

BILINGUAL INTERFACE PROJECT
Component 6: The Role of Bilingual Aides as Cultural and Linguistic Mediators

Questionnaire for Bilingual Education Workers

Language Australia Limited - South Australian Teaching and Curriculum Centre [SATCC], in cooperation with four other universities and research institutions, has been asked by the Commonwealth Department of Employment, Education, Training and Youth Affairs [DEETYA] to undertake research in the broad area of: the relationship between children's mother tongue or home background language [when that language is not English] and the learning of English in schools. The information you provide will be used in a report for DEETYA.

The SATCC component of this research is an investigation of the role of bilingual education workers as cultural and linguistic mediators in preschool or school settings. The accompanying questionnaire is a very important part of this investigation. Further questions or issues arising from the questionnaire may be followed up by small group or individual meetings with bilingual education workers and the research assistant or contact person in each state. *Your Department has given approval for you to participate in this important research.*

The questionnaire seeks information about the following aspects of bilingual education worker's roles:

- Part 1: Your role in helping children and families who are new to the centre or school.
- Part 2: Your role in home - centre/school liaison
- Part 3: Your role in helping with teaching and learning activities
- Part 4: Overview of your current role
- Part 5: Personal background information, training and development, issues
- Part 6: Your attitudes to languages and language learning.

As the questionnaire will be answered by bilingual education workers in different situations [eg preschool, schools, ESL New Arrival Centres, Aboriginal Schools; full-time, part-time], the answers you give may be very different from others. Do not worry, for example, if you are *not* currently doing all of the things suggested in parts of the questionnaire. If you work part-time, some of your answers may be shorter than those of people who work full-time in one location. Each response will help us to gain a picture of the role of bilingual education workers overall. This is why your responses are so valuable.

Return of questionnaires:

Use the envelope provided to forward your completed questionnaire to:

Ms Lexie Mincham
PO Box 83, Cherryville, South Australia, 5134.

Due date: Questionnaires should reach the above address by: **Wednesday, 28 August 1996**

Payment:

In recognition of your contribution, a payment of \$50 will be made on receipt of completed questionnaires on or before the due date.

Confidentiality:

All responses will be treated as confidential. However, we ask you to provide your name, centre/school location and contact number so that the research officer can: ensure that you receive payment for completing the questionnaire; seek any clarification of answers if needed; contact you with the results of the investigation. Your name and location will not be mentioned in the report.

For further information or help: If you have any questions or are not sure how to answer a question, please contact Lexie Mincham [phone: 08 390 1242; fax: 08 365 0571] or the contact person in your state.

THANK YOU

WE GREATLY APPRECIATE YOUR ASSISTANCE

Your name: _____

Your contact phone number or address: _____

Name of centre/school in which you currently spend the **most** time: _____
[This is the location you should base your answers on.]

Address of the centre/school: _____

Amount of time you are currently employed as a bilingual education worker at the centre/school:
[eg full-time, 0.4] _____

Total centre/school enrolment: _____

Percentage of students from non-English speaking backgrounds at the centre/school: _____
[eg 20%, 40%, 75%]

Percentage of students from your community at the centre/school: _____ [eg 20%, 40%, 75%]

Terminology:

BEW Bilingual Aide, Bilingual School Services Officer, Bilingual Language Assistant, Aboriginal Education Worker.

ESL English as a Second Language

MT Mother Tongue [sometimes also identified as Home Background Language, First Language]

LOTE Language Other Than English

Parents The term parents is used in most places in the questionnaire rather than the appropriate term parents or caregivers. This is to save space. Other caregivers are still included.

Centre/school
Children/students
Teacher/staff These terms are used to indicate that the context for the response may be either an early childhood or a school setting.

Part 1: Your role in helping when new children/students arrive at the centre/school

In this part of the Questionnaire, you will be asked for information about your role in helping when new children/students arrive at the centre/school.

Please remember to base your answers on the centre/school in which you currently work the most time.

Please also enclose a copy of your weekly/monthly timetable if you have one.

Enrolment of a new child/student

1. When parents from your community come to enrol their children, do you help with the enrolment process?

☐ always ☐ usually ☐ sometimes ☐ never

2. If you help with enrolment, what sorts of things do you do?

eg interpret for teacher/parents; explain rules and routines

3. Apart from your help, are there other ways that the centre/school provides information and assistance for parents when they enrol their children?

