

UNIVERSITÉ DE NANTES - UFR DE LANGUES
ÉCOLE DOCTORALE 496 - SCE (Sociétés, Cultures, Échanges)

Cotutelle avec

UNIVERSITY OF SYDNEY
FACULTY OF EDUCATION AND SOCIAL WORK

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**L'enseignement de la langue additionnelle dans le Programme Primaire
du Baccalauréat International : comment les membres de la communauté scolaire
perçoivent-ils les objectifs, le rôle et les stratégies d'enseignement ?**

**Étude comparée de deux écoles du Baccalauréat International en France (Paris) et
en Australie (Sydney)**

Volume II : Annexes

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Discipline : Sciences du Langage
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PHD THESIS in Education

Présentée et soutenue publiquement par

Marlène LEBRETON

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Devant un jury composé de:

Mme Jacqueline FEUILLET	Professeur Émérite, Université de Nantes, France, Directrice
M. Nigel BAGNALL	Associate Professor, University of Sydney, Australie, Co-directeur
Mme Christine ESCALLIER	Maître de conférences, Dir. De recherche, Université de Madère, Portugal
M. Abdlejalil AKKARI	Professeur, Université de Genève, Suisse, Rapporteur
M. Laurent GAJO	Professeur, Université de Genève, Suisse, Rapporteur et Président du jury

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ÉCOLE DOCTORALE SCE (Sociétés, Cultures, Échanges)

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FACULTY OF EDUCATION AND SOCIAL WORK

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**Additional language teaching within the International Baccalaureate
Primary Years Programme: perceptions of the school community members of the
purposes, the role and teaching strategies**

**A comparative study of two International Baccalaureate schools in France (Paris)
and in Australia (Sydney)**

Volume II : Appendices

Doctorate thesis
In Foreign Languages and Cultures Didactics
PHD THESIS in Education

Presented and defended by

Marlène LEBRETON

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Examination board:

Prof. Jacqueline FEUILLET	Professor Emeritus, Université de Nantes, France, Supervisor
A/Prof. Nigel BAGNALL	Associate Professor, University of Sydney, Australia, Co-supervisor
Dr. Christine ESCALLIER	Lecturer, Research Supervisor, Universidade da Madeira, Portugal, Examiner
Prof. Abdeljalil AKKARI	Professor, Université de Genève, Switzerland, Examiner
Prof. Laurent GAJO	Professor, Université de Genève, Switzerland, Examiner, President of the Examination board

AUTHOR'S DECLARATION

This is to certify that:

- I. this thesis comprises only my original work towards the Doctor of Philosophy Degree
- II. due acknowledgement has been made in the text to all other material used
- III. the thesis does not exceed the word length for this degree.
- IV. no part of this work has been used for the award of another degree.
- V. this thesis meets the *University of Sydney's Human Research Ethics Committee (HREC) requirements for the conduct of research.*

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.....

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Annexe 1. Compétences langagières à développer selon chaque tranche d'âge des élèves (Chapitre 1, p. 41)

(IBO. (2007). Pour faire une réalité du Programme primaire. Cadre pédagogique pour l'éducation internationale dans l'enseignement primaire. Cardiff: IBO.)

Attentes générales en langue

Le document *Langue – Contenu et enchaînement du programme* (2003) présente les attentes considérées comme appropriées dans le PP. Ces attentes, indiquées ci-après, ne sont pas une exigence du programme, mais il est recommandé aux établissements d'effectuer une réflexion approfondie lors de l'élaboration de leur document relatif au contenu et à l'enchaînement du programme afin d'identifier les attentes générales en langue.

Lors de l'élaboration du contenu et de l'enchaînement d'un programme, l'établissement ne doit pas oublier que :

Lorsque l'établissement adapte ou développe ses propres documents sur le contenu et l'enchaînement du programme de chaque discipline du PP, le niveau des attentes générales concernant les élèves exprimées dans ces documents [doit au moins correspondre] au niveau des attentes exprimées dans les documents sur le contenu et l'enchaînement des programmes du PP publiés par l'IBO.

Normes de mise en œuvre des programmes et applications concrètes – C1.23, IBO (2005)

Le document *Langue – Contenu et enchaînement du programme* (2003), disponible sur le CPEL, donne des exemples de questions, d'activités et d'évaluations liées à ces attentes.

Le document *Langue – Contenu et enchaînement du programme* (2003) est pertinent pour tous les enseignants de langue, y compris les enseignants titulaires, les enseignants de la ou des langues d'enseignement, les enseignants des autres langues (y compris celle du pays d'accueil) et les enseignants de langues maternelles. Les attentes spécifiques mentionnées ci-après s'appliquent à chaque élève dans chaque langue enseignée, bien que les modes et rythmes d'enseignement et d'apprentissage varient selon les contextes. L'histoire et les expériences des élèves sont tellement différentes qu'il est probable que, dans un même groupe d'âge, les niveaux de développement linguistique et de développement de la littératie varient grandement. En ce qui concerne l'apprentissage d'autres langues, il peut être pratique de relier les quatre tranches d'âge existantes aux catégories suivantes : émergence (3 à 5 ans), développement (5 à 7 ans), renforcement (7 à 9 ans) et prolongement (9 à 11 ans). Cependant, certaines attentes (par exemple, « faire des traces graphiques pour

simuler l'écriture », 3 à 5 ans) ne s'appliquent pas nécessairement aux apprenants d'autres langues ayant commencé leur apprentissage à un âge plus avancé.

3 à 5 ans (Émergence)

Communication orale : écoute et expression orale

Les élèves emploieront le langage oral dans les interactions sociales et pour apprendre à connaître les personnes, les lieux et les objets de leur environnement et de la communauté plus large. Ils exprimeront des besoins, des sentiments et des idées afin de réagir à des expériences variées. Ils participeront aux conversations de façon appropriée, raconteront des histoires et relateront des événements en respectant l'ordre chronologique, suivront et donneront des instructions. Pour qu'ils apprennent à communiquer efficacement, il faudra donner aux élèves, chaque jour, la possibilité d'écouter et de s'exprimer oralement dans des contextes authentiques. Ils pourront le faire seuls, en petits groupes, ou encore avec toute la classe.

Communication écrite : lecture et écriture

Les élèves liront avec enthousiasme. Ils prendront plaisir à adopter des comportements de lecteur lorsqu'ils s'entraîneront à reconstruire des textes. Ils feront preuve d'intérêt pour les livres, les histoires, les tableaux et les chansons, et « liront » des textes simples qui leur sont familiers, en exploitant les indices visuels et contextuels, ainsi que leur mémoire, pour donner un sens aux textes imprimés. Les élèves « liront » chaque jour seuls, en petits groupes ou avec toute la classe, en étant aidés et guidés par l'enseignant. On les encouragera à se concentrer sur la signification des textes plutôt qu'à faire une lecture au mot à mot d'une précision absolue. La lecture leur sera faite chaque jour et ils auront la possibilité de lire avec autrui ou pour autrui, et de discuter de ce qu'ils auront lu. À travers ces expériences, les élèves acquerront une compréhension des concepts relatifs à l'écrit.

Les élèves se montreront curieux à l'égard des textes imprimés. Ils prendront plaisir à s'essayer à l'écriture dans le cadre d'activités ludiques en faisant des traces graphiques pour simuler l'écriture. Ils progresseront de la trace graphique ou de l'écriture « pour faire semblant » à l'écriture de lettres et de mots. Faire des dessins, des esquisses et des schémas joue un rôle important dès les premiers stades du développement de l'écriture, car ces activités amènent les élèves à imiter et à répéter ce processus, et à y réfléchir. Les élèves utiliseront de différentes façons les représentations de leur nom (et/ou de ceux des membres de leur famille). Indépendamment de leur stade de développement de l'écriture, ils donneront un sens aux messages et arriveront progressivement à écrire un éventail de mots de façon reconnaissable (mais pas nécessairement conventionnelle). On encouragera les élèves à écrire chaque jour, avec ou sans aide, individuellement, en petits groupes ou encore avec toute la classe.

Communication visuelle : observation et présentation

Les élèves joueront avec différents documents médiatiques, les découvriront, en discuteront et y réagiront. Ils prendront plaisir à exploiter les médias pour donner un sens au monde qui les entoure et apprendront à réagir verbalement et non verbalement. Ils manifesteront une curiosité et un intérêt naturels pour différentes formes de communication visuelle qui leur sont familières. En étant guidés et soutenus, ils établiront des liens entre le réel et l'imaginaire. Les élèves observeront des documents médiatiques ou des informations factuelles et y réagiront afin de comprendre et de décrire ce qu'ils voient.

5 à 7 ans (Développement)

Communication orale : écoute et expression orale

Les élèves emploieront de manière appropriée et avec de plus en plus d'assurance les différentes formes d'expression orale. Ils discuteront de leurs pensées, sentiments et opinions, et seront capables de travailler en groupes pour discuter de leurs idées. Ils comprendront qu'il est important d'écouter et écouteront en faisant

preuve de plus en plus d'attention et de considération, et ce, qu'ils travaillent en petits groupes ou tous ensemble. Ils seront capables de repérer les événements importants et les points pertinents, et amélioreront leur capacité à anticiper et à prévoir. Les élèves écouteront les autres avec attention et sensibilité.

Communication écrite : lecture et écriture

Les élèves liront pour se divertir et s'informer, et ce, avec une autonomie croissante. Ils liront avec assurance et continueront à développer un éventail de stratégies de lecture pour décoder le texte et lui donner du sens. Ils discuteront des histoires qu'ils ont entendues et lues, montreront qu'ils ont conscience du rôle des personnages et de l'intrigue, et réagiront aux idées et sentiments exprimés. Ils commenceront à se servir de divers ouvrages de référence et de dictionnaires de façon autonome. Pour que l'apprentissage soit équilibré, les élèves doivent avoir la possibilité de participer de façon autonome, en petits groupes ou dans des situations impliquant toute la classe. La pratique quotidienne de la lecture est essentielle, qu'elle soit à des fins personnelles ou éducatives.

Les élèves écriront avec assurance des textes de plus en plus lisibles et fluides. Ils écriront dans des optiques variées et développeront une compréhension des différentes structures du récit. Ils commenceront à planifier, à corriger et à réviser leurs propres écrits, montrant une aptitude croissante à orthographier correctement des mots d'usage très courant. Ils commenceront à utiliser les règles orthographiques et continueront à employer leurs compétences en phonétique, particulièrement lorsqu'ils orthographieront des mots plus complexes. Capables de prendre des risques, ils feront preuve d'assurance lorsqu'ils essaieront d'écrire des mots nouveaux, en mettant en œuvre une variété de stratégies. La pratique quotidienne de l'écriture est essentielle, qu'elle soit à des fins personnelles ou éducatives.

Communication visuelle : observation et présentation

Les élèves comprendront que la communication comporte des aspects visuels, verbaux et kinesthésiques. Ils comprendront que les panneaux et les symboles véhiculent du sens et commenceront à lire un éventail de panneaux et de symboles très utilisés dans leur environnement immédiat. Ils seront capables de lire et d'utiliser des textes présentés de différentes façons, et comprendront les informations présentées par divers médias visuels, dont la télévision, le théâtre et l'informatique. Les élèves chercheront, consigneront et présenteront des informations en utilisant divers médias visuels et technologiques. En continuant à développer une compréhension toujours meilleure de ce qu'ils observent, ils feront des choix plus éclairés.

7 à 9 ans (Renforcement)

Communication orale : écoute et expression orale

Les élèves apprécieront le pouvoir du langage oral et feront usage de la parole avec une conscience et une responsabilité toujours plus grandes. Ils participeront aux discussions de façon appropriée et discuteront d'un large éventail de sujets. Ils emploieront un langage toujours plus complexe avec assurance et créativité. Leur langage sera de plus en plus précis, descriptif et riche en vocabulaire. Ils deviendront de plus en plus conscients de l'emploi du langage oral pour articuler et organiser l'apprentissage, et y réfléchir. Ils commenceront à communiquer dans plusieurs langues.

Communication écrite : lecture et écriture

Les élèves liront des ouvrages de fiction et des ouvrages généraux avec assurance et aisance, et de façon indépendante. Ils seront capables de sélectionner des livres adaptés à leur niveau de lecture dans un but précis. Ils s'intéresseront à divers genres littéraires et commenceront à se rendre compte des différents styles littéraires. Ils comprendront les idées, sentiments et savoir-être exprimés dans les divers documents lus, et

y réagiront. Ils seront capables d'utiliser des ouvrages de référence, des dictionnaires et les technologies de l'information de façon autonome. Ils liront chaque jour en classe et liront souvent pendant de longues périodes, aussi bien en classe qu'à la maison.

Les élèves écriront de façon autonome, avec assurance et aisance. Ils commenceront à employer un vocabulaire riche et vivant, et fourniront des détails supplémentaires. Ils comprendront que les différents types d'écrits ont des structures différentes. Ils écriront dans des optiques variées, tant créatives qu'informatives, et planifieront, corrigeront et réviseront leurs propres écrits. Ils orthographieront correctement la plupart des mots d'usage très courant et emploieront un ensemble de stratégies pour orthographier des mots de plus en plus complexes. Ils présenteront leurs écrits de façon adéquate et écriront de manière lisible et harmonieuse.

Communication visuelle : observation et présentation

Les élèves utiliseront une grande variété de documents visuels tirés des médias. Ils réagiront à l'oral et par écrit aux activités d'observation. Ils interpréteront les messages des médias visuels, reconnaîtront que ces derniers ont le pouvoir d'influencer nos pensées et nos comportements, et commenceront à apprendre à faire des choix judicieux concernant ce qu'ils regardent. Ils utiliseront divers documents pour préparer et réaliser des projets à l'aide de différents médias, et utiliseront les médias électroniques (par exemple, des cédéroms, Internet) pour trouver des informations.

9 à 12 ans (Prolongement)

Communication orale : écoute et expression orale

Les élèves montreront qu'ils sont de plus en plus conscients du pouvoir du langage oral et de la façon dont il les aide à construire du sens et à établir des relations avec autrui. Ils feront usage de la parole de manière responsable pour informer, divertir et influencer autrui. Ils comprendront que le langage oral est un moyen d'apprendre, et emploieront l'expression orale et l'écoute comme des stratégies d'apprentissage, mais également pour se divertir. Ils interagiront avec assurance dans des situations variées. Ils utiliseront un large éventail de structures linguistiques et de caractéristiques de la langue parlée pour développer et présenter des idées et des informations, en adaptant au contexte, à l'objectif et à l'auditoire les stratégies employées en expression orale et en écoute. En réfléchissant à leur propre approche de la communication et aux façons dont les autres interagissent, ils contrôleront et évalueront leur propre apprentissage.

Communication écrite : lecture et écriture

Les élèves liront avec précision et comprendront un large éventail de textes. Ils seront capables d'utiliser diverses stratégies de lecture pour des textes et des objectifs différents. Ils reconnaîtront des styles, formes et structures littéraires variés, et sauront les apprécier. Ils reconnaîtront également les différences stylistiques et structurelles entre les ouvrages de fiction et les ouvrages généraux. Ils seront capables de discuter de ce qui a été lu. Ils seront également capables de réfléchir aux sentiments et aux motivations des personnages d'une histoire, d'en parler, et d'analyser les détails se rapportant à l'intrigue et la façon dont les personnages sont décrits. Ils apprécieront la façon dont l'auteur se sert de la langue et commenceront à reconnaître d'autres sens que le sens littéral. Ils chercheront et utiliseront un éventail de documents de référence pour trouver des informations. Ils comprendront que ces informations peuvent servir à faire émerger des idées et des opinions, et à guider la recherche. Ils liront chaque jour pendant de longues périodes pour se divertir et s'informer, à l'école comme à la maison.

