Research for a Better Understanding...

2008 ACTFL Student Survey Report

ACTFL

To provide vision,
leadership and support
for quality teaching and learning
of languages.

Discover Languages, Discover the World

Arabic

Farsi

French

Chinese

German

Japanese

Russian

Spanish

Italian

Latin

Korean

2008 ACTFL Student Survey
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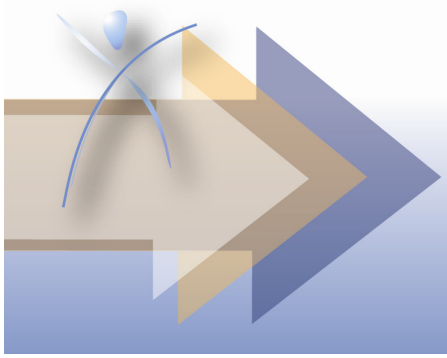

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ACTFL Key Findings

More students are interested in studying French than any other language. Last year Italian topped the list.

In 2007 and 2008, African-American students were the least likely to study foreign language beyond the minimum requirements.

The level at which students believe foreign language has helped in their other classes corresponds positively with academic achievement.

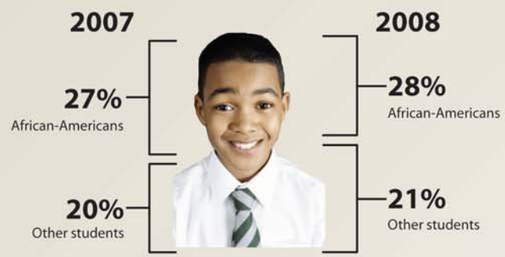
Those who believe they will most likely use foreign language are those with aspirations to become business executives/entrepreneurs, political leaders, and hotel/resort managers.

French tops this year's list as the language of choice.

% of Student Responses

Question:
Which languages would you most be interested in studying?

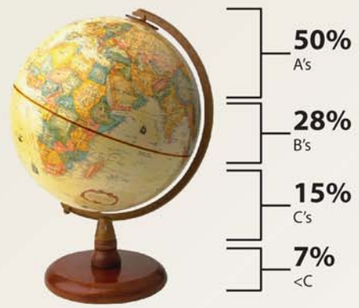
African-American students struggle to see value in foreign language.



% of Students Reporting to Finish Only Minimum Requirements

Question:
When will you stop taking foreign language courses?

High achieving students attribute success to foreign language.



% of Positive Student Responses by GPA

Question:
Has studying a foreign language helped you do better in other classes?

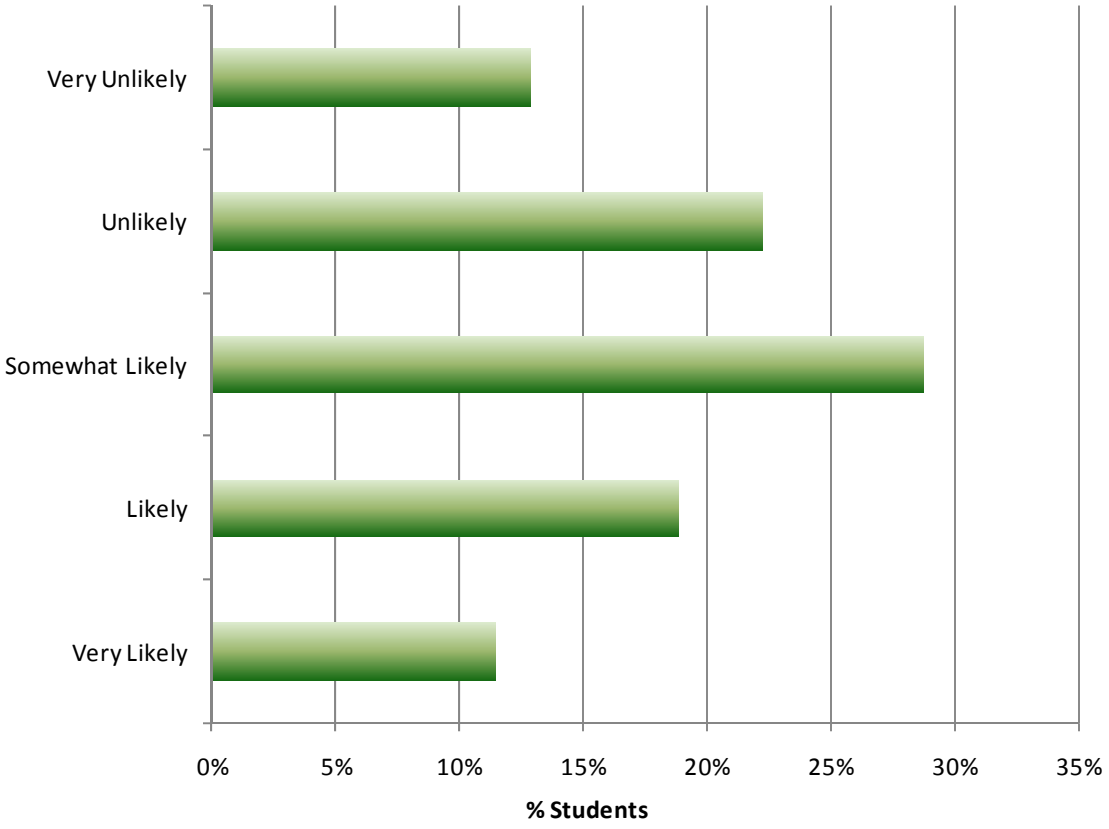
Future business leaders, politicians, and tourism professionals see foreign language in their future.

% of Student Career Responses

Question:
Which best describes your future use of foreign language?

Student Questions

Likelihood of Foreign Language Students to Study 2 or More Foreign Languages in High School and College



Student Question #1 – How likely are you to study two or more foreign languages while in high school and college?