Tick the appropriate boxes.

- ☐ bilingual enrolment forms are available
☐ a centre/school information is available in different languages
☐ an outside interpreter is used
☐ parents rely on other family members/friends/community contacts etc
☐ other [please specify] _____

Assisting with orientation for the new child/student:

4. Do you help new children/student to settle into the centre/school?

☐ always ☐ usually ☐ sometimes ☐ never

5. How do you help new children/students to settle into the centre/school?

eg introduce the child/student to the principal/staff; arrange peer/buddy support

6. Can you suggest other ways that you might help new children/students settle in better?

Initial child/student profile:

7. Do you help to find out about each new child/student's background ?
eg previous education, cultural background, family situation, health etc .
☐ always ☐ usually ☐ sometimes ☐ never

8. If yes, how do you do this?

9. Do you help to find out how well the child/student uses English?
eg abilities in listening, speaking, reading and writing, English for maths/science
☐ always ☐ usually ☐ sometimes ☐ never

10. If yes, how do you do this?

11. Do you help to find out how well the child/student uses his/her mother tongue?
eg abilities in listening, speaking, reading and writing for a range of purposes
☐ always ☐ usually ☐ sometimes ☐ never

12. If yes, how do you do this?

13. Do you help to find out about how/when the child/student uses his/her mother tongue?
eg who with, in what situations, current mother tongue lessons, what the child/student thinks about his/her mother tongue etc
☐ always ☐ usually ☐ sometimes ☐ never

14. If yes, how do you do this?

15. Do you help to find out about the new child's/student's level of concept development ?
☐ always ☐ usually ☐ sometimes ☐ never

16. If yes, how do you do this?

17. Please name any resources/materials that you have found useful in helping to:

[i] assess new children's abilities

[ii] settle new children/students into the centre/school

18. What do you think could be done to help you or the staff to make a better initial assessment of new children/students?

19. Do you see any ways in which the above information is used/valued in your centre/school to support children's/students' self-esteem and/or learning?

eg in teachers' programs, in materials/resources used etc

Part 2: Your role in Home - Centre/School Liaison

In this part of the Questionnaire you will be asked about:

[i] how parents and the centre/school communicate with each other about eg day-to-day matters; special events; children's/students' progress; issues or problems; centre/school organisation and planning;

[ii] how you help with this communication.

Communicating day-to-day information:

20. How do you receive regular information about day-to-day activities in the centre/school such as excursions, special events, sports, competitions etc?

- ☐ daily newsheets/notices
- ☐ weekly notices
- ☐ staff meetings
- ☐ talking to teachers
- ☐ other [please specify] _____
- ☐ I don't receive regular information

21. Do you help with day-to-day communication between parents and the centre/school?

eg: translating notices; passing on messages from parents; visiting parents; talking to parents when they pick up their children etc.

☐ always ☐ usually ☐ sometimes ☐ never

22. **How do you usually do this?**

Put the things that you do most often at the top of the list.

eg translating notices, translating newsletters, telephoning parents, visiting parents, chatting to parents when they come to drop off/pick up their children

23. **How could day-to-day communication between the centre/school and parents be improved?**

Communicating about children's/students' progress or achievement

24. **Do you help staff and parents communicate with each other about children's/students' progress, achievement and/or learning problems?**

☐ always ☐ usually ☐ sometimes ☐ never

25. **How do you usually do this?**

Put the things that you do most often at the top of the list.

eg translating notices, translating newsletters, telephoning parents, visiting parents, chatting to parents when they come to drop off/pick up their children

26. **Apart from your help, what other ways do the parents and the centre/school use to communicate with each other about progress and/or learning problems?**

27. **What are the main things that parents from your community are interested in or concerned about in relation to their children's progress/achievement at the centre/school?**

28. **What are the main things that staff are interested in or concerned about in relation to children's/students' progress/achievement at the centre/school?**

29. What could be done to help parents and staff to communicate more effectively in this area?

Information about the language and cultural backgrounds, expectations and aspirations of children/students and their families in relation to the centre/school and to learning.