Les élèves écriront avec aisance et efficacité à des fins très diverses, tant créatives qu'informatives, en utilisant une grande variété de styles. Ils comprendront que les différents types d'écrits ont des structures et des styles différents, et qu'ils sont employés dans des buts différents. Leurs écrits démontreront une conscience claire du public auquel ils s'adressent. Ils étayeront leurs écrits de détails pertinents et appropriés, emploieront un vocabulaire riche et efficace, et varieront la structure et la longueur des phrases. Ils emploieront le processus d'écriture adapté avec assurance et de façon autonome lorsqu'ils planifieront, corrigeront et réviseront leurs propres écrits. En tenant compte des réponses des autres et en leur donnant

suite, les élèves acquerront une conscience d'eux-mêmes en tant qu'auteurs et développeront leur propre style pour personnaliser leurs écrits. Ils écriront chaque jour pendant de longues périodes pour se divertir et communiquer, à l'école comme à la maison.

Communication visuelle : observation et présentation

Les élèves se montreront critiques à l'égard de tout un éventail de documents visuels (films, affiches, cédéroms, atlas, plans d'architectes, sculptures, tableaux, organisateurs graphiques, codes). Ils réagiront à l'oral et par écrit aux activités d'observation en utilisant un vocabulaire spécifique. Ils démontreront une compréhension des éléments médiatiques et comprendront que le design influence la signification des documents visuels. Ils identifieront les stéréotypes et les objectifs des documents visuels. Ils accepteront de travailler avec divers documents pour préparer et mener à bien différents projets. Ils reconnaîtront les implications des médias commerciaux et émettront des jugements éclairés à propos de productions télévisuelles, cinématographiques et vidéo.

Annexe 2. Plan de travail du Programme Primaire avec « info-bulles » (chapitre 2, p. 70)
IBO. (2007). *Pour faire une réalité du Programme primaire. Cadre pédagogique pour l'éducation internationale dans l'enseignement primaire*. Cardiff: IBO.

Plan de travail du PP avec « info-bulles »

Planification de la recherche

1. Quel est notre objectif ?

Effectuer une recherche sur :

- **Thème transdisciplinaire**
- **Idee maitresse**

Tâche(s) d'évaluation sommative :

De quelles façons pouvons-nous évaluer la compréhension de l'idée maitresse par les élèves ? Quelles preuves (y compris des actions initiées par les élèves) rechercherons-nous ?

Au début du processus de planification en commun, la définition du **thème transdisciplinaire** doit être de nouveau consultée afin de s'assurer que des liens adéquats sont bien établis entre ce thème et l'idée maitresse.

L'**idée maitresse** doit être formulée en une phrase concise qui permet une compréhension durable. Elle doit être d'une ampleur suffisante pour générer une recherche approfondie, être basée sur des concepts et encourager la capacité de réflexion critique. Elle doit remettre en question et étendre les connaissances antérieures des élèves, tout en leur permettant d'approfondir leur compréhension du **thème transdisciplinaire**.

Ces questions doivent être abordées immédiatement après avoir formulé l'idée maitresse. Si les élèves ne peuvent pas démontrer efficacement leur compréhension de cette dernière, elle devra être revue et modifiée. Le problème de l'articulation entre l'idée maitresse et la ou les tâches d'évaluation sommative doit être résolu avant de poursuivre la planification.

Les enseignants doivent garder à l'esprit que les preuves de la compréhension de l'idée maitresse par les élèves peuvent prendre diverses formes. Une action initiée par les élèves peut, par exemple, prouver leur compréhension. Les enseignants peuvent trouver utile d'anticiper les actions éventuellement initiées par les élèves.

Classe/niveau :	Groupe d'âge :		Plan de travail du PP
Etablissement :	Code de l'établissement :		
Titre :			
Enseignant(s) :			
Date :			
Durée proposée :	heures réparties sur	semaines	

2. Que voulons-nous apprendre ?

Quels sont les concepts clés (forme, fonction, causalité, changement, relation, perspective, responsabilité, réflexion) sur lesquels nous mettrons l'accent durant la recherche ?

Après avoir discuté de la pertinence des concepts clés par rapport à l'idée maitresse, les enseignants retiendront un maximum de trois concepts clés sur lesquels ils se concentreront durant cette recherche. Des concepts connexes dérivés des concepts clés peuvent également être énumérés ici.

Quelles pistes de recherche définiront le champ de cette recherche centrée sur l'idée maitresse ?

- Trois ou quatre pistes de recherche doivent clarifier l'idée maitresse et définir le champ de la recherche. Ces aspects de l'idée maitresse viendront prolonger la recherche, cibleront les investigations des élèves et approfondiront leur compréhension. S'il y a lieu, des liens doivent être établis entre les pistes de recherche, et entre les pistes de recherche et l'idée maitresse.

Quelles questions/provocations de l'enseignant seront le moteur de ces recherches ?

Il incombe aux enseignants de donner un cadre aux recherches au début du module en posant pour cela des questions et/ou en provoquant les élèves (par exemple, en réaménageant l'environnement d'apprentissage). Cela leur permet également de donner explicitement en exemple des questions d'orientation ouvertes et encourageant le développement conceptuel.

La planification en commun est un processus continu. Le plan de travail sera donc revu durant la recherche.

Figure 14

Planification de la recherche

<p>3. Comment vérifierons-nous ce que nous avons appris ? <i>Cette colonne doit être utilisée conjointement avec « Comment apprendrons-nous le mieux ? ».</i></p> <p>De quelles façons pouvons-nous évaluer les connaissances et savoir-faire antérieurs des élèves ? Quelles preuves rechercherons-nous ?</p> <p>Les élèves doivent connaître les critères qui seront utilisés pour évaluer leur travail, et des rétroactions régulières doivent décrire leurs progrès en matière d'apprentissage et identifier les domaines à développer. L'autoévaluation et l'évaluation par les pairs seront utilisées pour les encourager à devenir des apprenants capables de réflexion.</p> <p>Des preuves de l'apprentissage de chaque élève doivent être rassemblées et présentées de façon à permettre à l'élève de réfléchir à son apprentissage et de décrire ses progrès aux autres. Des archives, dossiers ou rapports permettront aux enseignants et aux élèves de se rendre compte des progrès réalisés dans le développement des connaissances, des savoir-faire et de la compréhension.</p> <p>Les enseignants doivent garder à l'esprit qu'une tâche d'évaluation bien conçue devient, en elle-même et par elle-même, une expérience d'apprentissage car elle fournit des occasions de renforcer ou de prolonger l'apprentissage.</p> <p>De quelles façons pouvons-nous évaluer l'apprentissage des élèves dans le contexte des pistes de recherche ? Quelles preuves rechercherons-nous ?</p>	<p>4. Comment apprendrons-nous le mieux ? Quelles activités d'apprentissage ont été suggérées par l'enseignant et/ou les élèves afin d'encourager ces derniers à se lancer dans la recherche et à répondre aux questions d'orientation ?</p> <p>Les activités suggérées par les élèves peuvent l'être en réponse à leurs propres questions tout comme à celles de l'enseignant. Il faudra également concevoir des activités d'apprentissage qui permettront aux élèves de développer leur compréhension des concepts clés et d'établir des liens entre ces concepts.</p> <p>Les enseignants doivent garder à l'esprit qu'une activité d'apprentissage bien conçue leur fournira des informations sur les connaissances, les savoir-faire et la compréhension des élèves, et qu'elle constitue donc un vecteur pour l'évaluation formative ou sommative.</p> <p>Quelles seront les occasions de développer les savoir-faire transdisciplinaires et les qualités décrites dans le profil de l'apprenant ?</p> <p>Lorsqu'ils fournissent aux élèves des occasions de développer des savoir-faire transdisciplinaires, les qualités du profil de l'apprenant et/ou des savoir-être, les enseignants doivent garder à l'esprit la différence qui existe entre des occasions survenant naturellement au cours de l'apprentissage et celles provenant d'un enseignement explicitement ciblé.</p>
<p>5. Quelles ressources devons-nous rassembler ? Quels personnes, lieux, matériel audiovisuel, littérature pertinente, musique, art, logiciels et autres seront disponibles ?</p> <p>Comment l'environnement de la classe, l'environnement local et/ou la communauté seront-ils utilisés pour faciliter cette recherche ?</p> <p>Les enseignants doivent dresser la liste des ressources disponibles qu'ils utiliseront pour soutenir la recherche. Il faudra instaurer un dialogue entre le personnel de la médiathèque (bibliothécaire et technicien informatique compris) et les titulaires de classe afin de déterminer le rôle de chacun durant la planification de la recherche et le déroulement de cette dernière. Les enseignants peuvent indiquer dans la section consacrée à leurs remarques si les ressources sélectionnées étaient appropriées.</p>	

Figure 14 (suite)

Réflexion sur la recherche

6. Dans quelle mesure avons-nous atteint notre objectif ?
 Évaluez le résultat de la recherche en fournissant des preuves de la compréhension de l'idée maîtresse par les élèves. Les réflexions de tous les enseignants ayant participé à la planification et à l'enseignement du module de recherche doivent être consignées ici.

Il est entendu que les preuves de l'apprentissage des élèves seront issues de leurs travaux, des fiches anecdotiques de l'enseignant et des dossiers de classe tels que les dossiers des élèves. Un ou deux exemples doivent être décrits ici ou joints au plan de travail.

De quelles façons pourriez-vous améliorer la ou les tâches d'évaluation afin d'avoir une vision plus précise de la compréhension qu'a chaque élève de l'idée maîtresse ?

Cette réflexion permet aux enseignants non seulement d'améliorer les activités d'évaluation, mais aussi de modifier et de renforcer l'idée maîtresse.

Quelles sont les preuves que des liens ont été établis entre l'idée maîtresse et le thème transdisciplinaire ?

Les enseignants doivent donner ici des exemples clairs et détaillés de discussions ayant eu lieu en classe, de commentaires ou de travaux d'élèves qui démontrent que des liens ont été établis entre l'idée maîtresse et le thème transdisciplinaire.

7. Dans quelle mesure avons-nous inclus les éléments du PP ?
 Quelles activités d'apprentissage ont permis aux élèves de :

- développer leur compréhension des concepts énumérés dans la section « Que voulons-nous apprendre ? » ;
- démontrer leur apprentissage et leur application de certains savoir-faire transdisciplinaires ;
- développer certaines qualités du profil de l'apprenant et/ou certains savoir-être ?

Dans chaque cas, veuillez justifier votre choix.

Il faudra consigner les activités d'apprentissage qui se sont avérées particulièrement intéressantes, pertinentes, stimulantes et significatives.
 Nous sommes conscients du fait que les enseignants ne peuvent pas consigner sur ce plan de travail tous les apprentissages qui ont lieu dans les classes du PP. Ils doivent utiliser leurs fiches anecdotiques pour noter de façon plus complète le développement des qualités décrites dans le profil de l'apprenant. Le développement des savoir-être du PP vient compléter et soutenir celui des qualités décrites dans le profil de l'apprenant, et les enseignants peuvent également en discuter ici.

Figure 14 (suite)

Réflexion sur la recherche

<p>8. Quelles recherches ont été initiées par les élèves à la suite de leur apprentissage ?</p> <p>Notez plusieurs recherches initiées par les élèves et plusieurs questions qu'ils ont posées. Soulignez celles qui ont été utilisées pour l'enseignement et l'apprentissage.</p> <p>Les enseignants doivent consigner plusieurs occasions d'émerveillement et questions posées par les élèves pour montrer l'éventail de niveaux de compréhension des concepts dans le groupe.</p> <p>Certaines recherches initiées par les élèves joueront un rôle important dans la détermination de la nature de la recherche et doivent être soulignées. Ces exemples peuvent influencer et guider la planification lors de la prochaine révision de la recherche.</p> <p><i>A ce stade, les enseignants doivent retourner à la section intitulée « Que voulons-nous apprendre ? » (section 2) et souligner les questions/provocations de l'enseignant qui ont été les moteurs de la recherche les plus efficaces.</i></p> <p>Quelles actions ont été initiées par les élèves à la suite de leur apprentissage ?</p> <p>Notez les actions initiées par les élèves, en groupe ou individuellement, qui montrent leur capacité à réfléchir, à choisir et à agir.</p> <p>Étant donné que la composante « action » peut se développer spontanément durant la recherche ou même après, cette section peut être revue et mise à jour durant la recherche et après.</p> <p>Chaque recherche ne comportera pas nécessairement une action initiée par les élèves.</p>	<p>9. Remarques du ou des enseignants</p> <p>D'autres réflexions et des liens avec d'autres idées maîtresses, thèmes transdisciplinaires ou disciplines doivent être inclus, le cas échéant.</p>
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Figure 14 (suite)

Annexe 3. Proportion de la population australienne en fonction des pays de naissance

(chapitre 4, p. 112)

Source (consultée le 29/11/2011): Site de l'Australian Bureau of Statistics :

<http://www.abs.gov.au/ausstats/abs@.nsf/Products/3E70795D258987A3CA2578B000119787>

[?opendocument](#)

REGIONS OF BIRTH

The makeup of Australia's overseas-born population has been greatly affected by successive waves of migration to Australia since World War II. At first, most of these immigrants were born in countries in North-West Europe, including the United Kingdom and Germany. These people were followed by large numbers of migrants born in Southern and Eastern Europe, including Italy, Greece and Yugoslavia. In the 1970s, many migrants arrived in Australia from South-East Asia, including Vietnam, the Philippines and Cambodia.

The proportion of immigrants born in North-West Europe has, in recent years, been in decline, falling from 7.8% in 2000 to 7.1% in 2010 (see table 4.3). However, North-West Europe still holds the largest proportion of overseas-born in Australia's population. The share of Southern and Eastern Europe migrants is also in decline from 4.5% in 2000 to 3.7% in 2010. Over the past decade, migrants born in the remaining regions of the world increased within Australia's population, especially those from the Asian regions. For example, immigrants from North-East Asia increased their representation from 1.7% in 2000 to 3.0% in 2010. The Americas, while increasing their representation, have the smallest proportion of the Australian population, with 1.1%.

4.3 REGIONS OF BIRTH, Proportion of Australia's population - Selected years at 30 June

	2000	2005	2006	2007	2008	2009	2010(a)
	%	%	%	%	%	%	%
Australia	77.0	75.8	75.4	74.9	74.2	73.6	73.2
Oceania and Antarctica (excl. Aust.)	2.5	2.7	2.8	2.8	2.9	3.0	3.1
North-West Europe	7.8	7.3	7.3	7.3	7.3	7.2	7.1
Southern and Eastern Europe	4.5	4.2	4.1	4.0	3.9	3.8	3.7
North Africa and the Middle East	1.2	1.4	1.4	1.4	1.5	1.5	1.5
South-East Asia	2.8	3.0	3.1	3.2	3.3	3.4	3.5
North-East Asia	1.7	2.1	2.3	2.4	2.6	2.8	3.0
Southern and Central Asia	1.0	1.4	1.5	1.8	2.1	2.4	2.5
Americas	0.9	1.0	1.0	1.1	1.1	1.1	1.1
Sub-Saharan Africa	0.8	1.0	1.1	1.1	1.2	1.3	1.3

(a) Estimates for 2009-10 are preliminary - see paragraphs 9-10 of the Explanatory Notes.

Annexe 4. Questions d'orientation pour les entretiens semi-dirigés (chapitre 5, p. 131)

Pour les enseignants de Langue Additionnelle

Pour les enseignants de classe, le directeur d'école et le coordinateur du PP



UNIVERSITY OF SYDNEY
Faculty of Education and
Social Work

Interview schedule for Additional Language Teachers in both schools



UNIVERSITÉ DE NANTES

Good morning, my name is (name and presentation of interviewer)

I will ask you some questions to know more about your perceptions regarding the purpose and value of the additional language within the Primary Years Programme. This interview also aims at knowing the various teaching strategies you use to convey the additional language to young learners in an international education programme.