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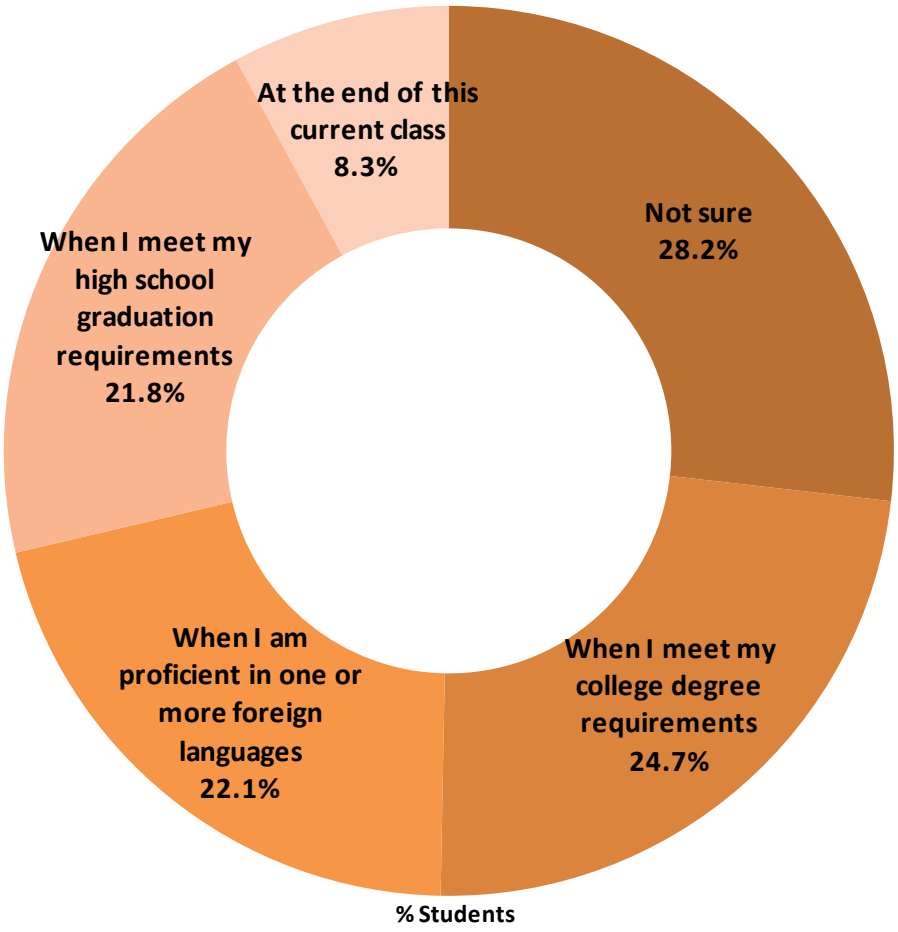
Students Report When They Plan to Stop Taking Foreign Language Classes



Student Question #2 – When will you stop taking foreign language courses?

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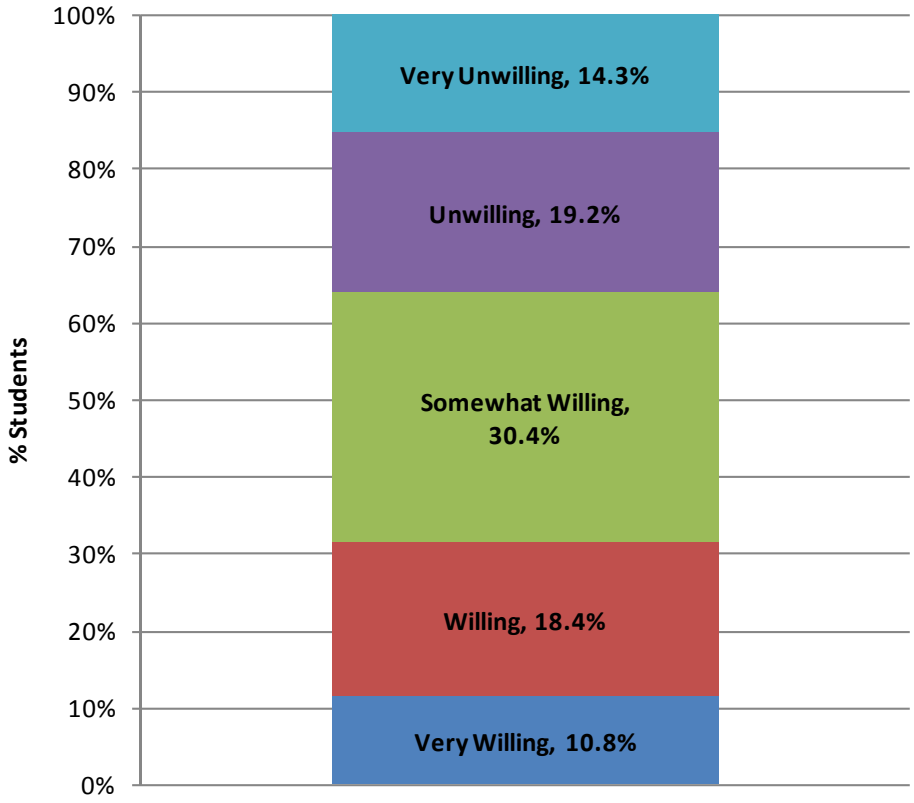
Student Attitude Toward Taking Non-Traditional Foreign Language Courses



Student Question #3 – How willing are you to take a non-traditional foreign language course like Chinese, Arabic, Korean, Farsi, etc.?