30. How much does the centre/school know about:

- [i] the languages spoken across the centre/school community
☐ a lot ☐ quite a lot ☐ a little ☐ very little ☐ I'm not sure
- [ii] dialects used within community groups
☐ a lot ☐ quite a lot ☐ a little ☐ very little ☐ I'm not sure
- [iii] attitudes of parents/students to mother tongue maintenance and development
☐ a lot ☐ quite a lot ☐ a little ☐ very little ☐ I'm not sure
- [iv] attitudes of parents/students to English language learning
☐ a lot ☐ quite a lot ☐ a little ☐ very little ☐ I'm not sure
- [v] patterns of language used at home *eg what language/who with/when/what for*
☐ a lot ☐ quite a lot ☐ a little ☐ very little ☐ I'm not sure
- [vi] home literacy practices *eg who reads and writes/in what languages/ when/for what purposes/who can help with homework*
☐ a lot ☐ quite a lot ☐ a little ☐ very little ☐ I'm not sure
- [vii] social and cultural activities and interests of families from your community
eg religious, sporting, clubs, committees
☐ a lot ☐ quite a lot ☐ a little ☐ very little ☐ I'm not sure
- [viii] parents' and students' expectations of centre/schooling
eg how teaching and learning is organised/discipline
☐ a lot ☐ quite a lot ☐ a little ☐ very little ☐ I'm not sure
- [ix] parents' and students' aspirations *eg plans for the future, employment, lifestyle*
☐ a lot ☐ quite a lot ☐ a little ☐ very little ☐ I'm not sure
- [x] special circumstances and needs of individual students and their families
☐ a lot ☐ quite a lot ☐ a little ☐ very little ☐ I'm not sure

31. Do you help the centre/school to obtain any of the above information?

☐ always ☐ usually ☐ sometimes ☐ never

32. If yes, how do you usually do this?

eg parent/teacher meetings, parent survey, visiting parents.

33. How do you see this information being used in the centre/school currently?

If yes, please tick the relevant boxes. ☐

If the centre/school does not do the thing mentioned, leave the box blank. ☐

If you are not sure about something, put an [?] in the box. ☐

- ☐ There are bilingual signs around the centre/school.
- ☐ Centre/school staff are provided with information on the language[s] and culture of people from my community.
- ☐ Centre/school staff use bilingual materials and appropriate cultural resources in their programs/activities.
- ☐ Classroom teachers/staff encourage children/students to use their mother tongue when playing, working in small groups, problem-solving etc.
- ☐ The centre/school encourages parents to keep using the children's mother tongue at home.
- ☐ The centre/school regularly provides information for parents in their mother tongue[s].
- ☐ There are home language materials [books, games etc] for children/students to borrow in the resource centre.
- ☐ The centre/school regularly celebrates and supports the community's special cultural events.
- ☐ The centre/school regularly celebrates children's/students' achievements both in English and in the mother tongue eg *work in mother tongue is displayed etc*
- ☐ The staff encourage parents to participate in learning programs/activities around the centre/school.
- ☐ Parents are encouraged to participate in centre/school planning/decision-making.
- ☐ Centre/school staff are inserviced on cross-cultural communication and in managing cultural diversity.
- ☐ The centre/school has a Mother Tongue Development program in _____ language for _____ hours/week .
- ☐ The centre/school has a bilingual program [ie some classes/subjects are taught in a LOTE].
- ☐ Other [please describe] _____
- ☐ Other [please describe] _____
- ☐ Other [please describe] _____
- ☐ Other [please describe] _____
- ☐ Other [please describe] _____
- ☐ Other [please describe] _____

Parent Participation

34. How often are parents from your community involved in the following types of centre / school activities?

Please tick the appropriate boxes.

Centre/school activities	Often	Some times	Rarely	Never	Not sure
Centre/school planning and decision-making eg centre/school council, committees					
Attending special parent meetings etc					
Giving talks to staff about the language[s] and culture of their community					
Giving talks to students about the language[s] and culture of people from your community					
Helping children/students in play/class activities					
Story-telling in class					
Helping with or demonstrating cooking and other home life activities					
Helping with or demonstrating art/crafts activities					
Helping with or demonstrating dance/music					
Helping with or demonstrating sports eg coaching, team manager					
Helping with festivals or special celebrations					
Taking part in special adult classes at the centre/school eg sewing, crafts, language etc					
Attending get-togethers/social events					
Other [please describe]					
Other [please describe]					

35. Are there any particular things that you have done to successfully encourage parent participation?

36. Are there any difficulties that you have experienced in trying to encourage parent participation at the centre/school?