If you don't mind, I will tape record this interview. All the audiotapes will be kept confidential and then destroyed. In any case, you will remain anonymous, your name will not be revealed; a false name or a letter will be used in every research publications.

First, I would like to know a bit more about you and your experience in teaching the additional language in the PYP elsewhere and in this school.

Past experience (degrees obtained, previous work experience, countries):

.....

How long have you been teaching the additional language in the IBPYP? In this school?

.....

I will now ask you some questions about the additional language in your school. Please do not hesitate to express your opinion, feelings, doubts about it and talk about your own teaching experiences. If you don't understand a question or you don't have an opinion about it, please tell me.

Thank you very much

Topic 1: Purpose of additional language teaching

A. Language competences students should acquire in the additional language course

Example of questions (which may need to be probed to gather more detailed information):

1. According to you, what should additional language teaching in the PYP prepare the children for?
2. What language competence do you believe important to emphasize in the PYP L2 programme?

B. Cultural competences students should acquire in the additional language course

Example of questions (which may need to be probed to gather more detailed information):

3. How is culture integrated to the additional language teaching?
4. What cultural aspects are taught in the additional language classroom?

Topic 2: Value of additional language teaching in the PYP

A. Perception of additional language in the world

Example of question (which may need to be probed to gather more detailed information):

5. *How do you view the additional language (Mandarin for SPGS, French for ISP) in the world?*

B. Perception of additional language within the programme

Example of questions (which may need to be probed to gather more detailed information):

6. *How do you view additional language in the Primary Years Programme?*

7. *According to you, what is the role of the additional language in the PYP?*

8. *Do you feel the additional language is linked to the other subject areas?*

9. *Do you take part in the programme of inquiry? If so, how?*

C. Assessment of additional language in the PYP

Example of questions (which may need to be probed to gather more detailed information):

10. *Do you assess the additional language? If so, how?*

11. *Do you find it difficult? If so, why?*

12. *According to you, how significant is the additional language assessment compared to the overall programme? What benefits do the children acquire from it?*

Topic 3: Teaching strategies in PYP additional language classroom

A. Place of languages in the L2 classroom

Example of questions (which may need to be probed to gather more detailed information):

- *Do you make comparisons between L1 and L2?*

- *Do you ask the students to translate from L2 to the L1 or their mother tongue (and vice versa)?*

- *How often do you use the L1 in the classroom (90% of the time, 50%, 10%)? In what circumstances do you use the L1 (explanation of a grammar rule, authority in the classroom, reassure students, etc.)?*

- *Are there bilingual dictionaries in the classroom? Can the students use them?*

- *Do you try to speak mostly in the L2?*

- *Do you use a lot of repetition, voice exaggeration, pictures and photos, drawings, gestures, mimics to make the students understand when you speak in the L2?*

- *Do you "punish" students when they speak in English, do you encourage them when they speak in L2?*

- *Do you ask the students to repeat after you?*

- *Is there a lot of written material (posters, flashcards, books) in L2 in the classroom to support students' communication in the L2?*

- *Do you think it is important to only speak in the L2? Why?*

B. Degree of cognitive involvement in L2 classroom activities

Example of questions (which may need to be probed to gather more detailed information):

- *Do you introduce abstract concepts in L2 teaching (eg. Religion, time, love, friendship, culture...)?*

- *Do you teach the different grammar rules to the students? If so, how?*

- *Do you use mnemonic (rhythmic associations) to help the students learn the rules?*

- *Do you encourage students to try to guess the meaning of a sentence, to find a new form, intonation and to make hypothesis on how it works?*

- *When an exercise is given to the students (drills), do you emphasize on the purpose of the task or not?*

- *When a student speaks in the additional language, do you make sure that what he/she says is accurate/grammatically correct?*

- *Do you expect the learners to grasp the additional language by being exposed to it? (Do you think that children learn a lot by being exposed to the language?)*

- *Do you believe that grammar is not necessarily to be taught?*

- *Do you emphasize on repetition, imitation, pattern practice, choral practice?*

- *Do you believe that intuition plays an important role in acquisition?*

C. Language competence approach

Example of question (which may need to be probed to gather more detailed information):

What approach do you use in each grade you teach: communicative approach? A more analytic approach? (What is the main focus of your teaching according to the kids' age?)



**Interview schedule for Classroom teachers,
School Principal and PYP coordinator
in both schools**



Good morning, my name is (name and presentation of interviewer)

I will ask you some questions to know more about your perceptions regarding the purpose and value of the additional language within the Primary Years Programme.

If you don't mind, I will tape record this interview. All the audiotapes will be kept confidential and then destroyed. In any case, you will remain anonymous, your name will not be revealed; a false name or a letter will be used in every research publications.

First, I would like to know a bit more about you and your experience in teaching/ working in the PYP elsewhere and in this school.

Past experience (degrees obtained, previous work experience, countries):

.....

How long have you been teaching/ working in the IBPYP? In this school? (*if classroom teacher, ask the grade to which they are teaching*)

.....

I will now ask you some questions about the additional language in your school. Please do not hesitate to express your opinion, feelings, doubts about it and talk about your own teaching experiences. If you don't understand a question or you don't have an opinion about it, please tell me.

Thank you very much

(The following examples of questions will be changed according to the person interviewed: classroom teacher/ principal/ PYP coordinator)

Topic 1: Purpose of additional language teaching

A. Language competences students should acquire in the additional language course

Example of questions (which may need to be probed to gather more detailed information):

5. According to you, what should additional language teaching in the PYP prepare the children for?
6. What language competence do you believe important to emphasize in the PYP L2 programme?

B. Cultural competences students should acquire in the additional language course

Example of questions (which may need to be probed to gather more detailed information):

7. How the culture should be integrated to the additional language teaching?
8. What cultural aspects are important to be taught in the additional language classroom?

Topic 2: Value of additional language teaching in the PYP

A. Perception of additional language in the world

Example of question (which may need to be probed to gather more detailed information):

5. How do you view the additional language in the world?

B. Perception of additional language within the programme

Example of questions (which may need to be probed to gather more detailed information):

6. How do you view the additional language in the Primary Years Programme?

13. According to you, what is the role of the additional language in the PYP?

14. Do you feel the additional language is linked to the other subject areas?

15. Do you take part in the programme of inquiry? If so, how? Do you collaborate with the additional language teachers?

C. Assessment of additional language in the PYP

Example of questions (which may need to be probed to gather more detailed information):

16. Does the school assess the additional language? If so, how?

17. Do you think it is difficult? If so, why?

18. According to you, how significant is the additional language assessment compared to the overall programme? What benefits do the children acquire from it?

Annexe 5. Questionnaires destinés aux élèves (chapitre 5, p. 135)

Pour les élèves de SPGS

Pour les élèves de l'ISP



UNIVERSITY OF SYDNEY
Faculty of Education and
Social Work

What do you think of Mandarin Chinese class? (SPGS)



UNIVERSITÉ DE NANTES

Hello!

My name is Marlène Lebreton, I am from France and I am studying at the University of Sydney and at the University of Nantes (in France). I would like to know what YOU THINK of Mandarin Chinese in your school. Could you please answer the following questions? You don't need to write your name as it is anonymous.

Thank you very much. If you have any questions, come and ask me!

Marlène.

Part A

This Part A is about your attitude towards Mandarin Chinese lessons. Please choose the answer which correspond the most to what you think.

1. Learning Mandarin Chinese, for me, is (*tick one box*):

- Very important
- Important
- Not really important
- Not important at all

Why?

.....
.....
.....

2. Do you like learning Mandarin Chinese? (*tick one box*)

- Yes, a lot!
- Yes
- Sometimes, it depends
- Not really
- Not at all

Why?

.....
.....
.....

3. What is the most important for you in learning Mandarin Chinese? (for each sentence, tick the box which corresponds to what you think)

	Yes, definitely important!	Yes, it's important	Not really important	Not important at all
Being able to speak with Chinese people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing more about the Chinese culture (traditions, food, music, religion...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding a good job when I am older in which I may need to speak Mandarin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travelling to China	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting good marks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing some words in Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:.....				
.....				

4. At home, do your parents (mum, dad, brothers or sisters) help you with your Chinese (homework or revision)?

- Always
- Often
- Sometimes
- Rarely
- Never

5. At home:

- How many cds in Chinese do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many dvds in Chinese do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many books/magazines in Chinese do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many computer games or video games in Chinese do you have at home?

- 0
- About 1 to 5
- About 6 to 20

More than 20
 Other things you may have in Chinese:

.....

6. For me...

	Very important	Important	Not really important	Not important at all
Reading in Mandarin Chinese is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking in Mandarin Chinese is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing in Mandarin Chinese is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding when someone speaks Mandarin Chinese is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning vocabulary in Mandarin Chinese is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the structure of the sentence (grammar) in Mandarin Chinese is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to pronounce words in Mandarin Chinese is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to write Chinese characters is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the culture in China (festivals such as the Chinese New Year, behaviours of Chinese people) is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the History and Geography of China is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part B

This Part B is about your opinion about the place and the role of Mandarin Chinese at St Paul's Grammar School. Please choose the answer which correspond the most to what you think.

For me...

	Yes, definitely!	Yes	Not really	Not at all
I feel proud of myself when I say to other people that I learn Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chinese language is a very respectable language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language is a very respectable language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mother tongue is a very respectable language What is your mother tongue? <input type="checkbox"/> English <input type="checkbox"/> Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the Chinese lesson is important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the English lesson is important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There should be more than one foreign language at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chinese is linked to the other subject areas (maths, history, science...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chinese is linked to the programme of inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think studying in this school will help me continuing my studies in a school in Australia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think studying in this school will help me continuing my studies in another country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think that evaluation of our work and level in Chinese is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Part C This Part C is about you</p>

1. How old are you?
2. You are: a boy a girl
3. What is your nationality? (If you have more than one nationality, write them all)
I am
4. Which language(s) do you speak most at home with your family?
.....
5. Which language(s) do you speak most at school with your friends?
.....



What do you think of French class? (ISP)



Hello!

My name is Marlène Lebreton, I am studying at the University of Sydney (in Australia) and at the University of Nantes (in France). I would like to know what YOU THINK of the French class in your school. Could you please answer the following questions? You don't need to write your name as it is anonymous.

Thank you very much. If you have any questions, come and ask me!

Marlène.

Part A

This Part A is about your attitude towards French lessons. Please choose the answer which correspond the most to what you think.

1. Learning French, for me, is *(tick one box)*:

- Very important
 Important
 Not really important
 Not important at all

Why?

.....

2. Do you like learning French? *(tick one box)*

- Yes, a lot!
 Yes
 Sometimes, it depends
 Not really
 Not at all

Why?

.....

3. What is the most important for you in learning French? *(for each sentence, tick the box which corresponds to what you think)*

	Yes, definitely important!	Yes, it's important	Not really important	Not important at all
Being able to speak with French people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing more about the French culture (traditions, food, music, religion...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding a good job when I am older	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

in which I may need to speak French				
Getting good marks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing some words in French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being able to go into shops and ask what I want				

Other things that you think are important

.....

4. At home, do your parents (mum, dad, brothers or sisters) help you with your French (homework or revision)?

- Always
- Often
- Sometimes
- Rarely
- Never
- I don't have homework

5. At home:

- How many cds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many dvds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many books/magazines in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many computer games or video games in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

Other things you may have in French:

6. For me...

	Very important	Important	Not really important	Not important at all
Reading in French is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking in French is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very important	Important	Not really important	Not important at all
Writing in French is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding when someone speaks French is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning French vocabulary is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the structure of the sentence (grammar) in French is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to pronounce words in French is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to spell correctly in French is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the culture in France (festivals such as the Bastille Day, Mardi Gras, behaviours of French people) is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the History and Geography of France is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part B

This Part B is about your opinion about the place and the role of French at the International School of Paris. Please choose the answer which correspond the most to what you think.

For me...

	Yes, definitely!	Yes	Not really	Not at all
I feel proud of myself when I say to other people that I learn French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French language is a very respectable language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language is a very respectable language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mother tongue (language you speak since you are a baby) is a very respectable language What is your mother tongue? <input type="checkbox"/> English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Other:				
At school, the French lesson is important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the English lesson is important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There should be more than one foreign language at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French is linked to the other subject areas (maths, history, science...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French is linked to the programme of inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think studying in this school will help me continuing my studies in a school in France	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Yes, definitely!	Yes	Not really	Not at all
I think studying in this school will help me continuing my studies in another country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think that evaluation of our work and level in French is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Part C This Part C is about you</p>

1. How old are you?

2. You are: a boy a girl

3. What is your nationality? (If you have more than one nationality, write them all)

I am

4. Which language(s) do you speak most at home with your family?

.....

5. Which language(s) do you speak most at school with your friends?

.....

Annexe 6. Questionnaires destinés aux parents d'élèves (chapitre 5, p. 136)

Pour les parents de SPGS

Pour les parents de l'ISP

Page de présentation du questionnaire (SPGS) sur le site SurveyMonkey :

[SURVEY PREVIEW MODE] Additional Language Teaching within the Primary Years Programme (SPGS) Survey - Google Chrome
fr.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_NOT_USE_THIS_LINK_FOR_COLLECTION&sm=YRuSBynlv3Qa8oEWkv2YcNTUA9dgnMqFbum31%2fue53Q%3d

 The University of Sydney

 UNIVERSITÉ DE NANTES

 CRINI
Centre de recherche sur les
langues, langues et l'interculturalité

Exit this survey

Additional Language Teaching within the Primary Years Programme (SPGS)

1. Introduction

20%

Dear parents,

Thank you for filling in this questionnaire.
It is designed to find out how you feel about and what you think of the role and purpose of the additional language (Mandarin) within the Primary Years Programme (PYP).

The questionnaire has three sections. The first section aims to find out your attitudes towards language teaching in general and Mandarin Chinese teaching at St Paul's Grammar School. The second section deals with your perceptions regarding how Mandarin Chinese fits with the other subject areas of the programme. The last section includes general questions about you and your family.

This questionnaire should take about 15 minutes to complete.
You do not have to give your name, anonymity will be ensured.

Thank you very much for your time and consideration.

Marlene Lebreton

PhD student in Education-Foreign Language Didactics
University of Sydney (Australia)
Universite de Nantes (France)- CRINI
email: m.lebreton@edfac.usyd.edu.au

The questionnaire has three sections. The first section aims to find out your attitudes towards language teaching in general and Mandarin Chinese teaching at St Paul's Grammar School. The second section deals with your perceptions regarding how Mandarin Chinese fits with the other subject areas of the programme. The last section includes general questions about you and your family.

This questionnaire should take about 15 minutes to complete.
You do not have to give your name, anonymity will be ensured.

Thank you very much for your time and consideration.

Marlene Lebreton
PhD student in Education- The University of Sydney (Australia) (cotutelle)
email: m.lebreton@edfac.usyd.edu.au

2. Your attitudes towards additional language (L2) teaching in the PYP

This section is about your attitudes and beliefs regarding language teaching in general and Mandarin Chinese teaching at St Paul's Grammar School. Please, indicate your agreement or disagreement with each statement by ticking the answer that most closely corresponds to your opinion.

