

**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 matches best 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 Your objectives with regard to your students?[[2]](#footnote-2)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Please circle in every line the numbers on the scale of 1 to 4.* | Not at all | Yes, a little | Yes, a lot | Yes, essen-tially |
|  |
| 1. To develop their aptitude to communicate (orally, in written form) in the language I teach
 | 1 | 2 | 3 | 4 |
| 1. To develop their aptitude to communicate (orally, in written form) in other languages than the language I teach them
 | 1 | 2 | 3 | 4 |
| 1. To develop their ability to learn the language I teach
 | 1 | 2 | 3 | 4 |
| 1. To develop their ability to learn other languages
 | 1 | 2 | 3 | 4 |
| 1. To let them discover the culture(s) linked with the language I teach
 | 1 | 2 | 3 | 4 |
| 1. To let them discover other cultures
 | 1 | 2 | 3 | 4 |
| 1. To develop their ability to discover the culture(s) linked with the language I teach
 | 1 | 2 | 3 | 4 |
| 1. To develop their ability to discover other cultures
 | 1 | 2 | 3 | 4 |

**2.7 Since when are you engaged in education? [[3]](#footnote-3)**

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

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

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

|  |  |  |
| --- | --- | --- |
| Languages studied | Number of years you have studied these languages | 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** |
| BeforeUniversity | At University | Other context |
|  |  |  |  | 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. Your convictions/beliefs with regard to language teaching and learning**

**3.1 Someone who has learned a language well, is someone who…**

*Indicate the* ***three*** *criteria that are most important in your opinion by circling the letter that precedes the criteria.*

a. … expresses himself fluently in this language (orally and in written form). |\_\_\_|

b. … understands fluently this language (orally and in written form). |\_\_\_|

c. … doesn’t make any mistakes/makes very few mistakes in this language |\_\_\_|

d. … knows well the grammar of this language. |\_\_\_|

e. …. can explain the grammar of this language well. |\_\_\_|

f. … doesn’t mix this language with another language. |\_\_\_|

*Please, rank them according to importance by placing a number from 1 to 3 in the box to the right* *(*|\_**1**\_| *for the most important).*

**3.2 Statements**

Indicate the extent to which you agree with these statements on a scale from 1 to 4.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strongly disagree**MC900440412[1] | **Disagree**MC900440412[1] | **Agree**MC900424466[1] | **Strongly agree**MC900424466[1] |
| 1. Someone who has learned several languages has more difficulties with learning a new language, because he/she will be prone to mix them up.
 | 1 | 2 | 3 | 4 |
| 1. At school, it is possible to learn a language efficiently without becoming aware of the way it functions, especially for young pupils.
 | 1 | 2 | 3 | 4 |

**4. Your opinion about the 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*

*Please try to distinguish between these two in your feedback (you may for instance find pluralistic approaches interesting and the tools offered on the FREPA website less interesting!)*

**4.1 Pluralistic approaches**

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

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

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

*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 the pluralistic approaches?

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

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

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

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

**4.1.3** Have you ever heard about pluralistic approaches before this training?

Yes  No 

If so, in which context:

**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?

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

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

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

⃝ ………………………………………………………

![MC900425926[1]]()

**5. Perspectives**

**5.1 In general, in your class, do you establish links between the language(s) you teach and other languages (language(s) of schooling included)**[[4]](#footnote-4)

Yes  No 

**5.1.1 Why?** (If so, why? If not, why?)

………………………………………………………………………

………………………………………………………………………

**5.1.2 If yes**, between which languages?

………………………………………………………………………

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

Yes  No  Perhaps 

* In case of « no » or « perhaps »: For what reasons (other disadvantages than mentioned in 4.1.2 and 4.2.2)?

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

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* In case of « yes » or « perhaps »: How would you make use of it?

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**5.3 Are there questions you would have wanted to ask at the end of the training session? Which ones?**

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**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. For **teacher educators, advisers/inspectors, school directors/managers, pre-service teachers and students**: please tell us which of these objectives have precedence in your opinion. [↑](#footnote-ref-2)
3. This question is not for Pre-service teachers and students. [↑](#footnote-ref-3)
4. This question is not for **Pre-service teachers and students**. For **teacher educators, advisers/inspectors or school directors/managers**: indicate what you advise teachers to do. [↑](#footnote-ref-4)