37. Is there anything that would help you to be more successful in having parents from your community participate in its activities?

eg Is there a special project you would like to see undertaken?

38. Do parents from your community contact you at home for help and advice on centre/school- related matters?
- ☐ very often ☐ often ☐ sometimes ☐ never

What sorts of things do they contact you about?

39. Do parents from your community contact you at home for help and advice on other matters not related to centre/school ?
eg where to go for help about health or financial matters etc.

☐ very often ☐ often ☐ sometimes ☐ never

40. Are you involved in helping to make parents from your community feel welcome when they come to the centre/school?

☐ very often ☐ often ☐ sometimes ☐ never

41. Are there any other things that you or the centre/school could do to make parents feel more welcome/more confident?

42. Are there any situations that you find difficult or things that make you feel uncomfortable when you help parents and the centre/school communicate with each other? Why?
eg interpreting about a child's special needs/difficulties

43. When you are asked to help the centre/school and parents communicate with each other, do you have the opportunity to talk with the teacher/principal ?
eg: about the purpose of the meeting/interview; possible language and cultural difficulties; your role in resolving any problems; how the meeting or interview went.

☐ always ☐ usually ☐ sometimes ☐ never

Are there any additional comments you would like to make in relation to Part 2?

Part 3: Your role in helping with teaching and learning activities

In this part of the Questionnaire, you will be asked for information about:

- [i] how you help with teaching and learning activities in the classroom with the teacher/staff;
- [ii] how you help individual and/or small groups of children/students in withdrawal situations.

44. What sorts of things do you do when you help children/students in the classroom with the teacher/staff?

eg explain/concepts ideas to students, explain teacher's instructions, supervise students on the computer, help students to write etc

45. What activities do teachers/staff ask you to do when you help individual/small groups of children/students in withdrawal situations?

eg listen to students reading, help with pronunciation, help with projects etc

46. Do the teachers/staff give you a clear plan to follow when they ask you to help in the classroom?

☐ always ☐ usually ☐ sometimes ☐ never

47. Do the teachers/staff give you a clear plan to follow when they ask you to help children/ students in withdrawal situations/outside the classroom?

☐ always ☐ usually ☐ sometimes ☐ never

48. Do the teachers/staff involve you in their planning of classroom activities?

eg share their learning program with you, ask if there is anything students might have difficulty with, ask for ideas about cultural resources they could use etc

☐ always ☐ usually ☐ sometimes ☐ never

49. Do you have opportunities to give feedback or find it easy to give feedback to the teachers/staff at the end of the lessons or activities you have been helping with?

eg say what students had trouble with, what they did well etc

☐ always ☐ usually ☐ sometimes ☐ never

50. What other sorts of things do you do to help the teacher?

English Language Focus:

51. What do children/students from your community have most difficulty with in learning English?

eg in the areas of listening, speaking, reading or writing, English for science etc

52. Is there anything else you could do to help children in early childhood settings to learn English more easily?

53. Is there anything else you could do to help junior students to learn English more easily?

54. Is there anything else you could do to help senior students to learn English more easily?

Mother Tongue Focus:

55. How many of the children/students from your community have regular instruction in their mother tongue

eg by attending Ethnic Centre/schools, Saturday School, Mother Tongue/LOTE classes

☐ all the students ☐ most of the students ☐ some of the students ☐ none of the students

56. Do children/students have the opportunity to study any area of the curriculum through their mother tongue at the centre/school?

☐ yes ☐ no ☐ not sure

57. If yes, what subject and how is this organised ?

58. What opportunities do children/students from your community have for using their mother tongue regularly in an extended way in the classroom?

Please tick the appropriate boxes.

- ☐ Listening to stories
- ☐ Telling stories
- ☐ Songs
- ☐ Drama/dramatic play
- ☐ Reading
- ☐ Writing
- ☐ Talking about ideas
- ☐ Explaining things
- ☐ Other [please describe] _____
- ☐ Very few opportunities to use their mother tongue regularly in an extended way in class.
- ☐ No opportunities to use their mother tongue regularly in an extended way in class.

Do you have any comments on the above?

59. How often do you use your mother tongue when you help children/students from your community in the following activities and situations ?

Please tick the appropriate boxes.

