

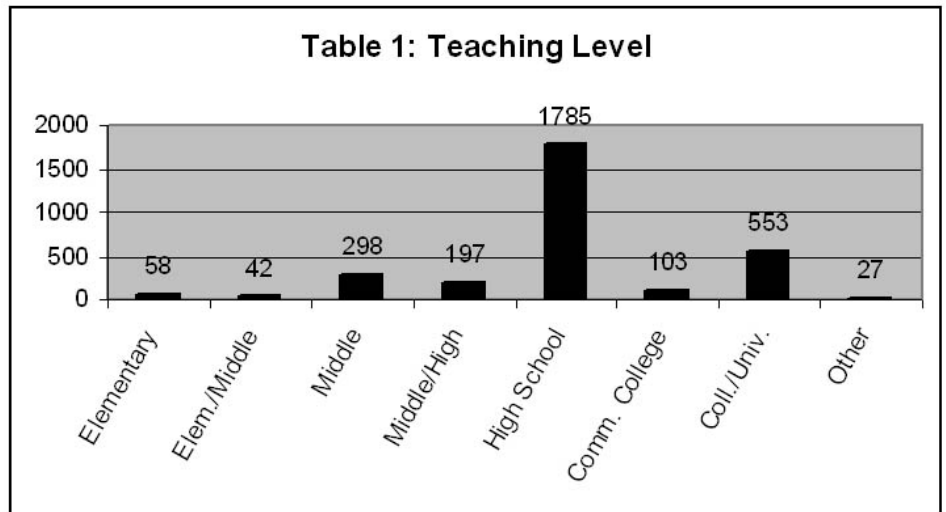
RESULTS OF 2004 AATF SURVEY ON NATIONAL STANDARDS

We included a questionnaire on National Standards on the 2004 dues renewal notice. The results of the survey provide valuable information on the way AATF members use standards in the classroom. We have tallied responses from 3136 members out of 9202 invoices sent for a response rate of 34%.

The responses reflect the demographics of the AATF membership. 86% of the respondents were women and 13% were men (the others did not indicate their gender). 62% of the respondents teach in public schools, 22% in private schools, and the remaining 16% in a combination of the two or did not respond. Those who responded to the question had spent an average of 20.5 years in the teaching profession. Table 1 shows the teaching level breakdown which again reflects the overall membership distribution (many respondents indicated multiple teaching levels). The 890 individuals who responded to the question indicated that they taught an average of 110 students per year. All U.S. states were represented in the survey.

Table 2 shows the familiarity of the respondents with the National Standards document, *Standards for Foreign Language Learning in the 21st Century*. Fully 73% of those who answered the question know something about the standards. It should be noted that members who are not familiar with the standards were probably less likely to respond to the questionnaire at all. Only 7% apparently have no knowledge of them.

Respondents were asked to complete a different series of questions depending on whether they taught at the K-12 level or in higher education. Nearly all respondents, regardless of level, indicate that their state has standards for foreign languages, and 61% of the teachers who said so indicated



that they use them. At the elementary and secondary school level, 60% of respondents said they use the National Standards in their school, and 62% have attended a seminar, conference session, or workshop on using standards in the classroom.

As a correlation to performance standards for evaluating foreign languages, those surveyed were asked whether or not the curriculum they used was performance based. 67% of elementary and secondary school respondents affirmed they do. However, 69% indicated that performance-based assessments were used. It should be noted that an important percentage of respondents answered these questions negatively. 30% of those who answered do not use standards in their schools, 33% have never attended a seminar, workshop, or conference on standards, and 23% do not follow a performance-based curriculum.

We also asked questions about National Board Certification in languages. 65% of those who responded were aware of National Board Certification, although only

16% indicated an intention to seek it. (Currently, 113 AATF members have received National Board Certification in World Languages.) 11% of respondents indicated that their schools participate in the NAEP assessments. (Note: a NAEP assessment in languages was in preparation, but its administration has been postponed indefinitely.)

The questions directed to respondents at the post-secondary level dealt with their use of standards but also their involvement with teacher training. About 50% of those who responded indicated that they teach at least some standards-based courses, and 74% said that at least some standards-based assessments are used at their institutions. 262 of the 656 post-secondary respondents (40%) noted that they were involved in teacher training. 34% stated that students learn about the National Standards, although only 9% noted that students were required to have a copy. 37% of post-secondary respondents indicated that their institutions participate in NCATE accreditation, and 30% said their institutions were planning to seek NCATE accreditation in foreign languages which is now offered.

This survey is an unscientific look at how our members use standards in their classrooms and schools. It provides a snapshot of what is happening in classrooms across the country. Since it is voluntary, we must assume that members who are more interested in the issue have a greater tendency to respond, while the reverse is true of those who do not. We also do not verify multiple responses from teachers at the same school, for example. Even though all these results have to be regarded with multiple caveats, they still provide useful insights. Our thanks to all who took the time to respond to the survey.