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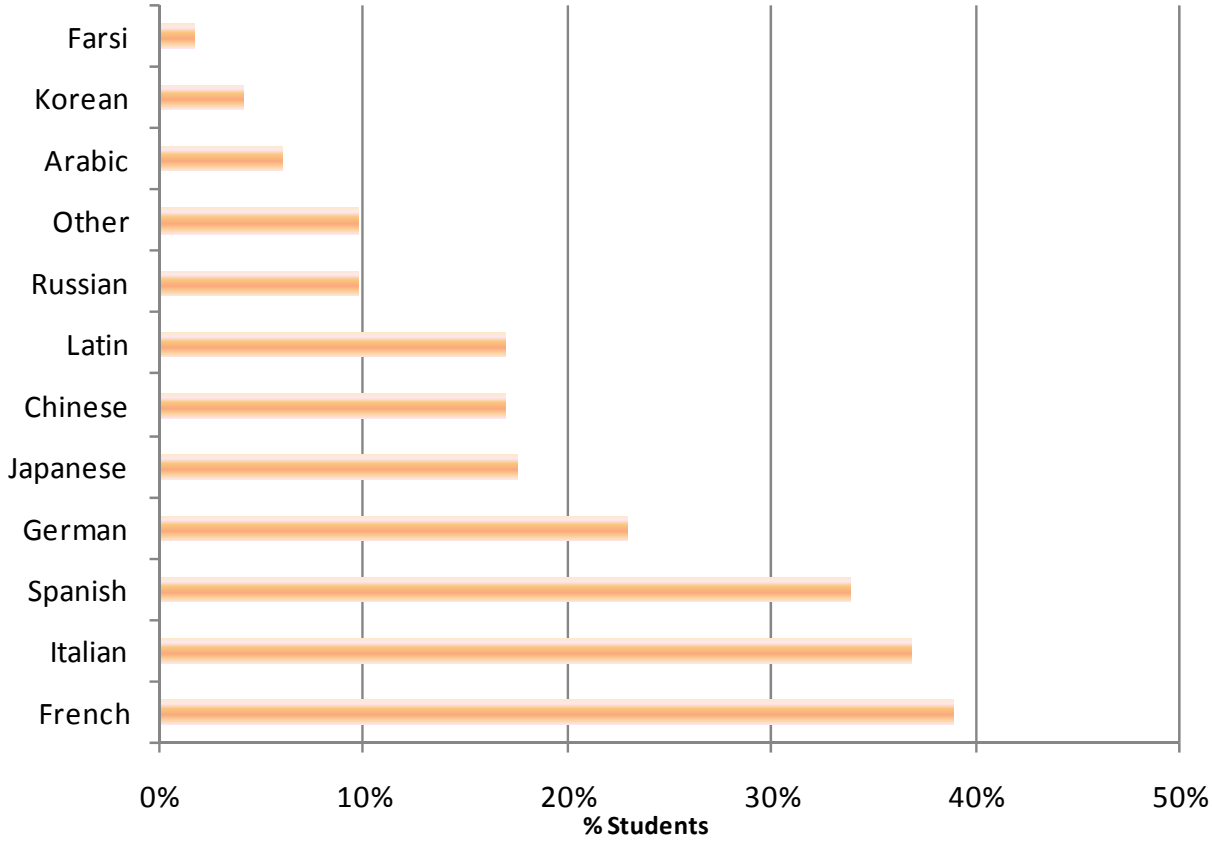
Foreign Language Students Report They Are Most Interested in Studying



Student Question #4 – If you had any option available to you, which of the following languages would you be most interested in studying?

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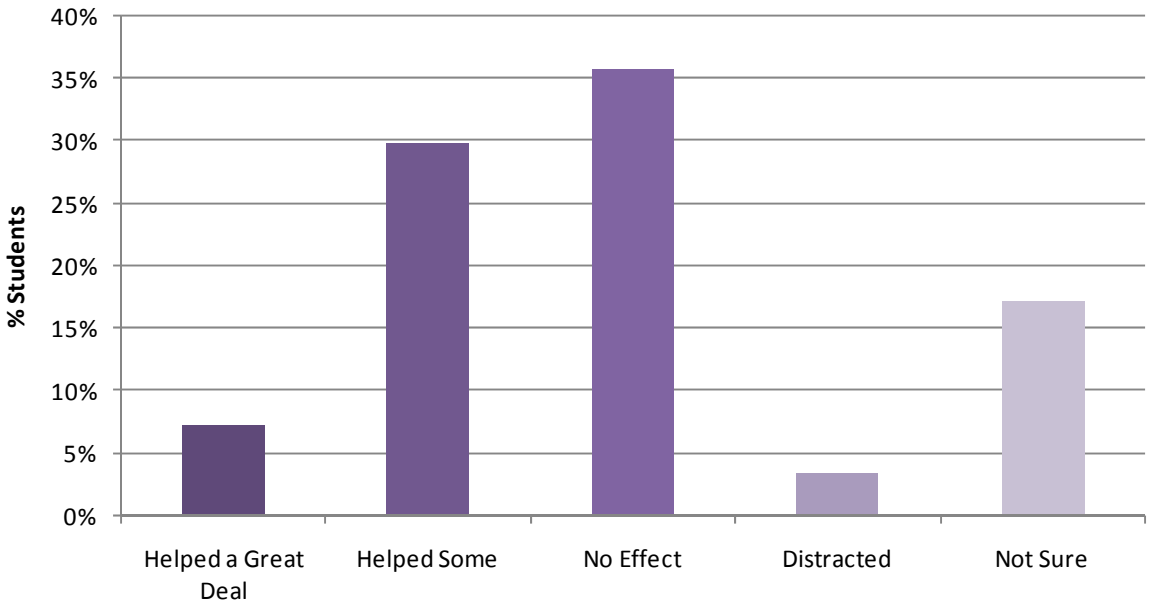
Impact of Studying a Foreign Language on Other High School Courses



Student Question #5 – Has studying a foreign language helped you do better in your other classes?

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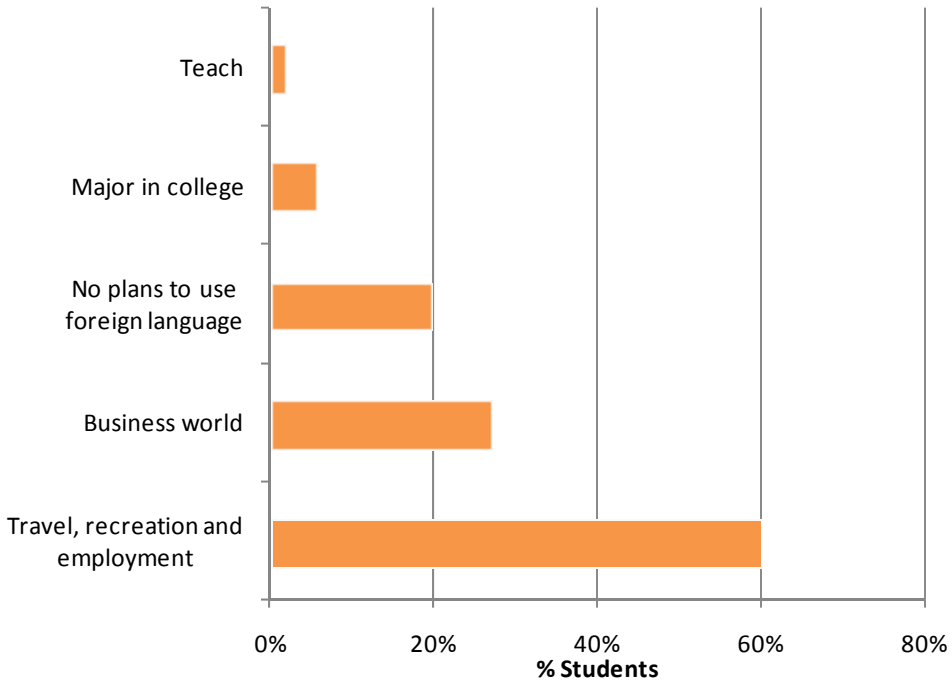
Students Report Anticipated Future Use of Foreign Language



Student Question #6 – Which of the following best describe your future use of foreign language?