Activity or situation	Always	Often	Some times	Very rarely	Never
Helping children/students in the classroom with the teacher/staff					
Helping individual/small groups of children/students in withdrawal situations					
Telling children/students how to behave					
Helping children/students at lunch-time or after centre/school					
Helping children/students on excursions/camps					
Talking to children/students in the playground					
Reassuring, comforting, encouraging children/students					
Other [please specify]					
Other [please specify]					
Other [please specify]					

60. **How do the children/students react when you use their mother tongue in the classroom?**
eg Are they pleased/shy/embarrassed? Do they reply in their mother tongue or in English? Do the younger students react differently from the older students etc ?

61. **How often/in what situations do the children/students use their mother tongue with you?**

Children/Student Learning Focus:

62. **What sorts of things do the children/students most want you to help them with?**

63. **Are there any other sorts of things that you do to help children/students with their learning?**
eg helping to revise for tests, helping with a homework tutoring group/making choices in play activities

64. **Is there anything that would help you to do your job better in helping with teaching and learning activities?**

Part 4: Overview of your role

65. What aspects of your role do you think are the most important/least important in your current work situation ?

Number the following boxes 1, 2 or 3

1 = most important; 2 = important; 3 = least important

Do not use the same number twice.

There are no right or wrong answers.

- ☐ Helping with teaching and learning activities [educational tasks]
- ☐ Helping with parents and the centre/school communicate with each other [liaison tasks]
- ☐ Helping to support children/students emotionally, socially and physically [pastoral care tasks]

66. What parts of your role as a bilingual education worker do you enjoy most?

67. Is there any part of your role that you feel uncomfortable doing? Why?

68. What do you do most often in your role as a bilingual education worker at the centre/school

Number these activities: 1, 2, 3, 4, or 5

1 = very often; 2 = often; 3 = sometimes; 4 = hardly at all; 5 = never

- ☐ Helping when parents come to enrol their children at the centre/school.
- ☐ Helping new children/students to settle into the centre/school.
- ☐ Helping teachers with initial student profiling.
- ☐ Helping to provide language and cultural information to teachers/staff.
- ☐ Helping parents and teachers to communicate about day-to-day information.
- ☐ Helping parents and teachers to communicate with each other about children's/students' progress and achievement.
- ☐ Helping students from your community in the classroom with the teacher.
- ☐ Helping individuals/small groups of children/students under teacher/staff supervision.
- ☐ Helping with the emotional well-being and/or social development of children/students *eg behaviour management, comforting, reassuring etc*
- ☐ Making or helping to make bilingual materials for the classroom and/or around the centre/school *eg books, wallcharts, notices etc*
- ☐ Helping to ensure bilingual materials are used.
- ☐ Helping to organise festivals or special celebrations
- ☐ Clerical or administration duties [photocopying, typing, statistics]
- ☐ Other [please describe] _____

69. What education system policies and procedures have you found relevant/useful in your work?

70. What centre/school policies and procedures have you found relevant/useful in your work?

71. What are some of the key government services and/or community support agencies that you have found relevant/useful in your work?

Please add any other comments you would like to make about this part of the questionnaire?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Part 5: Personal background information

[Please tick the appropriate box]

72. Your gender: ☐ male ☐ female

73. Age: ☐ Under 25 ☐ 25 to 30 ☐ 31 to 35 ☐ 36 to 40 ☐ 40 to 45
☐ 45 to 50 ☐ 50 and over

74. Ethnicity: _____

75. Year of arrival in Australia [if born overseas]: _____

76. Educational background:

Secondary:

Number of years of secondary education _____ Completed ☐ yes ☐ no

Country where secondary studies were undertaken _____

Tertiary:

Number of years of tertiary education _____ Completed ☐ yes ☐ no

Country where tertiary studies were undertaken _____

Details of tertiary course[s] completed:

Name of course _____	Year completed _____
_____	_____
_____	_____

77. What other professional training have you undertaken in the last 5 years?

eg Induction or Orientation Program, Interpersonal Skills, Mandatory Reporting

Course/session _____	Year _____
_____	_____
_____	_____
_____	_____
_____	_____

78. Employment experience: [Please give details about the type of work and the countries in which you were employed eg engineer, Poland]

[Overseas] _____

[in Australia] _____

79. Language background/language training:

[i] What is your mother tongue? _____

[ii] What other languages/dialects do you speak? _____

[iii] What other languages do you read? _____

[iv] What other languages do you write? _____

[v] What languages have you studied formally/in class?
 [at secondary school] _____