1. Your opinion on language learning in general

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Knowledge of a foreign language helps broaden one's mind (tolerance, larger vision of the world and others, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning a foreign language requires a lot of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of a foreign language is important to go to a good university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of a foreign language helps to know more about other cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important to speak more than one language fluently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Everyone can learn a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of a foreign language is important for the future career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of a foreign language is important to travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of a foreign language is important to communicate with native speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some people are good at learning languages, other are not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional comments							



*2. Your opinion on Mandarin Chinese teaching and learning at St Paul's Grammar School

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
It is important that my child(ren) get good marks in Mandarin Chinese at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) have fun in the Mandarin classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) are able to understand when someone speaks in Mandarin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) know Chinese people's behaviours (gestures, habits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) are able to write in Mandarin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) know about the different institutional systems (schools, government, medical care) in China	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) know about the history and geography of China	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) learn Mandarin vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) know the customs (national festivals,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
holidays, weddings) of China.							
It is important that my child(ren) learn to pronounce correctly Mandarin words	<input type="checkbox"/>						
It is important that my child(ren) learn Mandarin grammar	<input checked="" type="checkbox"/>						
It is important that my child(ren) are able to speak Mandarin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) learn to write correctly Mandarin characters	<input checked="" type="checkbox"/>						
It is important that my child(ren) are able to read in Mandarin	<input type="checkbox"/>						

Additional comments

*3. At home...

	Always	Often	Sometimes	Rarely	Never
I help my child with his/her Mandarin homework/revisions	<input checked="" type="checkbox"/>				
I ask my child what he/she learned in the Mandarin class	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*4. Do you have learning resources (e.g. dvds, cds, books/magazines, softwares, games, etc.) in Mandarin at home?

0
 About 1 to 5
 About 6 to 20
 About 21 to 50
 About 51 to 100
 More than 100 probably

*5. Do you have knowledge of Mandarin Chinese?

No

Yes, please indicate your level: Beginner, Elementary, Intermediate, Advanced or Fluent

*6. Have you (or your spouse) travelled to China?

No

Yes, please indicate how many times

*7. Do you (or your spouse) intend to travel to China in the next 5 years?

No

Yes, please indicate reasons (tourism, business, etc.)

*8. Have your children travelled to China? (Please write YES or NO. If YES, please indicate how many times)

Child 1

Child 2

Child 3

Child 4

Child 5

*9. Do your children intend to travel to China in the next 5 years? (Please write YES or No. If YES, please indicate reasons (studies, tourism, business, etc.)

Child 1

Child 2

Child 3

Child 4

Child 5

3. Value of additional language teaching in the PYP

This section is about your attitudes and beliefs regarding the place and role of the additional language within the Primary Years Programme (PYP). Please indicate your agreement or disagreement with each statement by ticking the answer that most closely corresponds to your opinion.

*1. Value of additional language teaching in the PYP

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
It is important to know Mandarin Chinese today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe Mandarin Chinese is an integral part of the programme (units) of inquiry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the International Baccalaureate Primary Years Programme, the additional language is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment in the International Baccalaureate Primary Years Programme should prepare children to continue schooling in IB schools in any country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment in the International Baccalaureate Primary Years Programme should prepare children to continue schooling in any schools (private or state) in any country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe Mandarin Chinese is an integral part of the Primary Years Programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing Chinese Mandarin is important in the International Baccalaureate Primary Years Programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
English is a prominent language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My native language is a prominent language (please indicate your native language in the next question).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mandarin Chinese is linked to the other subject areas (math, history, English, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment in the International Baccalaureate Primary Years Programme should prepare children to continue schooling in any schools (private or state) in Australia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An international education programme should propose more than one foreign language at the primary school level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment in the International Baccalaureate Primary Years Programme should prepare children to continue schooling in IB schools in Australia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the International Baccalaureate Primary Years Programme, the language of instruction is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning any foreign language is important in the International Baccalaureate Primary Years Programme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the International Baccalaureate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strongly agree **Agree** **Somewhat agree** **Neither agree nor disagree** **Somewhat disagree** **Disagree** **Strongly disagree**

Primary Years Programme, the child's mother tongue is important.

Mandarin Chinese is a prominent language.

Additional comments

*2. Your native language is

Your native language is English

Other (please specify)

4. You and your family

This section aims to know more about you and your family.

***1. Language(s) spoken by family members:
(please indicate all languages)**

You

Your spouse

Your children

Children's grandparents

***2. Language(s) most spoken at home:**

Between you and your spouse

With your children

***3. Why did you choose St Paul's Grammar School for your children?**

Have the International Baccalaureate programmes been part of the reason of your choice? Why?

***4. How many of your children currently study at St Paul's Grammar School? Please, indicate the grade for each child
(ex: 2 children: child 1: Year 4; Child 2: Year 8)**

5. Thank you very much for your participation

I would like to thank you for your time and consideration.
Should you have any additional comments, suggestions or questions on this survey, feel free to contact me at: m.lebreton@edfac.usyd.edu.au

Accès au questionnaire en ligne:

[http://fr.surveymonkey.com/s.aspx?PREVIEW_MODE=DO NOT USE THIS LINK FOR COLLECTION&sm=fSL3bH9NVZKe0bgGQeHQucOO6Fq0ttU7MblUG2ZIES0%3d](http://fr.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_NOT_USE_THIS_LINK_FOR_COLLECTION&sm=fSL3bH9NVZKe0bgGQeHQucOO6Fq0ttU7MblUG2ZIES0%3d)



The University of Sydney



UNIVERSITÉ DE NANTES



Additional Language Teaching within the Primary Years Programme (ISP)

1. Introduction

Dear parents,

Thank you for filling in this questionnaire.

It is designed to find out how you feel about and what you think of the role and purpose of the additional language (French) within the Primary Years Programme (PYP).

The questionnaire has three sections. The first section aims to find out your attitudes towards language teaching in general and French teaching at the International School of Paris. The second section deals with your perceptions regarding how French fits with the other subject areas of the programme. The last section includes general questions about you and your family.

This questionnaire should take about 15 minutes to complete. You do not have to give your name, anonymity will be ensured.

Thank you very much for your time and consideration.

Marlene Lebreton

PhD student in Education- The University of Sydney (Australia) (cotutelle)
email: m.lebreton@edfac.usyd.edu.au

2. Your attitudes towards additional language (L2) teaching in the PYP

This section is about your attitudes and beliefs regarding language teaching in general and French teaching at The International School of Paris. Please, indicate your agreement or disagreement with each statement by ticking the answer that most closely corresponds to your opinion.

*1. Your opinion on language learning in general

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Knowledge of a foreign language is important to travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Everyone can learn a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important to speak more than one language fluently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of a foreign language is important to communicate with native speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Learning a foreign language requires a lot of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of a foreign language helps broaden one's mind (tolerance, larger vision of the world and others, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of a foreign language is important for the future career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of a foreign language is important to go to a good university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of a foreign language helps to know more about other cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some people are good at learning languages, other are not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments

*2. Your opinion on French teaching and learning at The International School of Paris

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
It is important that my child(ren) know about the history and geography of France	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) are able to write in French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) learn French grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
It is important that my child(ren) learn French vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) know the customs (national festivals, holidays, weddings) of France.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) have fun in the French classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) are able to read in French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) know about the different institutional systems (schools, government, medical care) in France	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) know French people's behaviours (gestures, habits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) learn to spell correctly French words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) are able to understand when someone speaks in French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) get good marks in French at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) learn to pronounce correctly French words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important that my child(ren) are able to speak French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments



*3. At home...

	Always	Often	Sometimes	Rarely	Never
I help my child with his/her French homework/revisions	<input type="checkbox"/>				
I ask my child what he/she learned in the French class	<input type="checkbox"/>				

*4. Do you have learning resources (e.g. dvds, cds, books/magazines, softwares, games, etc.) in French at home?

- 0 About 1 to 5 About 6 to 20 About 21 to 50 About 51 to 100 More than 100 probably

*5. Do you have knowledge of the French language?

- No
- Yes, please indicate your level: Beginner, Elementary, Intermediate, Advanced or Fluent

*6. How long have you and your family been living in France?

*7. Do you and your family expect to leave France in the next 5 years? (If YES, please, indicate which country you intend to travel to)

3. Value of additional language teaching in the PYP

This section is about your attitudes and beliefs regarding the place and role of the additional language within the Primary Years Programme (PYP). Please indicate your agreement or disagreement with each statement by ticking the answer that most closely corresponds to your opinion.

*1. Value of additional language teaching in the PYP

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Assessment in the International Baccalaureate Primary Years Programme should prepare children to continue schooling in any schools (private or state) in France.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment in the International Baccalaureate Primary Years Programme should prepare children to continue schooling in IB schools in any country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe French is an integral part of the Primary Years Programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment in the International Baccalaureate Primary Years Programme should prepare children to continue schooling in any schools (private or state) in any country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe French is an integral part of the programme (units) of inquiry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important to know the French language today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment in the International Baccalaureate Primary Years Programme should prepare children to continue schooling in IB schools in France.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning any foreign language is important in the International Baccalaureate Primary Years Programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
In the International Baccalaureate Primary Years Programme, the language of instruction is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My native language is a prominent language (please indicate your native language in the next question).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing French is important in the Int. Bac. Primary Years Programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English is a prominent language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An international education programme should propose more than one foreign language at the primary school level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French is linked to the other subject areas (math, history, English, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the International Baccalaureate Primary Years Programme, the child's mother tongue is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French is a prominent language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the International Baccalaureate Primary Years Programme, the additional language is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional comments							

*2. Your native language is

Your native language is English

Other (please specify)

4. You and your family

This section aims to know more about you and your family.

***1. Language(s) spoken by family members:
(please indicate all languages)**

You

Your spouse

Your children

Children's
grandparents

***2. Language(s) most spoken at home:**

Between you and
your spouse

With your children

***3. Why did you choose the International School of Paris for your children?
Have the International Baccalaureate programmes been part of the reason of your choice?
Why?**

***4. How many of your children currently study at the International School of Paris? Please,
indicate the grade for each child
(ex: 2 children: child 1: Year 4; Child 2: Year 8)**

***5. Have your children studied French before attending the International School of Paris?**

	Yes	No
Child 1	<input type="checkbox"/>	<input type="checkbox"/>
Child 2	<input type="checkbox"/>	<input type="checkbox"/>
Child 3	<input type="checkbox"/>	<input type="checkbox"/>
Child 4	<input type="checkbox"/>	<input type="checkbox"/>
Child 5	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate in which circumstance (family, school, private lessons, French institution)

***6. Which French Level are your children in?**

	Beginner	Intermediate	Advanced
Child 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Thank you very much for your participation

I would like to thank you for your time and consideration.

Should you have any additional comments, suggestions or questions on this survey, feel free to contact me at: m.lebreton@edfac.usyd.edu.au

Annexe 7. Échantillon de questionnaires d'élèves de l'ISP (Chapitre 5, p. 140)

(Ces questionnaires ont été choisis au hasard, tout en nous assurant qu'ils étaient anonymes et suffisamment lisibles)

Ar.

(2)



UNIVERSITY OF SYDNEY
Faculty of Education and
Social Work

What do you think of French class? (ISP)



UNIVERSITÉ DE NANTES

Hello!

My name is Marlène Lebreton, I am studying at the University of Sydney (in Australia) and at the University of Nantes (in France). I would like to know what YOU THINK of the French class in your school. Could you please answer the following questions? You don't need to write your name as it is anonymous.

Thank you very much. If you have any questions, come and ask me!

Marlène.

Part A

This Part A is about your attitude towards French lessons. Please choose the answer which correspond the most to what you think.

1. Learning French, for me, is (tick one box):

- Very important
- Important
- Not really important
- Not important at all

Why? Je fais français Important parce que je crois que le français est une langue International que beaucoup de personne parle. Et moi je connais le français ca peut me aider dans le futur

2. Do you like learning French? (tick one box)

- Yes, a lot!
- Yes
- Sometimes, it depends
- Not really
- Not at all

Why? Because its a language I like a lot because it sounds very nice.

3. What is the most important for you in learning French? (for each sentence, tick the box which corresponds to what you think)

	Yes, definitely important!	Yes, it's important	Not really important	Not important at all
Being able to speak with French people	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Having fun in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowing more about the French culture (traditions, food, music, religion...)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding a good job when I am older in which I may need to speak French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting good marks	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowing some words in French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being able to go into shops and ask what I want		X		

Other things that you think are important

Being able to communicate to somebody that does not know your language but that speaks French.

4. At home, do your parents (mum, dad, brothers or sisters) help you with your French (homework or revision)?

- Always *if I ask them*
- Often
- Sometimes
- Rarely
- Never
- I don't have homework

5. At home:

- How many cds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many dvds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many books/magazines in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many computer games or video games in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

Other things you may have in French: *World map in French*

6. For me...

	Very important	Important	Not really important	Not important at all
Reading in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing in French is...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding when someone speaks French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning French vocabulary is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the structure of the sentence (grammar) in French is...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning how to pronounce words in French is...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning how to spell correctly in French is...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning the culture in France (festivals such as the Bastille Day, Mardi Gras, behaviours of French people) is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the History and Geography of France is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part B

This Part B is about your opinion about the place and the role of French at the International School of Paris. Please choose the answer which correspond the most to what you think.

For me...

	Yes, definitely!	Yes	Not really	Not at all
I feel proud of myself when I say to other people that I learn French	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French language is a very respectable language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language is a very respectable language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mother tongue (language you speak since you are a baby) is a very respectable language What is your mother tongue? <input type="checkbox"/> English <input checked="" type="checkbox"/> Other: <i>Italian</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the French lesson is important	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the English lesson is important	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There should be more than one foreign language at school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
French is linked to the other subject areas (maths, history, science...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
French is linked to the programme of inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think studying in this school will help me continuing my studies in a school in France	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes, definitely!	Yes	Not really	Not at all
I think studying in this school will help me continuing my studies in another country.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think that evaluation of our work and level in French is important.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part C

This Part C is about you

- How old are you? *10 years old*
- You are: a boy a girl
- What is your nationality? (If you have more than one nationality, write them all)
I am *Italian*
- Which language(s) do you speak most at home with your family?
Italian and a bit of english
- Which language(s) do you speak most at school with your friends?
English and some french

3009

62

What do you think of French class? (ISP)

Hello!

My name is Marlène Lebreton, I am studying at the University of Sydney (in Australia) and at the University of Nantes (in France). I would like to know what YOU THINK of the French class in your school. Could you please answer the following questions? You don't need to write your name as it is anonymous.

Thank you very much. If you have any questions, come and ask me!

Marlène.

Part A

This Part A is about your attitude towards French lessons. Please choose the answer which correspond the most to what you think.

1. Learning French, for me, is (tick one box):

- Very important
 Important
 Not really important
 Not important at all

Why? Because I am in a French country and I must speak French.

2. Do you like learning French? (tick one box)

- Yes, a lot!
 Yes
 Sometimes, it depends
 Not really
 Not at all

Why? I like would to speak French.

3. What is the most important for you in learning French? (for each sentence, tick the box which corresponds to what you think)

	Yes, definitely important!	Yes, it's important	Not really important	Not important at all
Being able to speak with French people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun in the classroom	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing more about the French culture (traditions, food, music, religion...)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding a good job when I am older in which I may need to speak French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting good marks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing some words in French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being able to go into shops and ask what I want	<input checked="" type="checkbox"/>			

Other things that you think are important

.....

4. At home, do your parents (mum, dad, brothers or sisters) help you with your French (homework or revision)?

- Always
- Often
- Sometimes
- Rarely
- Never
- I don't have homework

5. At home:

- How many cds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many dvds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many books/magazines in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many computer games or video games in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

Other things you may have in French:

.....