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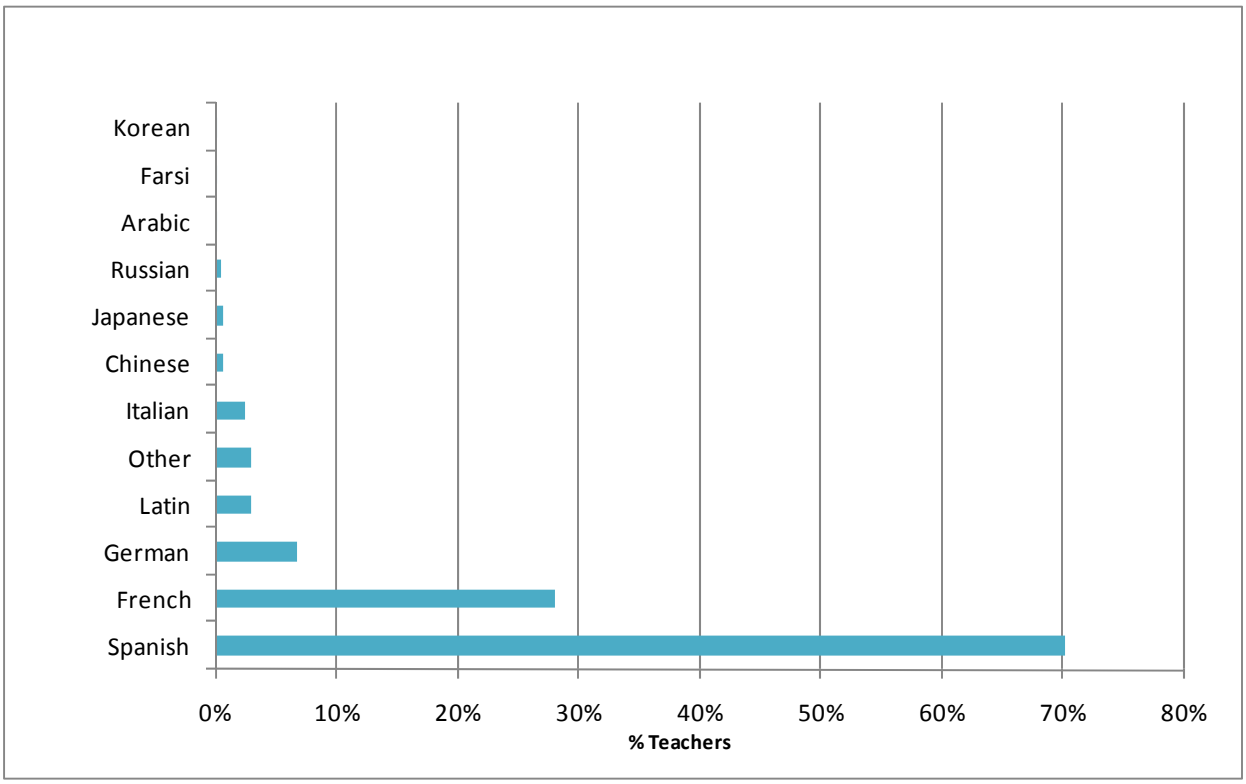
Teacher Questions

Foreign Languages Taught



Educator Question #1 – The language(s) I teach is/are…

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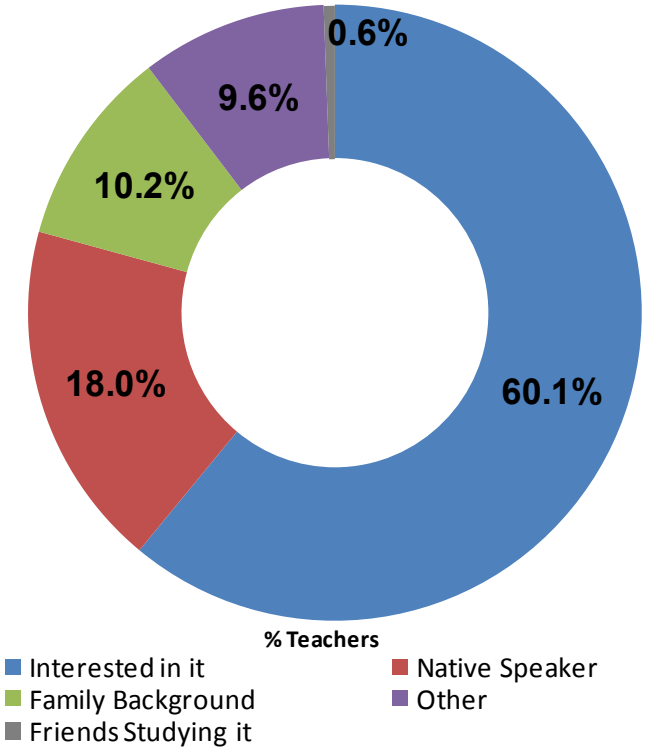
Main Reason Teachers Chose to Teach a Particular Language



Educator Question #2 – The main reason I chose to teach this language was because…

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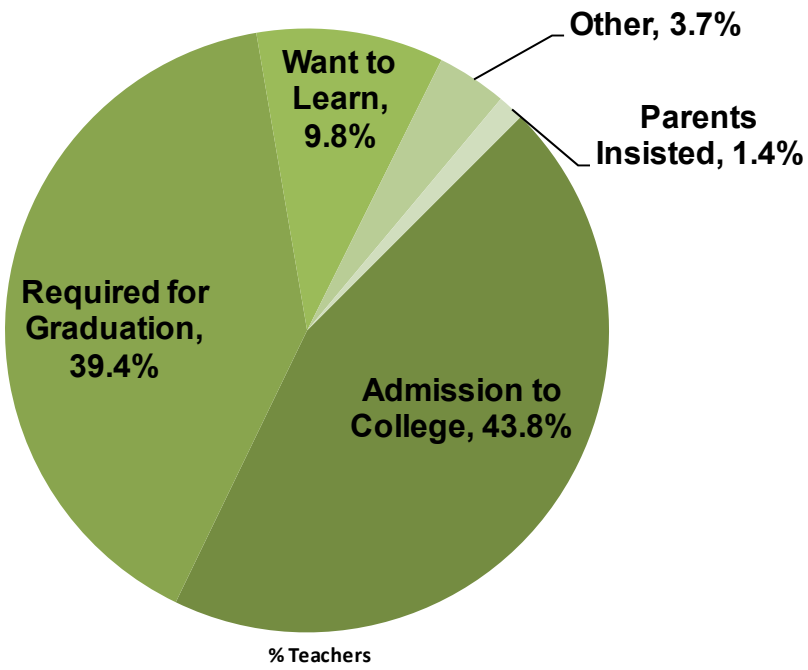
Foreign Language Teachers Report What They Believe the Motivation is for Most of Their Students to Learn Another Language



Educator Question #3 – What do you believe is the main reason that MOST of your students chose to learn another language?