 [at tertiary level] _____

[vi] On a scale of 1 to 10, how would you rate your ability to: *[Please circle a number]*

speak English	[lowest]	1	2	3	4	5	6	7	8	9	10	[highest]
read English	[lowest]	1	2	3	4	5	6	7	8	9	10	[highest]
write English	[lowest]	1	2	3	4	5	6	7	8	9	10	[highest]

[vii] On a scale of 1 to 10, how would you rate your ability to: *[Please circle a number]*

read your mother tongue	[lowest]	1	2	3	4	5	6	7	8	9	10	[highest]
write your mother tongue	[lowest]	1	2	3	4	5	6	7	8	9	10	[highest]

[viii] Do you have interpreter/translator accreditation ie National Accreditation Authority for Translators and Interpreters [NAATI] ?
☐ yes ☐ no

If yes, at what level? _____

Comments:

80. **Language use:**

Please answer as carefully as possible.

To answer tick the appropriate boxes.

Also write in the spaces what LOTE/dialect you use, if different from your Mother Tongue.

There are no right or wrong answers.

Leave an empty space if a question does not apply to you.

Which language[s] do YOU use in the following situations?

Choose one of the answers: [Mother tongue = MT; another Language/Dialect Other Than English = LOTE]

	Always in MT/LOTE	In MT/LOTE more often than English	In MT/LOTE and English about equally	In English more often than MT/LOTE	Always in English
Talking with husband/ wife/partner					
Talking with own children					
Talking with other family members					
Talking with friends					
Talking with neighbours					
Talking with children/students at at centre or school					
Watching TV/videos					
Reading newspapers and/or magazines					
Writing letters					
Shopping					
Doing official business eg banking					
Social activities					
Cultural activities					
Thinking about personal or family matters					
Thinking about public matters eg government, business					
Thinking about work or study					
Dreaming					

Adapted from Baker, C. 1992 Attitudes and Language, Multilingual Matters Ltd, Clevedon, p139.

81. What clubs or associations do you belong to? Do you hold any particular roles or positions?

82. What do you think makes an effective bilingual education worker ?

83. What is your most important reason for being a bilingual education worker at the moment?
*There are no right or wrong answers. Please be as honest as possible.
Please number your reasons from 1 [high priority] to 5 [low priority]*

- ☐ helping children from my community to learn in school
- ☐ earning money
- ☐ gaining work experience
- ☐ helping teachers understand my community
- ☐ other [please specify] _____
- ☐ other [please specify] _____
- ☐ other [please specify] _____

84. What personal qualities, skills and abilities do you bring to your current role?

85. Are there any particular issues or concerns that you have about your role as a bilingual education worker? Please give details:
eg employment conditions, career pathways, training and development opportunities etc.

86. What would you like to be doing in 5 years time?

87. Please indicate what information and professional development would help you in your role as a bilingual education worker.

Place one of the following numbers in the appropriate box:

1 = High Priority; 2 = Medium Priority; 3 = Low Priority; 4 = Not required.

Please also indicate if you have had training in these areas.

Tick the appropriate column on the right. Please add other ideas not already on the list.

	Priority 1, 2, 3 or 4	Yes I have had training	No I have not had training
Information about ESL students and their educational needs			
Becoming familiar with ESL teaching methods and techniques			
Developing skills for supporting children in early childhood settings			
Developing skills for supporting students in the junior primary and/or primary classroom			
Developing skills for supporting students in the secondary classroom			
Learning about the reading process			
Learning about the writing process			
Learning about group discussion techniques and small group work			
Learning more about the linguistic differences between my mother tongue and English			
Learning strategies [knowing how students learn]			
Bilingualism and bilingual learning			
Culturally inclusive practices in early childhood or school contexts			
Working with parents			
Information about senior secondary certificate of education			
Curriculum Statements, Profiles and ESL scales information			
Learning about how to support children in the early years			
Assertiveness training			
How to communicate effectively with people from different cultural backgrounds			
Negotiation and/or conflict resolution skills			
Basic counselling techniques in early childhood or school settings			
How to work effectively as part of a team			
Computing skills [keyboard, word-processing etc]			
Training in translating and interpreting skills			
Information about government and community services			
Education system policies and procedures			
Other [please specify]			
Other [please specify]			
Other [please specify]			

Part 6: Your attitudes to languages and language learning

88. How important or unimportant do you think your mother tongue is for the following?
There are no right or wrong answers. Please be as honest as possible.
Tick the appropriate boxes and add comments if you wish.

