

**Questionnaire**

Hello! We are conducting a study about the possibilities of dissemination of pluralistic approaches to languages and cultures through training realized with help of the FREPA tools. These tools have been developed within the FREPA research project*,* supported by the European Centre for Modern Languages (Council of Europe). Your cooperation will be much appreciated.

We invite you to respond in the most frank and spontaneous way possible to the questions that follow. There are no right or wrong answers, only your opinions matter. Your answers are confidential, and will be treated statistically and completely anonymously.

Thank you in advance for your participation.



**1. An email to a colleague…**

One of your colleagues would have liked to participate in the training, but he/she wasn’t able to do so. After the training, you write him/her an email to tell him/her about this session. Tell him/her (in about 15 lines) what you have heard and what you think about it.



**2. Some information about you… for a better understanding of your statements**

**2.1 Which of the following options best matches your professional role in modern language teaching and learning (you may select more than one)?**

|  |  |
| --- | --- |
| **❑** | **Teacher** |
| **❑** | **School director/manager** |
| **❑** | **Pre-service or in-service teacher educator** |
| **❑** | **University professor/lecturer** |
| **❑** | **Adviser/inspector** |
| **❑** | **Pre-Service Teacher** |
| **❑** | **Student (which subject?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **❑** | **Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**2.2 Which pupils/students?[[1]](#footnote-1)**

Who are the students you are dealing with professionally? *(You can check different boxes)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Adults (non-students) | 🞏 | Students in higher education | 🞏 | Upper-secondary school/ high school students  | 🞏 |
| Secondary school pupils | 🞏 | Primary school pupils | 🞏 | Preschool children | 🞏 |

**2.3 In which institution do you work? 1**

**2.4 Which language(s) do you teach? 1**

**2.5 Do your students usually know/learn other languages than the language(s) you teach them (and the language(s) of schooling)? 1**

Yes  No 

If so, which one(s)?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2.6 How long have you been engaged in education? [[2]](#footnote-2)**

**2.7 Which language(s) do you know?**

 **Your mother tongue(s):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **The languages you have studied (complete the table)**

|  |  |
| --- | --- |
| Languages studied | Levels*Please circle the level you believe to have in these languages on a scale of A1 to C2***A1 A2 B1 B2 C1 C2** |
|
|  | A1 A2 B1 B2 C1 C2 |
|  | A1 A2 B1 B2 C1 C2 |
|  | A1 A2 B1 B2 C1 C2 |
|  | A1 A2 B1 B2 C1 C2 |
|  | A1 A2 B1 B2 C1 C2 |
|  | A1 A2 B1 B2 C1 C2 |

**3. Before this workshop**

A few words about your current teaching practice: **[[3]](#footnote-3)**

**3.1 Among your objectives for your students:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| In addition to objectives related to the language(s) you teach, are these among your teaching objectives?*Circle number 1 to 4 on each line.*  | No, never | Yes, but rarely | Yes, often | Yes, always |
| 1. To develop students' ability to learn other languages than the language I teach them
 | 1 | 2 | 3 | 4 |
| 2. To prepare students to encounter cultural otherness in general | 1 | 2 | 3 | 4 |

**3.2 Do you help your students to establish links between the language(s) you teach and other language(s) (including the language(s) of schooling)?**

Never  From time to time  Often  Very often 

**3.2.1 If you don't, or only from time to time: why?**

………………………………………………………………………

………………………………………………………………………

**3.2.2 If you do: why, and between what languages?**

………………………………………………………………………

………………………………………………………………………

By the way …

**3.3** **Had you ever heard of pluralistic approaches before this training? [[4]](#footnote-4)**

Yes  No 

If your answer is yes: in what circumstances ?

………………………………………………………………………

………………………………………………………………………



**4. Your opinion about pluralistic approaches and the FREPA**

*In the following, we will ask you separately about:*

*1- pluralistic approaches*

*2- the tools offered on the FREPA website (descriptors, teaching materials on line, (self-) training modules)*

*Please try to distinguish between these two in your feedback (you may for instance find pluralistic approaches interesting, but may not find the tools available on the FREPA website well adapted, or the other way round!)*

**4.1 Pluralistic approaches**

**4.1.1** What do you think are the **main advantages** of pluralistic approaches?

*(max. 5. You can indicate fewer!)*

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

*After having set these benefits, you can order them by specifying a number in the circle (① =* The *most important one in your opinion).*

**4.1.2** What do you think are the **main disadvantages** (disadvantages as to basic principles / in regard to the implementation) of **pluralistic approaches**?

 *(max. 5. You can indicate fewer!)*

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

*After having set these disadvantages, you can order them by specifying a number in the circle*

*(①* *=* The *most important one in your opinion).*

**4.2 The tools offered on the FREPA-website**

*(Same instructions as above)*

**4.2.1** What do you think are the main a**dvantages** of the FREPA-tools? **(You may specify which tools)**:

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

**4.2.2** What do you think are the main **disadvantages** of the FREPA-tools?

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

![MC900425926[1]]()

**5. Perspectives**

**Here again we would like you to answer about pluralistic approaches and FREPA separately.**

**5.1 Do you intend to make use of pluralistic approaches in the future?**

Yes  No  Perhaps 

* In case of « no » or « perhaps »: For what reasons?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* If you have answered « yes» and « perhaps» :
* Which approaches? With what types of students? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* For what reasons, mainly? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5.2 Do you intend to make use of the FREPA in the future?**

Yes  No  Perhaps 

* In case of « no » or « perhaps »: For what reasons?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* If you have answered « yes» and « perhaps»: what parts of FREPA ?
	+ descriptors of competences and resources? 
	+ teaching materials ? 
	+ (self-) training modules? 



**6. Questions and remarks**



**谢谢**

[**고마워**](http://dictionnaire.sensagent.com/%EA%B3%A0%EB%A7%88%EC%9B%8C/ko-ko/)

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. For questions 2.2 to 2-5: If you are a **teacher educator or adviser/inspector**, answer these questions having in mind the teachers you educate/advise. If you are a **school director/manager**, answer these questions according to the situation in your school. If you are a **student / pre-service teacher**, think of the professional activity you would like to carry out in the future. [↑](#footnote-ref-1)
2. This question is **not for Pre-service teachers and students**. [↑](#footnote-ref-2)
3. Questions **3.1 et 3.2** are not for **Pre-service teachers / students,** **Teacher educators, inspectors, advisers and school principals** see **note 1 page 2**. [↑](#footnote-ref-3)
4. **This question is for everybody.** [↑](#footnote-ref-4)