6. For me...

	Very important	Important	Not really important	Not important at all
Reading in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding when someone speaks French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning French vocabulary is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the structure of the sentence (grammar) in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to pronounce words in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to spell correctly in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the culture in France. (festivals such as the Bastille Day, Mardi Gras, behaviours of French people) is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the History and Geography of France is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part B

This Part B is about your opinion about the place and the role of French at the International School of Paris. Please choose the answer which correspond the most to what you think.

For me...

	Yes, definitely!	Yes	Not really	Not at all
I feel proud of myself when I say to other people that I learn French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French language is a very respectable language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language is a very respectable language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mother tongue (language you speak since you are a baby) is a very respectable language What is your mother tongue? <input checked="" type="checkbox"/> English <input type="checkbox"/> Other:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the French lesson is important	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the English lesson is important	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There should be more than one foreign language at school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French is linked to the other subject areas (maths, history, science...)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
French is linked to the programme of inquiry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think studying in this school will help me continuing my studies in a school in France	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes, definitely!	Yes	Not really	Not at all
I think studying in this school will help me continuing my studies in another country.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think that evaluation of our work and level in French is important.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part C This Part C is about you

1. How old are you?10.....

2. You are: a boy a girl

3. What is your nationality? (If you have more than one nationality, write them all)

I am Namibia.....

4. Which language(s) do you speak most at home with your family?

English and Afrekanse.....

5. Which language(s) do you speak most at school with your friends?

English.....

AN

16

What do you think of French class? (ISP)

Hello!

My name is Marlène Lebreton, I am studying at the University of Sydney (in Australia) and at the University of Nantes (in France). I would like to know what YOU THINK of the French class in your school. Could you please answer the following questions? You don't need to write your name as it is anonymous.

Thank you very much. If you have any questions, come and ask me!

Marlène.

Part A

This Part A is about your attitude towards French lessons. Please choose the answer which correspond the most to what you think.

1. Learning French, for me, is (tick one box):

- Very important
- Important
- Not really important
- Not important at all

Why? Because we are in paris and we need to talk french because everyone is french in france.

2. Do you like learning French? (tick one box)

- Yes, a lot!
- Yes
- Sometimes, it depends
- Not really
- Not at all

Why? To know more about another country.

3. What is the most important for you in learning French? (for each sentence, tick the box which corresponds to what you think)

	Yes, definitely important!	Yes, it's important	Not really important	Not important at all
Being able to speak with French people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Knowing more about the French culture (traditions, food, music, religion...)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding a good job when I am older in which I may need to speak French	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting good marks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing some words in French	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being able to go into shops and ask what I want	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other things that you think are important

Making friends and talking to them in french

4. At home, do your parents (mum, dad, brothers or sisters) help you with your French (homework or revision)?

- Always
- Often
- Sometimes
- Rarely
- Never
- I don't have homework

5. At home:

- How many cds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many dvds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many books/magazines in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many computer games or video games in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

Other things you may have in French: lap-top.....
.....

6. For me...

	Very important	Important	Not really important	Not important at all
Reading in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding when someone speaks French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning French vocabulary is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the structure of the sentence (grammar) in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to pronounce words in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to spell correctly in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the culture in France (festivals such as the Bastille Day, Mardi Gras, behaviours of French people) is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the History and Geography of France is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part B

This Part B is about your opinion about the place and the role of French at the International School of Paris. Please choose the answer which correspond the most to what you think.

For me...

	Yes, definitely!	Yes	Not really	Not at all
I feel proud of myself when I say to other people that I learn French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French language is a very respectable language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language is a very respectable language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mother tongue (language you speak since you are a baby) is a very respectable language What is your mother tongue? <input checked="" type="checkbox"/> English <input type="checkbox"/> Other:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the French lesson is important	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the English lesson is important	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There should be more than one foreign language at school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French is linked to the other subject areas (maths, history, science...)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French is linked to the programme of inquiry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think studying in this school will help me continuing my studies in a school in France	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes, definitely!	Yes	Not really	Not at all
I think studying in this school will help me continuing my studies in another country.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think that evaluation of our work and level in French is important.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part C
This Part C is about you

1. How old are you? 11.....
2. You are: a boy a girl
3. What is your nationality? (If you have more than one nationality, write them all)
I am American.....
4. Which language(s) do you speak most at home with your family?
English, Arabic, French.....
5. Which language(s) do you speak most at school with your friends?
English, French.....

Int.

30



What do you think of French class? (ISP)



Hello!

My name is Marlène Lebreton, I am studying at the University of Sydney (in Australia) and at the University of Nantes (in France). I would like to know what YOU THINK of the French class in your school. Could you please answer the following questions? You don't need to write your name as it is anonymous.

Thank you very much. If you have any questions, come and ask me!

Marlène.

Part A

This Part A is about your attitude towards French lessons. Please choose the answer which correspond the most to what you think.

1. Learning French, for me, is (tick one box):

- Very important
- Important
- Not really important
- Not important at all

Why? because I need to some times need to use it to communite with people

2. Do you like learning French? (tick one box)

- Yes, a lot!
- Yes
- Sometimes, it depends
- Not really
- Not at all

Why?

3. What is the most important for you in learning French? (for each sentence, tick the box which corresponds to what you think)

	Yes, definitely important!	Yes, it's important	Not really important	Not important at all
Being able to speak with French people	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun in the classroom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing more about the French culture (traditions, food, music, religion...)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Finding a good job when I am older in which I may need to speak French	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Getting good marks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowing some words in French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being able to go into shops and ask what I want				

Other things that you think are important

.....

4. At home, do your parents (mum, dad, brothers or sisters) help you with your French (homework or revision)?

- Always
- Often
- Sometimes
- Rarely
- Never
- I don't have homework

5. At home:

- How many cds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many dvds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many books/magazines in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many computer games or video games in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

Other things you may have in French: 2 Ds games in French
and 12 games on the Internet.

6. For me...

	Very important	Important	Not really important	Not important at all
Reading in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing in French is...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding when someone speaks French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning French vocabulary is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the structure of the sentence (grammar) in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to pronounce words in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to spell correctly in French is...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning the culture in France (festivals such as the Bastille Day, Mardi Gras, behaviours of French people) is...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning the History and Geography of France is...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Part B

This Part B is about your opinion about the place and the role of French at the International School of Paris. Please choose the answer which correspond the most to what you think.

For me...

	Yes, definitely!	Yes	Not really	Not at all
I feel proud of myself when I say to other people that I learn French	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French language is a very respectable language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language is a very respectable language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mother tongue (language you speak since you are a baby) is a very respectable language What is your mother tongue? <input checked="" type="checkbox"/> English <input type="checkbox"/> Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the French lesson is important	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the English lesson is important	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There should be more than one foreign language at school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French is linked to the other subject areas (maths, history, science...)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French is linked to the programme of inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think studying in this school will help me continuing my studies in a school in France	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes, definitely!	Yes	Not really	Not at all
I think studying in this school will help me continuing my studies in another country.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think that evaluation of our work and level in French is important.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part C
This Part C is about you

1. How old are you? ...10.....

2. You are: a boy a girl

3. What is your nationality? (If you have more than one nationality, write them all)

I am Engelsh and my dad was born in australia

4. Which language(s) do you speak most at home with your family?

Englesh

5. Which language(s) do you speak most at school with your friends?

Englesh

Beg

37



What do you think of French class? (ISP)



Hello!

My name is Marlène Lebreton, I am studying at the University of Sydney (in Australia) and at the University of Nantes (in France). I would like to know what YOU THINK of the French class in your school. Could you please answer the following questions? You don't need to write your name as it is anonymous.

Thank you very much. If you have any questions, come and ask me!

Marlène.

Part A

This Part A is about your attitude towards French lessons. Please choose the answer which correspond the most to what you think.

1. Learning French, for me, is (tick one box):

- Very important
- Important
- Not really important
- Not important at all

Why? *because I want speak in French!*

2. Do you like learning French? (tick one box)

- Yes, a lot!
- Yes
- Sometimes, it depends
- Not really
- Not at all

Why? *because I like the word "Bonjour"*

3. What is the most important for you in learning French? (for each sentence, tick the box which corresponds to what you think)

	Yes, definitely important!	Yes, it's important	Not really important	Not important at all
Being able to speak with French people	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun in the classroom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing more about the French culture (traditions, food, music, religion...)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding a good job when I am older in which I may need to speak French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting good marks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing some words in French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being able to go into shops and ask what I want				

Other things that you think are important

: Yes

.....

.....

4. At home, do your parents (mum, dad, brothers or sisters) help you with your French (homework or revision)?

- Always
- Often
- Sometimes
- Rarely
- Never
- I don't have homework

5. At home:

- How many cds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many dvds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many books/magazines in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many computer games or video games in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

Other things you may have in French: ...*No*.....
.....

6. For me...

	Very important	Important	Not really important	Not important at all
Reading in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding when someone speaks French is...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning French vocabulary is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the structure of the sentence (grammar) in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to pronounce words in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to spell correctly in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the culture in France (festivals such as the Bastille Day, Mardi Gras, behaviours of French people) is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the History and Geography of France is...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Part B

This Part B is about your opinion about the place and the role of French at the International School of Paris. Please choose the answer which correspond the most to what you think.

For me...

	Yes, definitely!	Yes	Not really	Not at all
I feel proud of myself when I say to other people that I learn French	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French language is a very respectable language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language is a very respectable language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mother tongue (language you speak since you are a baby) is a very respectable language What is your mother tongue? <input type="checkbox"/> English <input type="checkbox"/> Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the French lesson is important	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the English lesson is important	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There should be more than one foreign language at school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French is linked to the other subject areas (maths, history, science...)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
French is linked to the programme of inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I think studying in this school will help me continuing my studies in a school in France	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes, definitely!	Yes	Not really	Not at all
I think studying in this school will help me continuing my studies in another country.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think that evaluation of our work and level in French is important.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part C
This Part C is about you

- How old are you? 10.....
- You are: a boy a girl
- What is your nationality? (If you have more than one nationality, write them all)
I am Russian (my ~~mom~~ is ukrainian)
- Which language(s) do you speak most at home with your family?
Russian.....
- Which language(s) do you speak most at school with your friends?
English, Japanese, Russian
Japanese.....

HL

(49)



What do you think of French class? (ISP)



Hello!

My name is Marlène Lebreton, I am studying at the University of Sydney (in Australia) and at the University of Nantes (in France). I would like to know what YOU THINK of the French class in your school. Could you please answer the following questions? You don't need to write your name as it is anonymous.

Thank you very much. If you have any questions, come and ask me!

Marlène.

Part A

This Part A is about your attitude towards French lessons. Please choose the answer which correspond the most to what you think.

1. Learning French, for me, is (tick one box):

- Very important
- Important
- Not really important
- Not important at all

Why? because now everyone speak english!
.....
.....

2. Do you like learning French? (tick one box)

- Yes, a lot!
- Yes
- Sometimes, it depends
- Not really
- Not at all

Why? it is to hard to learn Every word and the corect spelling!
.....
.....

3. What is the most important for you in learning French? (for each sentence, tick the box which corresponds to what you think)

	Yes, definitely important!	Yes, it's important	Not really important	Not important at all
Being able to speak with French people	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing more about the French culture (traditions, food, music, religion...)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Finding a good job when I am older in which I may need to speak French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting good marks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing some words in French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being able to go into shops and ask what I want	<input checked="" type="checkbox"/>			

Other things that you think are important

.....

4. At home, do your parents (mum, dad, brothers or sisters) help you with your French (homework or revision)?

- Always
- Often
- Sometimes
- Rarely
- Never
- I don't have homework

5. At home:

- How many cds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20 *50 more*

- How many dvds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20 *50 more*

- How many books/magazines in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many computer games or video games in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

Other things you may have in French:

.....

6. For me...

	Very important	Important	Not really important	Not important at all
Reading in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding when someone speaks French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning French vocabulary is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the structure of the sentence (grammar) in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to pronounce words in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to spell correctly in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the culture in France (festivals such as the Bastille Day, Mardi Gras, behaviours of French people) is...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning the History and Geography of France is...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Part B

This Part B is about your opinion about the place and the role of French at the International School of Paris. Please choose the answer which correspond the most to what you think.

For me...

	Yes, definitely!	Yes	Not really	Not at all
I feel proud of myself when I say to other people that I learn French	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
French language is a very respectable language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language is a very respectable language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mother tongue (language you speak since you are a baby) is a very respectable language What is your mother tongue? <input type="checkbox"/> English <input checked="" type="checkbox"/> Other: <i>French</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the French lesson is important	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
At school, the English lesson is important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There should be more than one foreign language at school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French is linked to the other subject areas (maths, history, science...)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
French is linked to the programme of inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think studying in this school will help me continuing my studies in a school in France	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Yes, definitely!	Yes	Not really	Not at all
I think studying in this school will help me continuing my studies in another country.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think that evaluation of our work and level in French is important.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part C
This Part C is about you

- How old are you? 10
- You are: a boy a girl
- What is your nationality? (If you have more than one nationality, write them all)
I am ... French
- Which language(s) do you speak most at home with your family?
French, (sometime English)
- Which language(s) do you speak most at school with your friends?
English !

Fluent.

54

What do you think of French class? (ISP)

Hello!

My name is Marlène Lebreton, I am studying at the University of Sydney (in Australia) and at the University of Nantes (in France). I would like to know what YOU THINK of the French class in your school. Could you please answer the following questions? You don't need to write your name as it is anonymous.

Thank you very much. If you have any questions, come and ask me!

Marlène.

Part A

This Part A is about your attitude towards French lessons. Please choose the answer which correspond the most to what you think.

1. Learning French, for me, is (tick one box):

- Very important
- Important
- Not really important
- Not important at all

Why? because... it can help us in the future...
for when we want to get a job. Also
because we are in Paris... people speak
French so we should to.

2. Do you like learning French? (tick one box)

- Yes, a lot!
- Yes
- Sometimes, it depends
- Not really
- Not at all

Why? because I learn a lot even though
I'm French... I also like learning and
discovering new words or things.

3. What is the most important for you in learning French? (for each sentence, tick the box which corresponds to what you think)

	Yes, definitely important!	Yes, it's important	Not really important	Not important at all
Being able to speak with French people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Knowing more about the French culture (traditions, food, music, religion...)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding a good job when I am older in which I may need to speak French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting good marks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing some words in French	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Being able to go into shops and ask what I want				

Other things that you think are important

: No

.....

.....

4. At home, do your parents (mum, dad, brothers or sisters) help you with your French (homework or revision)?

- Always
- Often
- Sometimes
- Rarely
- Never
- I don't have homework

5. At home:

- How many cds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many dvds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many books/magazines in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many computer games or video games in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

Other things you may have in French: NO.....
.....

6. For me...

	Very important	Important	Not really important	Not important at all
Reading in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding when someone speaks French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning French vocabulary is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the structure of the sentence (grammar) in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to pronounce words in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning how to spell correctly in French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the culture in France (festivals such as the Bastille Day, Mardi Gras, behaviours of French people) is...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning the History and Geography of France is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part B

This Part B is about your opinion about the place and the role of French at the International School of Paris. Please choose the answer which correspond the most to what you think.

For me...

	Yes, definitely!	Yes	Not really	Not at all
I feel proud of myself when I say to other people that I learn French	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
French language is a very respectable language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language is a very respectable language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mother tongue (language you speak since you are a baby) is a very respectable language What is your mother tongue? <input checked="" type="checkbox"/> English <input checked="" type="checkbox"/> Other: ... <u>French</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the French lesson is important	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the English lesson is important	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There should be more than one foreign language at school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French is linked to the other subject areas (maths, history, science...)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French is linked to the programme of inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think studying in this school will help me continuing my studies in a school in France	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes, definitely!	Yes	Not really	Not at all
I think studying in this school will help me continuing my studies in another country.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think that evaluation of our work and level in French is important.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part C

This Part C is about you

1. How old are you? ...11.....

2. You are: a boy a girl

3. What is your nationality? (If you have more than one nationality, write them all)

I am ...French, Senegalaise, Scottish.....