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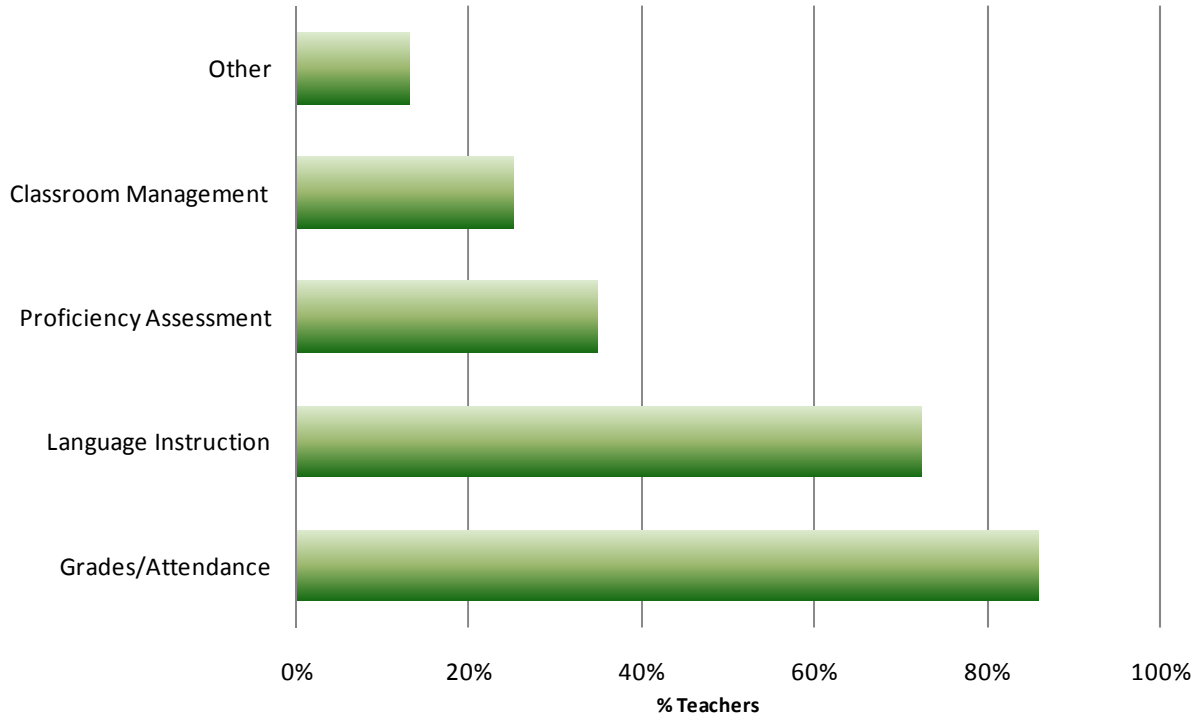
Uses of Technology in Foreign Language Instruction



Educator Question #4 – How is technology being used in foreign language instruction?

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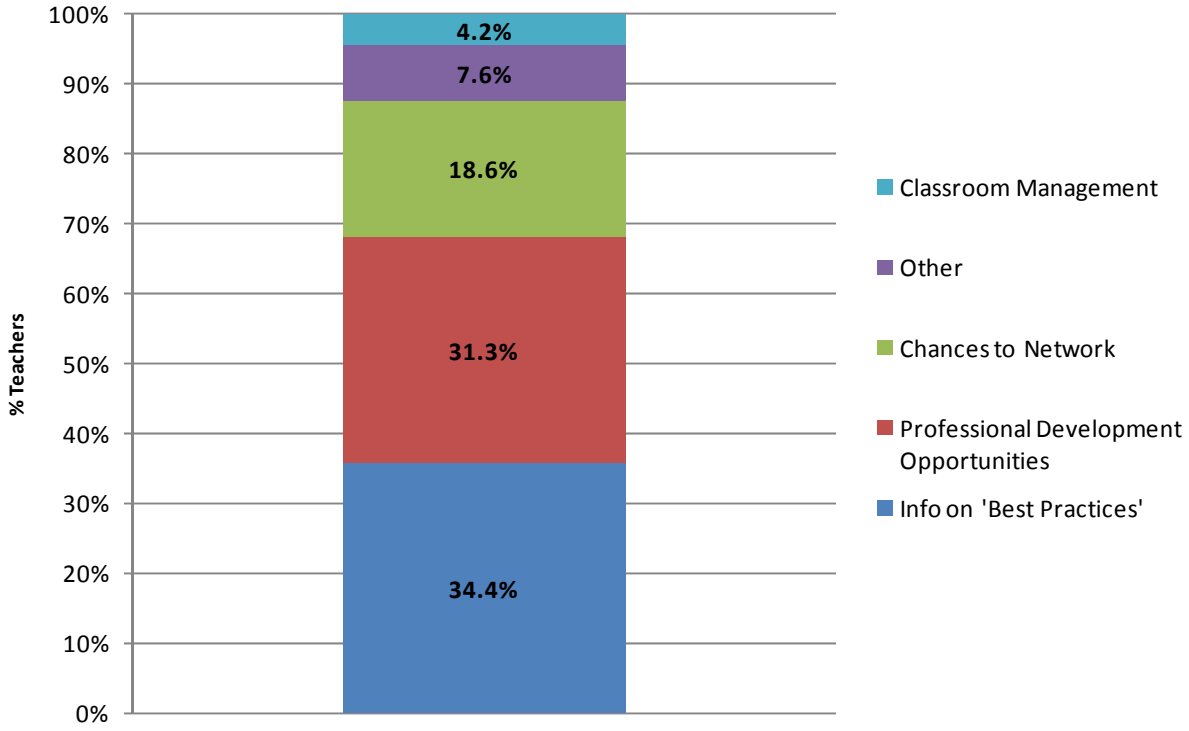
Foreign Language Teachers Report Areas in Need of Support



Educator Question #5 – What type of support do you as a foreign language teacher need most?