	Very Important	Important	Not very important	Not important	No opinion
To make friends					
To earn plenty of money					
Read					
Write					
Watch TV/videos					
Get a job					
Become clever					
Be liked					
Live in Australia					
Go to church/temple/mosque					
Participate in clubs and associations					
Play sport/take part in recreation activities					
Bring up children					
Go shopping					
Make phone calls					
Be accepted in the community					
Talk to friends					
Talk to people in offices, government departments etc					
Think about personal or family matters					
Think about public matters eg government, business					
Think about work or study					

Adapted from Baker, C. 1992 Attitudes and Language, Multilingual Matters Ltd, Clevedon, p140.

Are there any additional comments you would like to make about the above?

[illegible]

89. Here are some statements about your mother tongue. Please say whether you agree or disagree with each statement.

Some statements are positive and some are negative. There are no right or wrong answers. Please answer as carefully as possible. Answer by ticking the appropriate box.

- a. I like hearing my mother tongue spoken in public.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- b. I would prefer to watch TV/videos in English rather than in my mother tongue.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- c. All children from my community should be taught their mother tongue.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- d. It's a waste of time to keep my mother tongue alive.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- e. I like speaking my mother tongue.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- f. My mother tongue is a difficult language to learn.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- g. There are more useful languages to learn than my mother tongue.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- h. Children from my community are not likely to use their mother tongue as adults.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- i. Our mother tongue language will disappear as everyone can speak English.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- j. Knowing my mother tongue is essential to take part fully in community life.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- k. We need to preserve our mother tongue language.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- l. Children from my community should not be made to learn their mother tongue.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- m. It would be hard for children to study technical subjects at school in the mother tongue.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- n. People look down on us if we speak our mother tongue.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- o. I would prefer to learn/study in my mother tongue.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree

- p. I would like my children to marry a person who speaks our mother tongue.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- q. I would like my children to be able to speak, read and write our mother tongue.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- r. I would like my children to be able to use our mother tongue to learn at school.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree

Adapted from Baker, C. 1992 Attitudes and Language, Multilingual Matters Ltd, Clevedon, p141.

90. **Here are some statements about the English language and about languages other than English.**

*Please say whether you **agree** or **disagree** with these statements.*

Some statements are positive and some are negative. There are no right or wrong answers.

Please answer as carefully as possible. To answer, tick the appropriate box.

- a. In Australia it is important to be able to speak a language other than English as well as English.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- b. To speak English in Australia is all that is needed.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- c. Knowing a language other than English and English makes people cleverer.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- d. Speaking English and a language other than English helps people to get jobs.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- e. Being able to write in English and a language other than English is important.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- f. All Australian schools should teach students a language other than English.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- g. Important signs in the school and community should be in English and languages other than English.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- h. Speaking two languages is not difficult.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- i. Knowing both English and a language other than English gives people problems.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- j. I feel sorry for people who cannot speak English and a language other than English.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- k. People know more if they speak English and a language other than English.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree

- l. People who speak both a language other than English and English can have more friends than those who speak one one language.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- m. Speaking both English and a language other than English is more for older people than younger people.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- n. Speaking both a language other than English and English helps people get promotion.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- o. Young children can easily learn to speak languages other than English and English at the same time.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- p. Both English and languages other than English should be important in Australia.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- q. All people in Australia should speak English and a language other than English.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree
- r. People only need to know one language.
☐ Strongly agree ☐ Agree ☐ Neither agree nor disagree ☐ Disagree ☐ Strongly disagree

Adapted from Baker, C. 1992 Attitudes and Language, Multilingual Matters Ltd, Clevedon, p142.

91. If you had the choice, what language[s] would you like your children to learn at school?
 Please give reasons for your answer.

92. Is there anything else you would like to talk with me about/ideas you would like to share?

If so, how would you prefer to do this?

Please tick the appropriate box.

- ☐ at a small group meeting with other bilingual education workers
☐ individually with the project officer
☐ not at this time

*Thank you for taking part in this questionnaire
 your contribution is greatly appreciated*