4. Which language(s) do you speak most at home with your family?

...French, English.....

5. Which language(s) do you speak most at school with your friends?

...French, English.....

Int.

(67)



What do you think of French class? (ISP)



Hello!

My name is Marlène Lebreton, I am studying at the University of Sydney (in Australia) and at the University of Nantes (in France). I would like to know what YOU THINK of the French class in your school. Could you please answer the following questions? You don't need to write your name as it is anonymous.

Thank you very much. If you have any questions, come and ask me!

Marlène.

Part A

This Part A is about your attitude towards French lessons. Please choose the answer which correspond the most to what you think.

1. Learning French, for me, is (tick one box):

- Very important
- Important
- Not really important
- Not important at all

Why? *because it extends your abilities*

2. Do you like learning French? (tick one box)

- Yes, a lot!
- Yes
- Sometimes, it depends
- Not really
- Not at all

Why? *It can be fun but it's a bit boring*

3. What is the most important for you in learning French? (for each sentence, tick the box which corresponds to what you think)

	Yes, definitely important!	Yes, it's important	Not really important	Not important at all
Being able to speak with French people	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun in the classroom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing more about the French culture (traditions, food, music, religion...)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding a good job when I am older in which I may need to speak French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting good marks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing some words in French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being able to go into shops and ask what I want		<input checked="" type="checkbox"/>		

Other things that you think are important

understanding french

.....

.....

.....

4. At home, do your parents (mum, dad, brothers or sisters) help you with your French (homework or revision)?

- Always
- Often
- Sometimes
- Rarely
- Never
- I don't have homework

5. At home:

- How many cds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many dvds in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many books/magazines in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

- How many computer games or video games in French do you have at home?

- 0
- About 1 to 5
- About 6 to 20
- More than 20

Other things you may have in French: posters.....

6. For me...

	Very important	Important	Not really important	Not important at all
Reading in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding when someone speaks French is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning French vocabulary is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the structure of the sentence (grammar) in French is...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning how to pronounce words in French is...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning how to spell correctly in French is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the culture in France (festivals such as the Bastille Day, Mardi Gras, behaviours of French people) is...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning the History and Geography of France is...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part B

This Part B is about your opinion about the place and the role of French at the International School of Paris. Please choose the answer which correspond the most to what you think.

For me...

	Yes, definitely!	Yes	Not really	Not at all
I feel proud of myself when I say to other people that I learn French	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
French language is a very respectable language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English language is a very respectable language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mother tongue (language you speak since you are a baby) is a very respectable language What is your mother tongue? <input checked="" type="checkbox"/> English <input type="checkbox"/> Other:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the French lesson is important	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school, the English lesson is important	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There should be more than one foreign language at school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French is linked to the other subject areas (maths, history, science...)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French is linked to the programme of inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think studying in this school will help me continuing my studies in a school in France	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes, definitely!	Yes	Not really	Not at all
I think studying in this school will help me continuing my studies in another country.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think that evaluation of our work and level in French is important.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Part C
This Part C is about you

1. How old are you? ... 10
2. You are: a boy a girl
3. What is your nationality? (If you have more than one nationality, write them all)
I am american
4. Which language(s) do you speak most at home with your family?
..... english
5. Which language(s) do you speak most at school with your friends?
..... english

Interview with intAB1

Date: 7th of April, 2009

In a classroom

Tape recorded

Time: 16'04 min.

Interviewee: intAB1

Interviewer: intML0

intML0 |- my research is more about hum / the perception of community members / on the additional language teaching <intAB1> ok -| -| and its role and its purpose in the PYP <intAB1> ok -| -| the PYP being an international education programme <intAB1> yes yes -| -| so it's mostly what people think of it <intAB1> all right-| so / how long have you been teaching here for?

intAB1 hum / -| I think this is my fifth year <intML0> ok -| -| yeah I guess so <intML0> and before that you were -| -| at a school down the road <intML0> ok -| -| just a board of studies school private school <intML0> ok -| and I was here before that / for a short time and then I was in another school that was board of studies / private school yeah

intML0 ok do you think it changes a lot with the PYP?

intAB1 hum yeah yeah the whole approach yeah I think I like this approach the PYP yeah which is good and I noticed that when I went to that other school so -| I've been here and then I went there and I used it / yeah <intML0> ok -| -| so it was good and then I came back / yeah <intML0> good-| which is good

intML0 hum / so the first question would be about the purpose / what / do you think the purpose of additional language teaching -| here it's mandarin <intAB1> yes -| -| what the purpose should be in an international education programme <intAB1> ok -| -| such as the PYP <intAB1> all right -| what kind of competences should children acquire / things like that

intAB1 well here / specifically I think yes because that's taught from P¹ all way to 12, and that's one of their offer well it used to be an offered HSC² subject I don't know {that it is} this year / but hum because we're connected to the mandarin school the Chinese school hum I think it would be beneficial if we learn the language so or the students learn the language I don't think I'm too old (laughs) -| I think yes

intML0 so -| -| it's a Chinese school in China <intAB1> yeah -| you mean a sister-school?

¹ 'P' signifie 'Pre-K' and '12' fait référence à 'Year 12'

² HSC signifie 'Higher School Certificate': il s'agit du diplôme que les élèves obtiennent à la fin de leur Year 12

intAB1 yes yeah so we have students that come from China that attend here / in our high school / and yeah so |- I think it would be beneficial <intML0> ok -| yeah more than just a {lot to listen} other schools have Indonesian Spanish (xxx) {they'll take it anywhere} whereas we've got a tour ongoing some of the kids that's the first for junior school so they're going off to China these holidays so they'll be able to practice to use it yeah so I think it will give them a real / I don't know understanding or value you know a love of the language because they've actually been there at such a young age / but yeah not just as an adult I think it's good that it's taught / yeah

intML0 ok and / what |- because they are young learners <intAB1> yes -| what kind of competences do you think it would be important for them to develop?

intAB1 yeah they're very good actually yeah the young ones / hum they have a Chinese Eisteddfod³ that they practice for and (xx) do really well at it / I heard one of the teachers say the other day that if we didn't attend they'll probably {fall} the programme so / they're very keen to attend and very keen to practice and and same they would {run off} something like a hundred and fifty cds or something so that they can practice here in the junior school so they're keen hum / so yeah I think it's important and they grasp it really well at their young age so does that answer the question? (Laughs)

intML0 yeah yeah so what do you think it's important for them / at the at the end of the PYP / what kind of things they should be able to do in Chinese do you think?

intAB1 oh ok hum well they do inquire into well yes it is more of a learning programme to learn a language rather than inquiring into China or the language how it was developed I'm I'm assuming, from my point of view / as the classroom teacher who (xx) over but hum / I think they probably have the inquiry / base structure where if we are doing we're doing a {world weather} unit at the moment they'll incorporate Chinese words / to / match or support it hum if we do a farm unit then they do that as well they introduce things that come inside in that unit hum / but primarily it's learning the language so / yeah hum / they do use the inquiry based practice to you know program and teach but (xxx) learn the language yeah

intML0 ok and do you think that's the way it should be?

intAB1 hum yes because it's / well that's familiar for them so / I think it's not a case of whether they grasp it with a total / you know you learn that way you learn this way now we'll (xxx) it will come back together it will be / I don't think they will grasp the language {at all}, it could just be / hum what's the word / sort of like a (xx) a skimming over? I guess and I don't know if they would learn enough they wouldn't have enough skills I would think / yeah so if they learn a language yes specifically then by the end of Year 12 hum they've got a better understanding / and yeah which is good

intML0 ok hum according to you what's how the culture should be integrated into the Chinese lessons and into the programme?

intAB1 |- our culture <intML0> hum (xxx) -| or the Chinese culture?

³ Le Chinese Eisteddfod est une compétition de poèmes chinois ayant lieu en Australie et organisé par le Chinese Language Education Council

intML0 the Chinese culture

intAB1 all right yes we have a big focus hum we have Chinese day every year and that's huge and kids enjoy it hum, what else do we do / I guess it's only one day in a year but a lot of emphasis is put into it so they build up to it and then / so (whispering) hum I guess I think it's probably it's not primarily stand alone oh no it would be stand alone it doesn't not everything sort of flows to the language / if you know what I mean, it's more the IB we've broken it up into units and the language is |- I guess (xx) it was a tag on <intML0> tag on? -| yeah so you tag it on the end of you got English maths HSC and language / but I think the school tries very hard to make a focus because of our sisters schools they probably {learn it} more in the high school because of the / hum students that come and attend our school in the (xx) years so that all the all students would see them {following} around and now they mingle with them whereas the junior school only see them I mean they come to the school but mostly on the Chinese day they run the event and hum / there's a huge assembly / performance on Chinese day everyone dresses up / it's a pretty big day but hum / yeah I guess it's another thing that we offer so it doesn't / |- not everything revolves around the language or the Chinese programme does that make sense? <intML0> mmm -| yeah

intML0 so you don't have the impression that Chinese is really hum / it's really integrated into the PYP curriculum is that what you meant? (xx)

intAB1 oh yes we have the PYP programme and then / they join it so |- it's not orchestrated by the Chinese programme <intML0> yeah -| |- so we include them rather than they include us does that make sense? <intML0> yeah yeah it does -| so yes (x)

intML0 do you still have the impression that it is linked to the other subject areas?

intAB1 not maths / not / English really but just the PYP / HSC would be the board of studies element so the social sciences sort of things / probably to that I think in the past where we we've just had our {chapel} at school so it was like our assembly where we've learnt / a verse that we'd share with the class or with the assembly and then we would learn in it Chinese and we've done that in the past but we didn't do it this year so yeah but hum at Christmas time I think we did a production / or that was a couple of years ago / actually and we / but that was around the world we did different countries around the world and we were Chinese my group so I incorporated the Chinese teachers / to come and help us so that was good but hum / everyone else had to find someone (xx) so for the French one they found a French parent you know for the Italian one they found an Italian parent where I could use the resources in Mr. C. and Mrs. W. but hum because I had the Chinese one (laughs) but then it wasn't stand alone |- because there was other cultures as well so <intML0> yeah -| (xxx) when we can kids love it! So / yeah which is good

intML0 ok how do you view nowadays the mandarin language in the world? / How do you think it is and how do you think

intAB1 hum yeah no good very important hum from our perspective as a school because we are linked yes very important but I think worldwide / you know in general out there in the big world outside the gates / I think nowadays it's very important it's one of the languages to learn so if you had the choice I think Chinese would be one to go for / yeah (xxx) yeah which is good I suppose (xxx) (laughs)

intML0 |- hum // so as a teacher you take part in the programme of inquiry <intAB1>
sorry -| |- as a teacher <intAB1> yes -| |- you take part in the programme of inquiry <intAB1>
yes yes -| and do you tend also to collaborate with the Chinese teachers? (xx)

intAB1 hum yes and no hum / if like we're doing world weather we would say ok
we're going to do this just teach them a few things or mention it so we don't sort of say you
have to teach this it would be different when we go to the library / we actually say ok you
teach this we'll teach this so / |- we don't do that with the Chinese or I don't <intML0> mmm
-| (xxx) so we don't do that whereas with another unit if it's talking about people (xxx) (auto
recording crakling) what they / hum people in the world {force} I think it is so what sort of
careers hum / would they have / people would go for in China that sort of thing then they bring
it in but it's not a big major / focus it's more / just learning the language and / simple words
progressing on those simple words simple terms numbers and yeah / I think we do let them
know that yes they can / instruct the children in Chinese about our unit and, if they do they do
it but if it doesn't fit in the programme then we're not concerned yeah so

intML0 ok do you have the impression that the Mandarin Chinese here at the school is
quite at the same level as the other subject areas? Or / do you have the impression that

intAB1 hum yeah it's important the importance of it? oh yes yes I think so I think they
have three lessons is it three lessons a week? (counting) one two I think yes that's three which
it's pretty pretty good! Yeah I think other schools |- I don't know if they have three <intML0>
yeah, it also depends on the schools -| yeah it's true it's a big focus here / which is good

intML0 hum and |- regarding the assessment <intAB1> yes -| of mandarin / hum so |-
the school assesses additional language <intAB1> yes -| hum |- do you think it is significant in
the PYP to assess the language? <intAB1> ok to the varying levels or capabilities? -| well
yeah how it is significant it could be according to you compared to the overall programme?

intAB1 ok alright ok / hum / significant yes only because / hum I think because we put
so much / like it's a thing that we offer so it's one of those / like yes we offer the IB but we
also offer mandarin so I think you know / hum a big thing the parents are after so it's not just
a tag-on in that respect / they will learn the language to a degree hum / I think because we're
involved in outside competition as well (whispering) hum / I don't know really just / yeah I
think assessment warranted on Mandarin we put a lot of effort into it I think yeah so / go for
the assessment (laughs) so I think there are some students who will do very well / and some
students probably won't but then they have the option in the high school to drop it / and they
don't have to take it so but they would continue from Pre-K all the way to Year 6 |- I think in
Year 7 that's compulsory too yeah <intML0> yeah it is -| which is good

intML0 ok / is there anything that you want to add? How do you think the Mandarin
Chinese should be taught or?

intAB1 hum no I think they do a very good job yeah no kids love them / so the way
they do it is good / I think it's good they've got their own room this year that's new hum /
what else? They do a lot of music like a lot of singing which is good in Chinese yeah no the
kids respond well to the way they do it {I don't see their lesson I'll go} so / yeah (whispering)
which is good no |- I see the results / <intML0> ok -| I guess (xx) anything else

intML0 |- ok what kind of results do you see? <intAB1> hum just-|- do you see them in the class? <intAB1> sorry -| do you see them in the class? (xx) no

intAB1 no no they take them away and they go to their own classroom or I leave if they're working here then I would leave and come back yeah

intML0 but when you talked about the results that you can see what kind of results

intAB1 well just with the Eisteddfod -| when they do it <intML0> (xx) -| (xx) and their individual or group performances hum which is good there are many children that want to do it which is / hum / encouraging and Chinese day when the kids are all participating and various events and yeah just I mean when we do it if we are cooperating in any presentation then I see that I guess but yeah that works that's good I like that / they're just very very excited yeah which is good I can see that well

intML0 ok good thank you (audio recording interrupted)

Interview with intMB1

Date: 7th of April, 2009

In her classroom

Tape recording

Time: 20 min.