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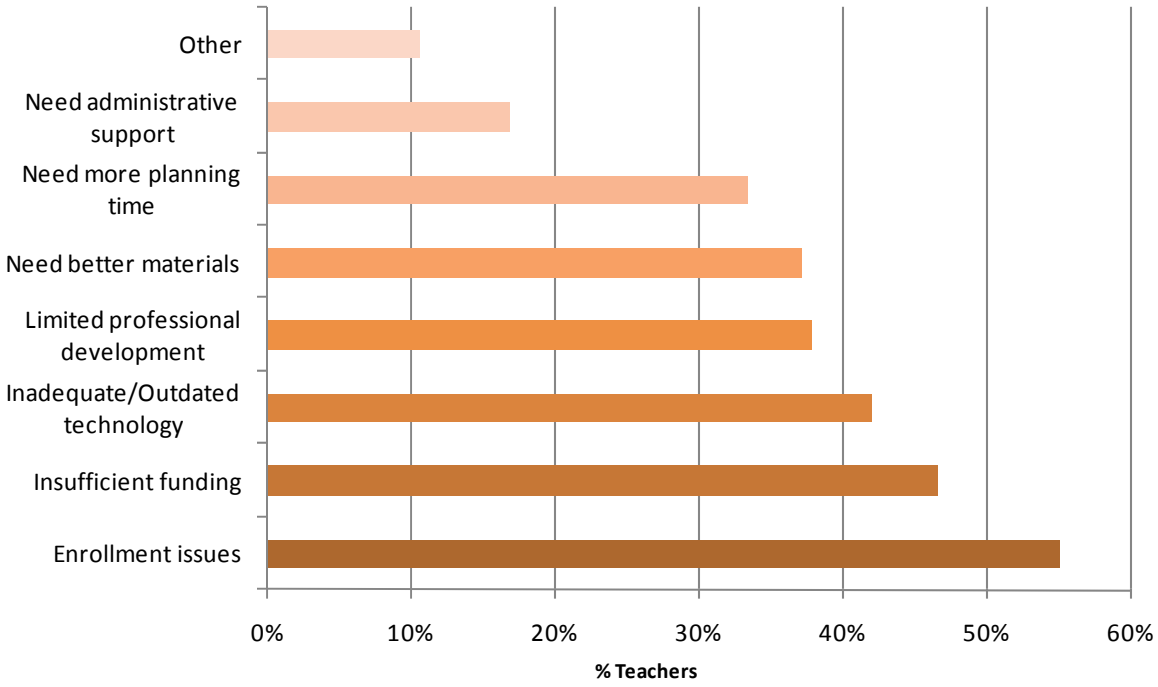
Challenges Foreign Language Teachers are Facing



Educator Question #6 – What challenges do you see in foreign language teaching?

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Appendices

2008 ACTFL Student Survey
About the Survey

Methodology
In the fall of 2007, the Foreign Language Student Survey 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 Educator questionnaire. This summary reflects all Foreign Language surveys collected between 08/01/07 and 01/15/08, for a total of 152,800 students and 2,236 teachers.

Sampling Error
The margin of error and the confidence interval below are a measurement of how well the Foreign Language 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.

Respondent Group	Sample	Estimated Population	Margin of Error (99% Confidence Interval)
All Students†	152,800	12,682,137	0.35%

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.

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 for Higher Education (WICHE).

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

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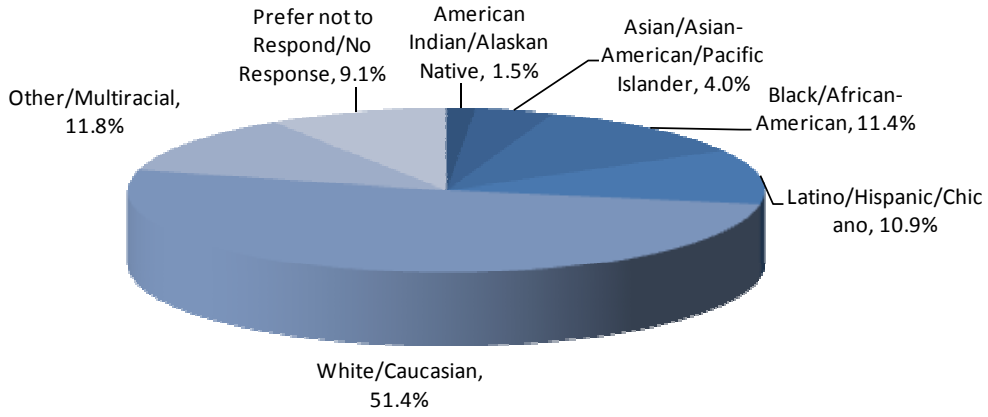
Student Respondent Population

Gender	Students	% Students
Female	74,911	49.0%
Male	55,973	36.6%
No Response	21,916	14.3%
Total	*152,800*	

Ethnic Background	Students	%Students
American Indian/Alaskan Native	2,227	1.5%
Asian/Asian-American/Pacific Islander	6,127	4.0%
Black/African-American	17,349	11.4%
Latino/Hispanic/Chicano	16,637	10.9%
White/Caucasian	78,502	51.4%
Other/Multiracial	18,078	11.8%
Prefer not to Respond/No Response	13,880	9.1%
Total	*152,800*	



