career, employment and military opportunities, and camps, provided by non-profit organizations, companies offering educational products & services, and government agencies. NRCCUA does not share your information with commercial marketers offering to sell you non-education-related products and services.
1. This semester I have been assigned to teach the following number of students: (Darken ONE)
   A.  1-50 B. 51-100 C. 101-150 D. 151+

2. How long have you been teaching? (Darken ONE)
   A. 0-5 years B. 6-10 years C. 11-15 years D. 16-20 years E. 21-25 years F. 26-30 years G. 31+ years

3. The language I am currently teaching is: (If you teach two languages, respond here for the first one only.)

4. I regularly use or would like to use the following resources in class: (Darken as many as apply)
   A. Class presentations delivered via computer B. Podcasts C. Blogs D. Internet E. Language lab F. Multimedia software G. Virtual worlds, e.g., Second Life H. Other technology resources

5. I have traveled to the country(ies) that speak the target language I teach: (Darken ONE)
   A. Never B. During the last year C. In the last 2-5 years D. In the last 6-10 years E. Not for 10 years or more

6. I believe that the main reason my students are taking the target language is: (Darken ONE)
   A. To fulfill a high school graduation or college entrance requirement B. To become fluent in the language C. To broaden their career choices D. To pursue a career in language teaching E. To use in travel abroad

7. When I travel to the country(ies) where the language I teach is spoken: (Darken ONE)
   A. I usually travel with family and/or friends. B. I usually travel with my students. C. I usually travel with my teacher colleagues.

Please provide any updates to the information below:

Name: ____________________________
Title: ____________________________
School: __________________________
Street Address: ____________________
City: ____________________ State: ___________ Zip: ___________
School Phone Number: (____) ____________
Email: ____________________________
   (*required to receive report)
Estimated school start date in Fall, 2010: ____________________

Comments: ____________________________

*I would like additional surveys mailed to me: _________ (number)
*I would like more information about becoming a member of ACTFL.
*I would like to receive an emailed copy of my personalized report titled "Impact of the (Greenwich High School) Foreign Language Program".

* Please provide your email address in the update section to receive your report.