Interviewee: intMB1

Interviewer: intML0

intML0 I'm sure you have your own opinion about Chinese language teaching here so it's not really about / what the school does but what do you think it should do regarding the PYP is an international programme so what does an additional what should be the purpose of hum additional language teaching within an international programme such as the PYP so what do you it's really to get your perceptions / about the Chinese programme and about how it should be taught to the kids how |- what kind of purposes it should have <intMB1> ok -| and hum how how it fits in hum within the curriculum here

intMB1 ok hum at the moment I don't think it is integrated this well as it could be / hum but I think it's important if we want to have an international focus I think it's important the children are exposed to another language / hum in Australia we tend to only learn one language which is unusual (xxx) because we are very isolated (xxx) but it's not so / to move out from our {parochial} focus it's good to learn Chinese we have quite a lot of Chinese people in our community / they / we / our country is situated in Asia / so / I think that's helpful China is a big (xxx) so / hum and there's a lot of tourism and business in the community and it will continue to increase so I think for job opportunities even if the children can't see these opportunities at the moment I think they will (not audible) in Mandarin Chinese. In / the (xx) way looking at it for the moment with an inquiry focus I think it could be integrated a little more within the overall programme that being said I can't speak mandarin Chinese so that's the problem / I / I like (xx) books I've been looking for books I found a couple of books which are in Chinese and English so I tried to put those just on the shelves so that the children are able to see those as part of the normal classroom not just / not just to see Chinese in the Chinese lessons // what else can I say hum

intML0 so according to you at this level in the Primary Years Programme what kind of competences in languages in the Chinese language do you think the children should acquire / at the end of the PYP

intMB1 I think they should be able to have basic conversational understanding of Mandarin / probably very basic because a lot of them are not be using it elsewhere but they should be able to read hum / to a reasonable level as well // I'm not sure how we could with the demands of our // our syllabus (xxx) so that's the ideal yeah

intML0 ok to be able to speak basically and to read <intMB1> yes -| ok

intMB1 probably not at the level that they can in English but certainly they should be able to do it a bit I think some of them can

intML0 |- do you have a lot of hum students trying to talk Chinese in the classroom here or <intMB1> no -| trying to use it

intMB1 no because I can't speak but as soon as the Chinese teacher comes in they can speak there but that would be better judges {off} whereas with Chinese (silence) I should know more about it sorry (laughs)

intML0 no no it's really about you and how do you think what do you think about it / so about the culture of China Chinese culture how do you think it should be integrated into the Chinese lessons and into the school in general

intMB1 I don't think we {should, shouldn't} see the culture as a tourism spot I think we should be questioning our own culture more within the classroom because / we could tend to because I'm from hum an Anglo-Saxon background I could tend to / portray my culture as the 'normal' culture when that is not the normal culture for children within the class because they have multicultural backgrounds so I think we need to be aware that there are many different ways of approaching things // and talk about that more / now I forgot the question is that answering the question? (Laughs)

intML0 well the question yeah |- how the culture should be integrated into the Chinese <intMB1> yeah / yes -| and what kind of cultural aspects do you think is important hum to teach them

(silence)

intMB1 I think that some of the attitudes that we have to education might change depending on our culture / and / our ways of approaching our study / hum // I can give an example I know with the aboriginal culture when speaking to children they don't look you in the eyes whereas for a European culture we would expect to / look each other in the eyes when we are communicating so / they need to understand the aboriginal children need to understand that cultural aspect as part of my teaching so |- there's probably aspects of culture for in teaching Chinese that we need to be aware of hum <intML0> so that's -| yes in communicating because learning Chinese is more than just speaking it's a whole culture that goes with it

intML0 ok and what about the history and geography of China and things like that do you think it's important to teach them?

intMB1 probably in basic only a basic understanding there to know where China is situated within the world I don't think our children are as aware as they should be of where things are within Australia so possibly we need a whole world view of more than just China (laughs) does that make sense?

intML0 (laughs) yes it does! So according to you how do you view Chinese now in the world |- how do you view this language <intMB1> hum hum -| compared to English or any other languages

intMB1 we tend to see English as the as the international language which has {not always} been the case hum years ago people would have felt that French was the international language / English has taken over / I guess because of trade / but that's because China has tended to be / hum not interrelated to the west as much but now it is relating more so I don't

think English can be seen as the only international language I think Chinese would become more / more important on the international scene

intML0 ok and hum and here in the school and in the PYP how do how do you view it comparing to the other subject areas, do you feel it is as important as the other subject areas or is it less important

intMB1 It's not more important it's // certainly an area of inquiry I think we probably need to change our approach to it a little but hum // there so much demand at the school today that we need to cover so many areas / I struggle with the balancing (x) {with the} actual time children have got to study because hum / children take longer to actually they embrace some things more quickly but there are other things we can't rush them through / and we can't give them a very {surface} knowledge which doesn't last they need to spend more time learning probably less things and concentrating on the concepts which are associated with that learning / instead of trying to focus on too much content because they get confused so / I'm not sure Chinese is any more important but it's not less important either

intML0 ok ok so for you |- it's (xx)

intMB1 it's about the same -| yeah when we do our programme of inquiry we are looking at historical events we are looking at / man made disasters throughout the year things like that I think we need to be focusing on more than just our own country we need to focus on the effect it has on surrounding regions which for us ends up being China so

intML0 ok hum // do you feel that Chinese here is kind of linked to the other subject areas do you often collaborate with the Chinese teachers?

intMB1 not as much as I would like to we have Chinese day later in the year and I would actually like to have more links with that because it tends to be just an isolated event that occurs and I would like to be able to talk about it more to inquire about that more here within the classroom so that it's seen as important / by the children in my (xx) as well as does the Chinese teachers and it's more than dressing up in Chinese outfits

intML0 ok and have you talked about that to the //

intMB1 not yet because I haven't this is my / last year was my first year experience in Chinese day here so (xxx) yeah I would like to talk about that more which is next term I'll be talking about it yeah (laughs)

intML0 (laughs) so how long have you been teaching here?

intMB1 hum 3 years but I was teaching I was doing RFF the year before so I wasn't involved

intML0 what is RFF?

intMB1 that's where / I relieved teachers so they can have their {release} time so I was doing different subjects around schools

intML0 ok so is it the first time that you are teaching within the Primary Years Programme?

intMB1 yeah this is my second year teaching within it yeah so I taught fulltime last year on a year 5 class and |- I'm doing it again this year <intML0> ok (xxx) -| and the year before |- I was doing the RFF programme <intML0> ok yeah -| -| yeah <intML0> but here too -| yeah (interrupted by another teacher)

intML0 so do you feel it is different to teach the PYP here?

intMB1 it is but I have not taught the PYP anywhere else but I feel it's different but I'm enjoying it because we are really focusing on concepts I've really / taken that on board this year / because I (xxx) to understand the / what are we learning within the school concepts (xxx) and I'm sure there're more aspects of PYP that I need to take on board, but I've been a board of studies teacher until now, so I've seen the differenc

intML0 ok do you collaborate with the Chinese teachers to / see if you are doing quite the same things with the year 5?

intMB1 no we don't at this stage

intML0 would you like to do it?

intMB1 I think it would be good yes / hum For example last year when the huge earthquake / occurred we were studying that as a natural disaster and I would have liked / maybe a little bit more {input} that we could have worked on between the Australian and the Chinese teachers looking at that / people's reactions to it / I guess that coming back to learning Chinese / to me it's more than learning to speak the language because there's a way that you say things what are people's reactions and all that can be a cultural reaction that we might not understand so people for example running around smiling in the mid of a tragedy it might be because that is what is expected of the culture and it's not because they are (xxx) extremely upset you know because of what's going on so yeah so that would be the collaboration I might need to understand within our devotions time Chinese teachers have shared on how they felt coming to Australia and taking on western society and that has been helpful / to understand a little bit more as well but I guess we're (xxx) time for within the school too, there's a limited of time to do the talking so we need to make sure that we don't waste that / yeah

intML0 hum / regarding the assessment of hum Chinese what do you think / the aim of assessing Chinese at this level should be // and especially within an international education programme so it must be kind of the same in the countries

intMB1 |- hum I'll try to answer that one <intML0> (laughs) -| / if we hum are teaching the programme of inquiry we should be looking at hum our attitudes towards as well as {does} the content we're just testing their their skills we're only assessing one part of it so we need to be coming up with rich assessment tasks that come {in all areas} and how the children reflect on all of it // yeah rather than / because the assessment tasks that we're trying to come up with for the other parts of the programme of inquiry are more than just content content is only a vehicle for hum getting towards to understand (xx) the issues that are involved / because within the classroom they can all view different content so within the Chinese

programme they all they all possibly doing the same content but what is the (xx) for learning there as well they also need to have a desire to learn it {to say why they would be learning Chinese}

intML0 |- ok so for you it would be the kind of thing <intMB1> yes -| -| which is very important to assess <intMB1> yes -| what kind of skills they could develop

intMB1 yes yes and where it could lead for some of them I dare say that there could be no future in learning Chinese because they've got no need to learn it at the moment // I think we need to broaden (xxx) and no language is ever a total loss / to understand the structure that a language has come about and maybe the limitations of it may be helpful too

intML0 ok / well thank you intMB1 do you have anything you would like to add / any thoughts on //

intMB1 hum //on possibly drawing on some of my own experience from many years ago I when I was in High School I had basic instruction in French and the really good teacher that I had I had several teachers some just taught the language and I had one of the teachers who was not so interested in hum just the language but more hum / culture as well so in remembering that I remember that's why I took it on and I've used some of that knowledge since even if I could carry on a conversation now I've still have some of the other understanding and if I had to ever been in a situation and to speak French again I would be drawing on some of this understanding that I've learned hum to learn the language again and that the sort of thing that I want these children to take from Chinese

intML0 ok

intMB1 ok? (laughs)

intML0 well thank you very much!

intMB1 that's ok (continuation of the interview, the beginning was not recorded) even if there's lot of differences in European cultures there are still a lot of similarities and / there's very less similarities with Chinese culture and I think this is what we need to take on

intML0 hum do you think grammar things should be taught or so or

intMB1 well I guess we're trying to do that in English it's something that hum has been (xxx) within the teaching of English we've taking on again so yes I'm trying to do that I mean as a whole school we're trying to do that I still struggle with the lack of time because we've got so many more things that we need to teach for example I was taught grammar when I was at school so / my English lesson are probably more grammar and less // deeper understanding so there has to be a balance but we are {setting} children {up} with their skills for lifelong learning so {that means we don't need to assume} that if we don't teach it to them at the moment {they won't learn it at all} it should be (not audible) there's so much (xxx) and even the children they can't remember each (xxx) when I was a child I would have known so many big changes so it's a challenge it's a challenge / I admire hum I was in Switzerland a few years ago and they have three languages that they learned and I thought how do they do that what else do they do at school

intMLO it's in every in the public schools or

intMB1 it sounded / that was my understanding I'm sure there would be students who
are not such good language students but

intMA0 at the primary in the primary school?

intMB1 I'm not sure if it was the primary or high school or not because there were
actually four languages that (xxx) in Switzerland (xxx) but most people can speak at least two
if not three languages that was amazing (laughs) what about in France do the people speak
Spanish?

(recording interrupted)

Interview with intNW1 and intCW1

Date: 7th of April, 2009

In their office

Tape recording

Time: 32 min.

Interviewees: intNW1 et intCW1

Interviewer: intML0

intML0 so the research is more to hum to know what you think the PYP should do what the Chinese language teaching should be how it should be within the PYP rather than how it is now / ok it's really to get your thoughts and expectations about the purpose of it in the PYP / considering that it's an international programme and hum yeah and how it should be |- how it fits within the overall curriculum <intNW1> right -| yeah? / so how long have you been here for?

intCW1 |- this is my sixth year hum yeah so (xx) <intML0> as a PYP coordinator? -| hum no / I was originally on class I started in Year 6 and I was there were three of us running the curriculum so I looked after primary curriculum particularly with the NSW board of studies {aside of} things and there was an infancy curriculum coordinator that looked after what is in the infancy and there was a PYP coordinator that looked after K to 6 and then hum the school changed the structure they've left and so now I look after all three of those things so yeah

intML0 ok and what about you

intNW1 I've been here for a year and one term / so prior to this |- I was principal of a smaller school in Sydney <intML0> ah ok -| we didn't didn't run the PYP but we were looking into it when I left / so I came here (xxx) PYP.

intML0 ok did you find it different between the two schools? Regarding the PYP philosophy?

intNW1 hum so focusing on the teaching and learning hum yes yes there was a significant difference hum I think it's fair to say we've come a lot further since I arrived / hum not not due to me but due to the fact that the the {processus} have gone further down the track you know I think it's better to say that the PYP is becoming more authentic and the the pedagogy and the philosophy behind is becoming more authentic / {thanks last year} to intCW1's excellent work in {the area} of curriculum

intCW1 I think one of the things (xxx) there was a bit there was a complete restructure of the leadership in the junior school and when there was three people doing curriculum / it was very messy and (xxx) and so everyone was pulling in different directions and nothing seemed to be going in one direction so having one person not saying this because it is me but one person in charge of the whole programme means that it's one programme and not this and this and this if that makes sense so hum we're all going the same direction we're all trying to be a PYP school rather than being something else and something else and something else if you know what I mean so everything (xxx) which means that we're doing more successful I think so and intNW1 is very supportive of the programme which makes a big difference too

intNW1 yeah

intML0 ok so according to you what should additional language teaching in the PYP prepare the children for what's hum

intCW1 I think it's really important hum in developing kids that have an international have international mindedness I think it help kids students to see that the world is bigger than Penrith / and bigger than Australia that there is a reason to learn other languages and language learning is more than just vocab it's about cultural experience it's about learning the way different people do things and different work throughout the world and / yeah I think it helps them to think broadly to think big to hum to consider other cultures other languages and how those things fit all together I guess it's a case study in the world at large probably

intNW1 mmm I think it's very hard to given that language is the major form of communication in the world that's the way we create it I think it's very hard to to get into depth into a different culture different people without actually knowing something about the language I think that's probably hum probably hum yeah {a form} of discussion because it's the dominant form of communication although that is changing hum you need to know the language to really understand understand people's culture

intML0 ok so within the PYP what kind of language competences the children should acquire

intCW1 hum it's a good question actually a colleague from another school and I have been talking about this recently hum / personally speaking I think it's more important that students have an understanding of culture and the relevance of language than language itself hum let me explain all that / I don't think it's important for a child to be able to say / hum / using sentences in mandarin they have no context for the child as far as I am concerned it's quite irrelevant and I don't think that's essential by the end of Year 6 because there's no reason for learning that but if students have been given a context for learning something that is an understanding of culture that is hum / looking at similarities and differences between our culture and their culture and things like cultural (xxx) intNW1 (xxx) if that's sort of if that's the framework for learning then it gives the students a reason for learning and it gives them a motivation for learning and I think if students leave the PYP with an understanding of culture an understanding of simila/ similarities and differences and a desire to keep learning I think we win that's for me / as opposed to students being able to / handle a whole lot of vocabulary that really means nothing because they (xxx) more potential than they will use it and we have experienced and I have talked to the high school staff of this we there's been a part a bit of a drop off of students who wish to continue with mandarin and I think that's logic because the students don't see the relevance of it so if we can have them leaving primary school with a desire to keep learning then I think that's that's probably the goal of mandarin in junior school

intML0 ok

intNW1 yeah I agree a 100% with that hum the good / I mean a perfect example that is myself in that intCW1 and I went to China in October last year and we / what we learn there in terms of language is what we were using and going again in 3 days- 4 days time / what I've been focusing on learning has been stuff that I know I'm going to need when I'm over there how much is that? do you speak hum do you speak English? good day hello good evening Can I have? how much is one of this? you know all that sort of things hum (xxx) how

important it is that the language is relevant especially when it's a tough language to learn like mandarin you've got to be an exceptional individual to be motivated to learn a language if one it is not fun to learn or two you have no reason for learning so we would have both those things for our kids you know (xxx) intCW1 said I think there's I think there's a key time in the early years particularly with 4 years-old 5 years-old 6 years-old where I think there's plenty plenty of research to show that it's the key time for the learning of the sounds of a language and given that Mandarin is such a difficult language in terms of hum its nuances and its intonations hum it's a really good time through song through poems through hum just using you know oral activities to actually get kids (xxx) and ready to things that they might come back to in later years hum you know I think it's a really important thing

intML0 ok so you've talked a lot about culture so |- how do you think this culture should be integrated into the PYP the Chinese culture <intCW1> yeah that's a good question - | and into the lessons

intCW1 yeah well I think that one of the things that we have been talking about is hum that mandarin itself as a (xxx) subject we think I think we think (laughs) that hum we need to give the students the culture and the cultural context hum and that can be through role play that can be through hum watching T/ like videos and actually getting into (xxx) things I think the similarities and differences is a is a real key to understand a culture because / culture is very different but culture is very similar at the same time and it's a matter of our students looking at what is similar about this and how we do this in our culture how is it different I think role play hum / gives them experience hum / yeah / that are the sort of things I think it's really important for giving hum so culture is not just something you learn about it's something you experience at the same time an example is you know one of the mandarin teachers did a tea / tea ceremony with the Pre-Ks a few weeks ago perfect / because one of the reasons for doing this is about what does it tell about Chinese culture but also what's the language that goes with it and why do they do this you know that's (xx) the sort of (xxx) things for students to be doing I think they need to be actually immersed in the culture as much as we can make that possible and at least being more than just you know we have a Chinese day here which it's great but we need more than that because it's only a one-off (x) and that does not (xx) throughout the curriculum and then from that point on I think we need to start looking at our units of inquiry in the programme of inquiry in saying hum what can the mandarin teacher should be doing at the same time to be (xx) in those units hum if they're learning about / hum / I can't think of an example hum if they're learning about / the way things have been done in the past then I can do that look at that in Chinese in mandarin at the same time and they can be looking at that to say to students that Mandarin isn't separate it's just another way people communicate the same things I think it's important in the prospect of international mindedness as well so

intNW1 yeah I certainly I I agree I think studying another culture another language is actually learning about the similarities not the differences / in in particularly cause that actually helps the kids to make the connections which is what the PYP is all about it's making connections so I think rather than emphasizing differences we should be emphasizing similarities hum |- I was going to say hum (silence) it will come back / <intML0> ok so -| oh yes sorry I was going to say hum as within any other subject area and no school is perfect and we are included in that but / if we do have children and I'm think of one girl in particular in our school who is very good at Mandarin and she's coming on the cultural tour to China on Friday and so what we are doing is that we're giving her an opportunity to extend her knowledge while we say really / most of our kids would have a basic understanding of the

language but not really {beyond} much vocabulary and basic conversation but there are children who have really fun with it and who have a gift for it and therefore we want to give them some opportunities to go beyond that and you know one thing that I think we haven't done yet is to have a Mandarin club where those children who really want to go ahead and write the characters and learn more about language can do so but also to have this cultural tour (xxx) to inspire them to show them that one day they'll be able to use this language in real life (xxx) it's real

intML0 so this club would be something added to the lessons?