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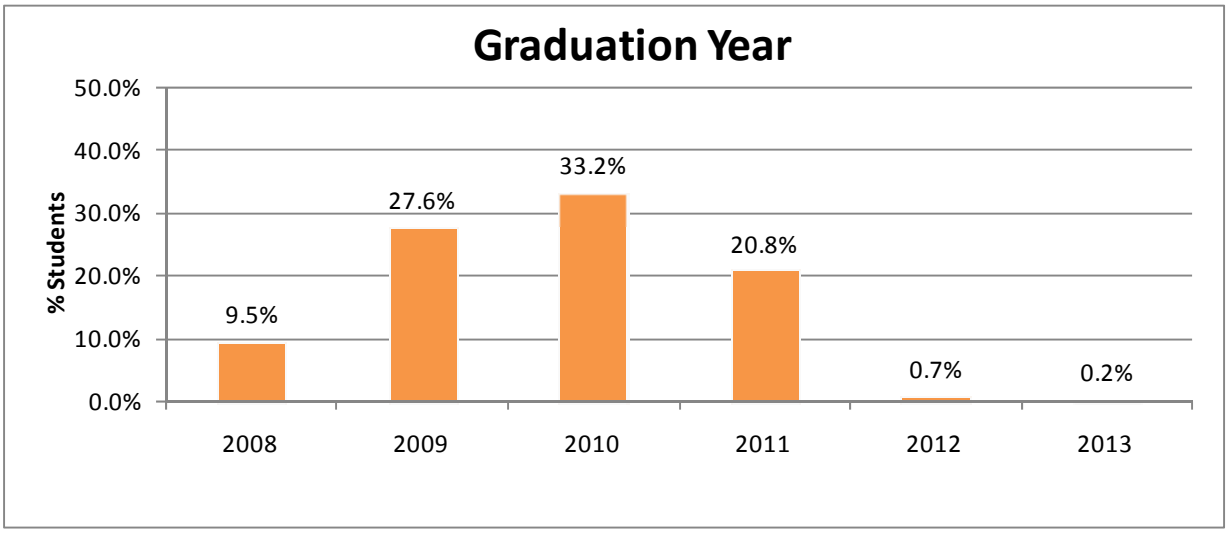
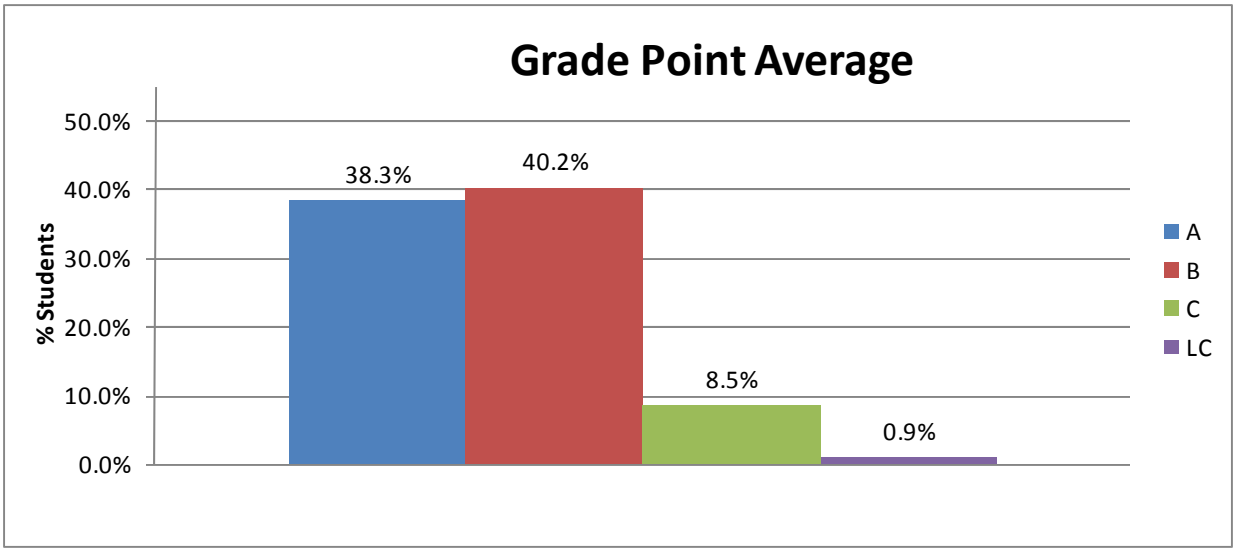
Student Respondent Population (Continued)





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Student Respondent Population (Continued)

State	Students	% Students
AK	253	0.2%
AL	3,975	2.6%
AZ	1,431	0.9%
CA	9,272	6.1%
CO	1,123	0.7%
CT	3,348	2.2%
DC	167	0.1%
DE	810	0.5%
FL	8,324	5.4%
GA	5,564	3.6%
HI	615	0.4%
IA	1,871	1.2%
ID	422	0.3%
IL	5,193	3.4%
IN	3,505	2.3%
KS	1,479	1.0%
KY	2,492	1.6%
LA	2,939	1.9%
MA	3,683	2.4%
MD	2,667	1.7%
ME	560	0.4%
MI	4,109	2.7%
MN	2,739	1.8%
MO	2,734	1.8%
MS	2,611	1.7%
MT	508	0.3%
NC	5,926	3.9%
ND	507	0.3%
NE	1,736	1.1%
NH	1,139	0.7%
NJ	6,456	4.2%
NM	864	0.6%
NV	514	0.3%
NY	7,665	5.0%
OH	8,257	5.4%
OK	2,360	1.5%
OR	2,301	1.5%

Student Respondent Population (Continued)

State	Students	% Students
PA	8,098	5.3%
RI	828	0.5%
SC	2,604	1.7%
SD	752	0.5%
TN	4,857	3.2%
TX	9,420	6.2%
UT	867	0.6%
VA	4,936	3.2%
VT	425	0.3%
WA	1,234	0.8%
WI	3,218	2.1%
WV	949	0.6%
WY	79	0.1%
Unk/Oth	4,414	2.9%

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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: month – day – 19 year

High School Graduation Year
2008 ○ 2009 ○ 2010 ○ 2011 ○ 2012 ○ 2013 ○

Male: ○ **Female:** ○

Preferred Email:

What is your grade average? A+ ○ A ○ A- ○ B+ ○ B ○ B- ○ 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. ○ Farsi
   - D. ○ French
   - 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. ○ Vocational/Career College

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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. 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
K. General/Liberal Arts College
L. Law School
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

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. Tech. Prep.
I. Vocational

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. Chiropractor
18. Christian Services/Missionary
19. Communications/Journalism
20. Computer Sciences
21. Culinary/Chef
22. Dance/Choreography
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: Considering the military, which of the following describe your possible plans? (Darken as many as apply)

A. Enlist after high school
B. College-Based R.O.T.C.
C. Military Academy/College
D. Military Reserves
E. National Guard
F. Other military plans
G. No military interest

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 TWO would you choose? (Darken up to TWO)

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. Asian/Asian-American/Pacific Islander
C. Black/African-American
D. Latino/Hispanic/Chicano
E. Middle Eastern
F. White/Caucasian
G. Other
H. Prefer not to respond

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 from non-profit and for-profit organizations and government agencies, including offers for educational products and 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. NRCCUA does not share your information with commercial marketers offering to sell you non-education-related products and services.

