ONLINE CONSULTATION ON THE LANGUAGE/S OF SCHOOLING

PART ONE – MULTIPLE CHOICE

1 Your country

2 Your role (in relation to the language/s of schooling) (you may tick more than one box)

☐

Parent

☐

Trainee teacher

☐

Teacher of the language(s) of schooling

☐

Modern languages teacher

☐

Classical languages teacher

☐

Subject teacher (please specify below)

☐

Head teacher

☐

Teacher trainer

☐

Academic researcher

☐

Consultant

☐

School inspector

☐

Policy-maker

☐

Other (please specify below)

[ ]

3 The educational stage in which you are involved: (you may tick more than one box)

☐

Pre-primary education (ISCED 0)

☐

Primary education or first stage of basic education (ISCED 1)

☐

Lower secondary or second stage of basic education (ISCED 2)

☐

(Upper) secondary education (ISCED 3)

4 In comparison with other educational priorities in your country, this particular topic is considered:

○ A priority   ○ Important   ○ Quite useful   ○ Marginal   ○ I don't know

5 How do schools ensure that children gain full access to education when their first language is other than the language of schooling? (you may tick more than one box)

☐

Helping them to become proficient in the language of schooling

☐

Encouraging the use of their first language

☐

Restricting the use of their first language

6 Learners are helped to become proficient in the language of schooling by:
(you may tick more than one box)

☐

Withdrawal from mainstream class for support in the language of schooling

☐

Teaching the language of schooling in special classes before admittance to mainstream classes

☐

Short duration withdrawal or in-class support for language of schooling by language support teacher

☐

Including first language in curriculum delivery

☐

Encouraging first language use in classroom to develop language awareness

7 Which of the following people should be responsible for implementing a whole-school approach to language learning:
(you may tick more than one box)

☐

Individual teacher

☐

Principal / head teacher

☐

Support teacher

☐

Parents

☐

Support staff

☐

Languages teachers

☐

All the teaching staff

8 Where parents do not speak the language of schooling their role in children's language education ...

○

is unhelpful .

○

is limited.

○

can be harnessed through use of their first language as support for curriculum learning.

9 Has your educational system already started to implement some forms of whole-school cooperation for the language of schooling?

    ○ Yes   ○ Partially   ○ No   ○ I don't know

10 School projects which underline and explicitly address the language dimension in learning/teaching are ...

☐

common practice.

☐

a practice in a few schools.

☐

a rare practice.

☐

a very rare practice.

☐

I don't know.

11 In your context, have the following staff members received/are they receiving specific training in this area?

	Yes	No	I don't know.
Teachers of the language of schooling	○	○	○
Teacher of modern languages	○	○	○
Teachers of classical languages	○	○	○
Subject teachers – other than languages (maths, sciences, art ...)	○	○	○
Head teachers	○	○	○
Trainee teachers	○	○	○

12 Whole-school cooperation for support in the language(s) of schooling can be best facilitated by (choose three options)

☐

Examples of concrete **school projects** which have involved the cooperation of different teachers (language/subject) and/or other players (head teachers, parents, learners) in relation to the language of schooling .

☐

A step-by-step guide, based on real school **experiences**, of how to move towards cooperation involving all players

☐

The development, piloting and evaluation of **teaching materials** to be used in classrooms with other subject teachers.

☐

Examples of **school language policies or strategies**

☐

Testimonies from head teachers who have successfully initiated and supported this kind of cooperation.

Training modules for teachers and head teachers

PART TWO - DETAILED QUESTIONS

In the following section, please try to provide the ECML with short and clear answers to the questions. Please keep in mind that readers might not be familiar with your educational context and add useful information, where needed.

13 Please explain why the topic of the language of schooling is or is not a priority in your country.

14 What difficulties or resistance do you foresee in the idea of whole-school cooperation in this area?

15 Do language teachers have a specific role to play in this cooperation? How can they support subject teachers?
Please give reasons for your answer.

16 What are the resources the teachers can draw on if they want to support different language groups in the understanding of the language of schooling?

17 What could the role of the head teacher be?

18 What kind of contribution can parents make and how will this be beneficial both to the parents themselves and to their children?

19 Outline the steps you think a school has to follow in order to be able to implement this kind of cooperation. (These could include organisational aspects such as role definitions, space and time available.)

20 Do you have models of successful school cooperation of this kind in your country that you could share with us? If so, please give us a rough outline of them.

21 To what extent do you think it is important that each school develops and makes public its language policy or strategy? Should the aspect of whole-school cooperation be emphasised? Please give your reasons.

22 Could you indicate any other aspects of whole-school cooperation in the language of schooling not so far addressed by this consultation?

PARTICIPATION IN THE THINK TANK

23 If invited, would you be available to take part in the think tank at the ECML in Graz, Austria on 13-14 September 2016?

○ Yes   ○ No

24 What relevant experience and expertise could you offer?

25 Contact Information

First Name * :

Last Name * :

Email Address * :

THANK YOU VERY MUCH FOR YOUR COOPERATION!

Thank you for completing this survey.