

QUESTIONNAIRE JA-LING ADDRESSED TO THE PARENTS OF PARTICIPATING STUDENTS

A few introductory notes

WARNING! IT'S VERY IMPORTANT to be extremely careful **to use simple language**, to **adapt our discourse to our interviewees**, the parents. For example, if you take a close look at one of the questionnaires below you will realise that its authors have used very technical language, which may lead to false answers. Parents might not be eager to admit openly that they do not understand a question and may answer "yes" or "no" simply because it is formulated so carefully that leads them to assume which the expected answer might be.

This is why we should:

- 1) avoid the use of abstract concepts too closely bound to our field of study (e.g. openness, domain).
- 2) use words with a straightforward meaning.
- 3) ask simple and direct questions, which can be easily understood by all parents. The following examples illustrate how we can avoid abstract terminology:
 - a) Instead of using the notion of "openness to linguistic and cultural diversity" we could reformulate it as follows:
"Thanks to the school tasks related to linguistic and cultural diversity, does your child show a greater interest towards the languages he/she does not know and towards other people's culture and traditions?"
 (Although "openness" and "interest" are not synonyms, the latter concept is better than the former, because it's less ambiguous.
 - b) Instead of using the concepts of "respect, tolerance or learning to be a citizen", we could reformulate them avoiding the controversial words "tolerance" and "citizenship":
"Do you think that thanks to having carried out tasks on diversity your child has learnt to respect and value those people who are different from him/her (He / She does not longer relates "difference" with "something bad" nor laughs at what's different)?"

Presentation of the questionnaire:

- I. Introduction to state the goals of the questionnaire
- II. Observations done by the parents
 1. of the child's interest in the school project.

frequency of the observations
nature of the child's comments (general observations, requests for help, expressions of preference, inquiries, etc.)

2. of the project contents the child has learnt.

III. Appreciation of the project by the parents

place of the project within the school syllabi (if they feel it should have any).

connection of the project with the child's global development.

IV. Opinions of the parents on what they can gain from this project (active participation, personal benefit)

Following you have 2 examples of questionnaires (EVLANG project) and some guidelines for an interview

QUESTIONNAIRE FOR THE PARENTS

Eveil aux langues – Juin 2000

EXAMPLE 1

During the present academic year, we have started activities to promote language awareness in your child's class.

The end of the last term is here and we would like to have some feedback about what your child has experienced and learnt through the development of the project.

Therefore, we would be extremely grateful if you could answer this questionnaire anonymously. Your child can give it to us once completed

1 Does your child at home talk about the activities he/she carries out within the framework of the school language project? YES NO

If so, which activities has he/she mentioned?

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2 Have you observed a change with regard to your child's attitude towards foreign languages or towards cultures and traditions different from his/hers? YES NO

If so, can you provide examples?

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3 Does your child feel curious in front of what is foreign or different (openness respect for the others, tolerance, etc.) YES NO

If so, can you say how you could tell the child was curious?

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4 Does the child often ask you about the meaning of a word or about its origin? Does he/she ask questions about languages and cultures? YES NO

5 Have you taken part throughout the present academic year in a session devoted to language awakening? YES NO

Which role do you think parents should take in a project like this?

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QUESTIONNAIRE FOR THE PARENTS

Eveil aux langues – Juin 2000

- 6 Do you think that awakening to languages is something positive for the development of your child?
 YES NO

If so, could you tell us what it provides him/her with?

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- 7 Suggestions and comments you would like to add.

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We would like to thank you for your help.
EVLANG team

Your child's class has taken part in an European project together with pupils from schools located in Naples, Barcelona, a few towns in France and Austria and on the Reunion island.

As part of the project. Your child has carried out a great number of activities related to the awakening to languages. The project has just finished and we would like to have, if possible, some information about what your child has told you about the project.

Therefore, we would be extremely grateful if you could answer this questionnaire anonymously. Your child can give it to us once completed.

1. Has your child told you about the activities of the project he/she has carried out at the school during the course of the present academic year?

Hardly ever sometimes often

What do you remember best about what he/she has told you?

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2. Do you think this type of activities has a place within the school syllabi?

YES <input type="checkbox"/>	NO <input type="checkbox"/>
If so, what do you think these activities provide your children with?	Why (Justify your answer)?:
- opening towards linguistic and cultural diversity <input type="checkbox"/>
- respect, tolerance, learning about citizenship <input type="checkbox"/>
- preparation to learn one or more foreign languages <input type="checkbox"/>
- motivation to learn foreign languages <input type="checkbox"/>
- better mastery of the mother tongue <input type="checkbox"/>
- in case your child is bilingual, a better mastery of the language(s) he/she speaks at home <input type="checkbox"/>
- other reasons (specify): <input type="checkbox"/>
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3. After having carried out the activities to awaken to language, has your child asked you questions about:

- The languages and cultures in other countries?
- Language and languages in general
- The language(s) used at home
- The language(s) used with the family (grandparents, uncles and aunts, etc.)
- The origins of the family (country, region, county)

4. Had your child asked you questions about languages and cultures before he/she started the school project on this?

YES

NO

If so, what kind of questions?

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Comments and suggestions

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We would like to thank you for your help.

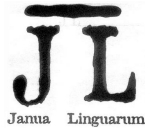
The Swiss team



QUESTIONNAIRE addressed to PARENTS

Ja-Ling *The door to languages*

2002-2003



This space should be used to write down the questionnaire presentation

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