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EDUCATOR QUESTIONNAIRE

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. Thank you.

1. The language(s) I teach is/are: (Darken all that apply)

A. ○ Arabic
B. ○ Chinese
C. ○ Farsi
D. ○ French
E. ○ German
F. ○ Italian
G. ○ Japanese
H. ○ Korean
I. ○ Latin
J. ○ Russian
K. ○ Spanish
L. ○ Other (please specify) _____

2. The main reason I chose to teach this language was because: (Darken ONE)

A. ○ I was most interested in this language.
B. ○ My family background is connected to this language.
C. ○ My friends were studying it.
D. ○ I am a native speaker of this language.
E. ○ Other (please specify) _____

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

A. ○ It was required for graduation.
B. ○ It was necessary for admission to college.
C. ○ Their parents insisted.
D. ○ They wanted to learn another language.
E. ○ Other (please specify) _____

4. How is technology being used in foreign language instruction? (Darken all that apply)

A. ○ To deliver language instruction to students
B. ○ To manage grades and/or attendance
C. ○ To assess students' language proficiency
D. ○ To help with classroom management strategies
E. ○ Other (please specify) _____

5. What type of support do you as a foreign language teacher need most? (Darken ONE)

A. ○ More opportunities for professional development
B. ○ More chances to network with colleagues
C. ○ More information about "best practices" in the language classroom
D. ○ Help with classroom management strategies
E. ○ Other (please specify) _____

6. What challenges do you see in foreign language teaching? (Darken all that apply)

A. ○ Inadequate or outdated technology in the classrooms
B. ○ Limited availability of quality professional development opportunities
C. ○ The need for better instructional materials (books, audio and visual aids, etc.)
D. ○ Enrollment problems (oversized classes, undersized classes, etc)
E. ○ Insufficient funding for materials, equipment and activities
F. ○ Not enough planning time to prepare for class
G. ○ Lack of administrative support
H. ○ 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)

Estimated school start date in Fall, 2008: _____

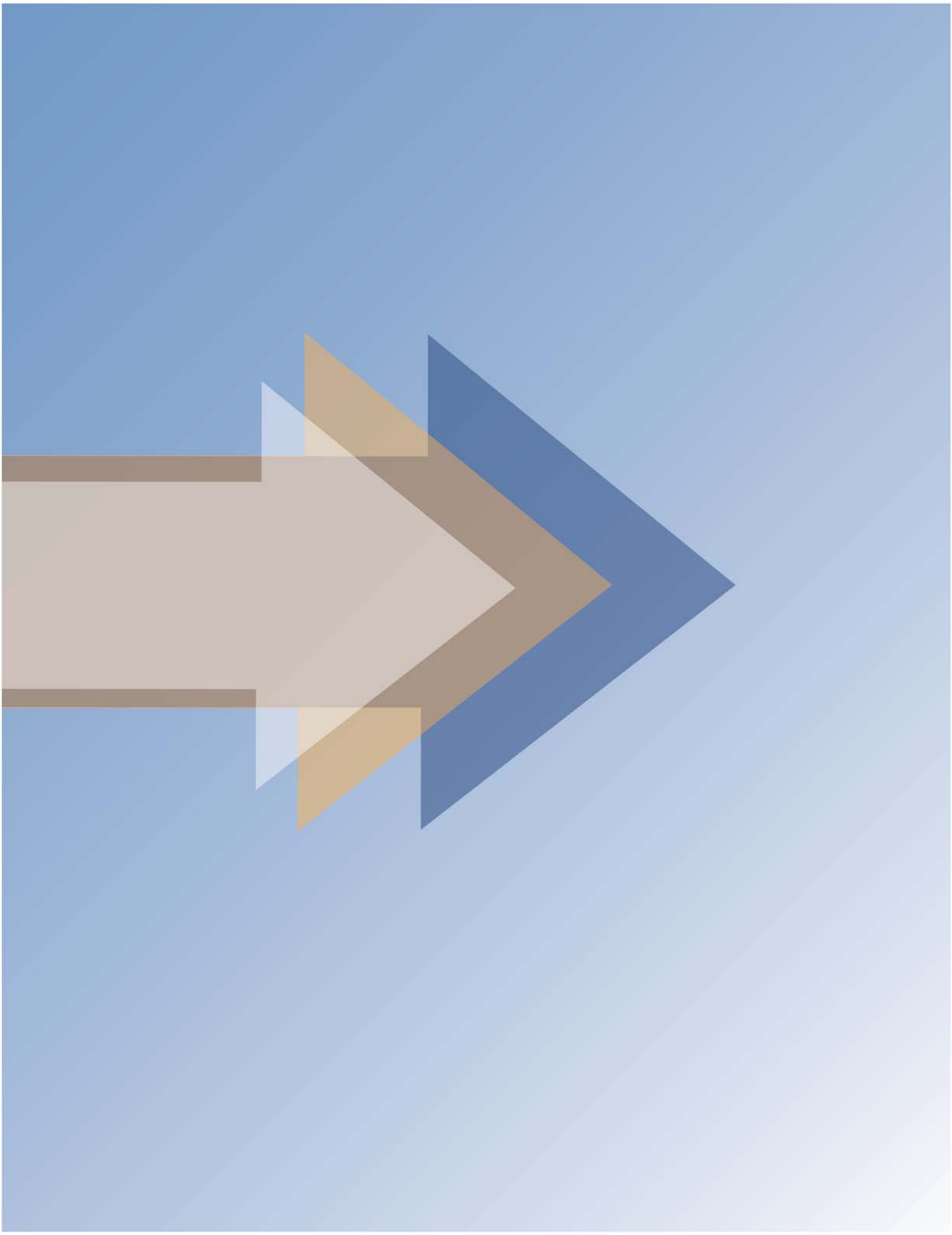
Comments: _____

_____

○ I would like additional surveys mailed to me: _____ (number)

○ *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.



NRCCUA Research Advisory Council

The NRCCUA Research Advisory Council was created to assist both NRCCUA and our partners in generating the highest quality research. Each of our advisors periodically reviews our methods to ensure our findings are aligned with current educational research best practices.

Each of the advisory council members 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 professional youth based market research. We are confident that these advisors will add great value to NRCCUA and the cooperative research process.

Research Advisory Council Members

Dr. Anthony Jurich
Professor
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Ph.D. in Human Development and Family Studies
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Ed.D. in Child, Youth and Human Services
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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 36 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 1,400 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
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