intCW1 no probably extra extra curriculum probably

intML0 ok

intNW1 yeah (both talking at the same time) I did it at my last school and it was it was it worked really well and we had an excellent teacher and the kids' language was just {fluent} and that was predominantly kids who hum / I'm thinking of one child whose father was pilot so they were always going to Hong-Kong and always travelling around the world so that was a great opportunity for them and there was others whose extended family were Chinese hum you know situations like that and then (xxx) child who just really love languages and are very smart good at them and wanted to extend themselves yeah wanted to extend themselves

intML0 ok so when are you going to / is it in project |- to implement this club?

intNW1 well we actually -| |- sort of doing it at the moment <intML0> ok -| so there's two of those going mainly on Tuesdays every |- every lunch time on Tuesdays <intML0> ok -| so we've been doing that sort of stuff and it has been great because it has been authentic because Mr intSC1 our teacher has been saying things like you now |- when you will get to this situation you will need these words <intCW1> mmm -| or if you get to that situation you will need these word and they would perform they would perform a poem or a song to the Chinese who were there who will and that would motivate them because it would be that would be so greatly appreciated for the efforts they were putting one thing we found in China was when you actually tented to use the language even the response was just / so positive people love when you try to speak to them in their language

intML0 so how do you view Chinese now in the world

intCW1 I have a very different view of Chinese people actually having been to China / I we said I said this when I was there / hum I think as Australian people even if our very multicultural society / I think we we've we don't necessarily see the true heart of the people unless you actually experience them you make contacts I think perhaps parti/ perhaps the Chinese people I've met in Australia are very focused because they they've made it out of their country and they{'ve made it} somewhere else and they try to succeed and so hum the the Chinese people in Australia are very different from the Chinese people in China itself that is not to say that Chinese people in Australia aren't great people too and there's not hum things we can't appreciate about them but in China there was a much greater warmth and and hum / generosity to their spirit than I have probably perceived previously I think hum / yeah we had great fun with the Chinese people over there I mean just shopping for example there was constant {barter}|- there was mutual respect <intNW1> {much} barter -| |- that's right <intNW1> unless you ask for a price it was too high -| yeah exactly (laughs)

intML0 and regarding the mandarin language compared to English now do you think |- what is your view about it? <intNW1> what what sorry what was the question -| what is your view about mandarin the language itself in the world its position in the world compared to other languages

intNW1 well yeah it's interesting because the whole Chinese youth learn English now / hum as a language so if you compare with somewhere else like India where a 100% of of the educated Indians speak English hum I think that's at what the Chinese are aiming to do is for a 100% the situation across the country hum we found that when we needed to ask somebody hum / something in English we went to the young people and they generally would be pretty pretty good not brilliant but it depends on who we've got but the older people they were just no way they were able to understand us but so I think it's (xxx) throughout the whole country so it's an intriguing it's intriguing question because it goes to / |- does that mean that English is going to become even widespread as it is at the moment <intML0> ok -| my guess is yes / given that |- they're all learning it (xxx) <intML0> ok so {Chinese stays like a level a bit under} -| well I don't know about in China |- not in China but hum <intML0> (xxx) -| I don't know the Indian context well enough but the question is you probably get to a tipping point where you go hum they've got enough enough opportunities to use English because enough people are learning it and they've got the context to actually use it and then you become a a very strong bilingual country like India / I don't know when that tipping point was for India but I presume that it will come for China given that that's the push from the government so / so look world context is still absolutely / (xx) vital (xxx) would open up the world for the kids

intML0 (xxx) so why did the school choose China well not China but Mandarin Chinese

intNW1 well it's it's a very strong part of it one of the first principals of the school had a great (xxx) for internationalization and for (xxx) and he was a man of great vision and he could see that China at that time in the future was going to be a world power and he was ahead of his time in think/ in thinking at that time and he proved he's actually right he set our connections with China in terms of schools over there and the exchange students and all those sorts of things he was just ahead of his time and that's how that's got chosen and that's why the school has the biggest the biggest language mandarin language programme in Australia

intML0 ok so how hum (silence) how do you feel about Chinese Mandarin here hum taught in the Primary Years Programme do you think it is really linked to the other subject areas or is it a bit taught as a separate

intCW1 I think it is taught separately / but I think there's a lot of work underway I've been doing a lot of work with the mandarin teachers I don't know if they said it to you hum we have been talking about it much more recently I think we are seeing the programme of inquiry as a whole as being central to our curriculum more certainly than we have in the past and as a result we're looking more and more at all the {stand alone} subjects including mandarin and saying how can this fit into what we are doing When is the right time to integrate it When is the wrong time to integrate it When do we maintain the integrity of mandarin and when do we want to allow that to impact on other areas of the curriculum So at the moment I would say it pretty {stands alone} but I think in the next 18 months that will look very different differently hum I think it will still be a subject of its own right? And there will be times when it's taught on its own but there will be other times when it will be integrated through

intNW1 I think it's a two-way process I think traditionally we think certainly the PYP it seems as though you look at hum let me rephrase that hum / |- classroom teachers needs to see it as something to be integrated <intCW1> mmm -| and especially |- Chinese teachers need to see it as something to be integrated <intCW1> yeah -| Now often we would focus on the Chinese teachers and getting them to think about what we've what we've had some discussions and some actions on getting the classroom teachers to see the opportunity for them to actually integrate the Chinese Mandarin to what they do so for instance say staff meetings we've been we've had our Chinese teachers just spend ten minutes teaching everybody Mandarin for instance I mean we're not aiming at everybody to be bilingual that's impossible but it's an appreciation when I say good bye to the kids or say good morning to the kids in the morning I try to do it in Mandarin so we're trying to you know we're trying to make it all prevail across the school in as many different ways as we can there's lots of other things we think of at this time we've been talking about a Chinese guide with language you know / labels and all that that sort of things as well

intCW1 the one thing we don't want to make is (xxx) integration we want to make sure that if we do integrate Mandarin with the units then it's transdisciplinary and it's not just hum they're learning about transport so we'll teach them the transport words because there's no reason to do that we want a reason for Mandarin to be integrated into the units and if there's a reason let's do it and if it's not a good reason let's not waste their time because students are too clever and to see they see through that so we don't want to waste their time we want to (xxx)

intML0 ok so how often do the staff are the staff meetings

intNW1 |- hum once a week <intML0> once a week -| once a week hum yeah we've just finished (xxx) sha/ sharing sharing yeah language sharing core

intML0 yeah ok that's good hum / regarding the assessment of Chinese how is it assessed now and how do you think it should be assessed

intCW1 mmm it's a good question / I think it's assessed // it's assessed just using hum you know worksheets and and some role play and that sort of things much the same way other subjects are assessed interestingly we're about to do an assessment workshop I don't know if anyone said this to you first (xxx) next term we're doing an assessment workshop in the PYP and it will be interesting to get them to the Chinese teachers to be thinking about what that makes for them to because I think across the board we have been engaging more authentic forms of assessment hum some of their assessment is quite pencil and paper and there's probably a place for that but more and more I think if we were to teach contextually then I think we need to be assessing contextually as well so // what that'll look like in the long run I'm not sure but I think we need to we need to / we need to think through the whole I think probably to be fair there needs to be there's already started to be a slight shift in the pedagogy hum in where we teach Mandarin I think hum / and so assessment become a part of it as well

intNW1 that's right assessment |- assessment is intertwined with pedagogy isn't it? <intCW1> mmm -| I mean you can't divorce the two as we move towards a more authentic inquiry based pedagogy which has been probably more difficult with the specialist teachers and that is due to a number of facts and |- probably culture was one of them <intCW1> yeah -| hum Chinese traditionally have taught / talk and talk and |- certainly their experience in

Chinese schools confirmed that (xx) <intCW1> yeah -| that's their pedagogy and so you know there've been a bit of work to do there but we're getting here but assessment is definitely through / in pedagogy so /

intML0 ok so according to you |- how significant is the additional language assessment compared to the whole programme <intCW1> can you say that again? How? -| how significant is the Chinese Mandarin assessment compared to the whole programme is it a big part of it or (silence) or similar to the other

intCW1 well I think it's equally important hum / anything you teach you need to assess / hum because you need to assess what the students are learning whether it's been / your teaching has been effective hum /

intNW1 |- I would say that the the parents probably don't see it <intCW1> (xxx) yeah -| as important I think they would be I'm sure they're more concerned {their children} more concerned with English and maths

intCW1 by nature by nature our school is judged / on / on the 3 {areas} reading writing and arithmetic you know hum / but that's not to say that's all we think is necessarily important yes we spend more time on those things but that's because the government tells us we need to spend more time on those things and to be fair hum that that is our core business if the students can't read and write in their own language then there is no point to teach them another language hum so we're not a bilingual school we're an English school that teaches Mandarin so we need to focus on those things first and foremost but that's not to say the assessment is more I wouldn't say that assessment in those things is more important if you teach / hum one fifth of this thing one fifth of that you should the same one fifth balance of assessment if you use three fifth of this thing you should have three fifth of assessment if you know what I mean hum I think it should be assessed with the same sort of level integrity that everything else is assessed with

intML0 ok hum

intNW1 as he says (xxx) but we haven't mentioned is the the demographic of this area which is very important in in our discussion here and I think it's very important in any school hum there there's not a huge population of Chinese in this area now if you were to lift this school and put it where I live which is in / half an hour that way (showing the direction with his hand) you'll have an enormous Asian population in the area and so I think necessarily what we would be doing there / is that we would be going to the local shopping center which is all Chinese shops and we would be doing some more authentic stuff there so the cultural context and the demographic context is quite tricky here and this is the western suburbs of Sydney and so I think probably you will have to fight a bit harder to convince parents in school community that a second language acquisition is going to open up opportunities for their children later I mean certainly there's plenty of parents who say that but I think there's a little bit more of a battle in the demographic that we serve / international (xxx)

intML0 ok hum going back to the assessment process my concern is because the PYP is taught all around the world and I'm thinking how / can the teachers in the schools assess hum accordingly to what other schools do like if a child learns Chinese here and wants to go to a school doing the MYP somewhere else where they also teach Chinese my concern is about the equi/ the equivalence there and what do you think of that

intCW1 mmm yeah it's a good point hum (silence)

intNW1 |- it's very similar to the divide here about the national curriculum <intML0>
mmm -| where we've got every state has a different curriculum guidelines and requirements
and it's all coming together in another year or so we'll have this national curriculum very
similar discussion in terms of the IB which is not just national but is international and exactly
the same question has been asked why we're doing so many curricula in Australia when kids
move from NSW to Queensland then they've got to start again or they way ahead or way
behind it's exactly the same question nobody / no one has the answer

intCW1 I mean I think what we do in Mandarin does follow with the language scope
and sequence of the PYP so I think as long as we are doing that / and as long as the level of
motivation is still / if we're trying to be hum if we're trying hum / to develop a sense of
motivation in the students for learning another language particularly in this case Mandarin
then I think if you take that and where they're up to they should be able it should be
transferable to a degree as much as is anything is I suppose the one of the beauty of the PYP
is that it's much less prescriptive than the MYP hum but coming with the you know what
comes with that is the (xx) that you've raised sometimes students may have learn more or less
of some things when they transfer to another school but I think what's more important is the
skill development that is transferable so if the students have the skill and the engagement and
the motivation if you can take those put them somewhere else then the students should be able
to cope I think and transfer quite easily

intNW1 |- mmm different story at the secondary level <intCW1> yeah that's right -|
where they're actually ge/ you know learning the language in order to use it {in general} yeah

intML0 because here in the PYP there's no / the time allocated for additional language
is up to the school

intCW1 yeah (xx) that's right

intML0 there's no (xx)

intNW1 and ours is very generous / |- ours is a generous allocation of time / <intCW1>
mmm -| but so there's there's a limit in the {amount} that can be done in a class of 30 twice a
week

intCW1 mmm

(silence)

intML0 ok well thank you!

(recording interrupted)

Interview with intSC1

Date: 7th of April, 2009

Chinese classroom

Tape recording

Time: 1 hour

Interviewee: intSC1

Interviewer: intML0

intML0 |- so my name is Marlene <intSC1> yeah -| -| I am a PhD student at the University of Sydney <intSC1> yeah -| -| and at the University of Nantes in France <intSC1> yeah -| so / my research is mostly to know about / the purpose of Chinese in the PYP here at SPGS School -| the value of Chinese within the overall curriculum <intSc1> yeah -| and -| the strategies that you use in the classroom so <intSC1> yeah yeah -| so yeah of course -| this remain this will remain anonymous I won't give your name or <intSC1> yeah yeah -| so how long have you been teaching here?

intSC1 this is my fifteenth year here

intML0 fifteenth?

intSC1 yes fifteenth year yeah

intML0 so it was before the PYP was implemented and after

intSC1 yeah yeah

intML0 did it change a lot?

intSC1 hum / yes eventually some changes yes

intML0 how what kind of changes?

intSC1 I think basically it is the hum way of learning it's more inquiry-based now / actually, in the past it was also / inquiry-based but now / we have to do the whole programme trying to do it with the other teachers together yeah -| and also cooperative <intML0> yeah is it -| -| planning as well yeah <intML0> is it hard or -| it's very hard it's very hard because in terms of inquiry learning hum say using Chinese you need to have some very good command of the language otherwise it will be very hard for the inquiry learning method so yes it's hard but we are trying because we've started to see how we can do what we can do yeah yeah

intML0 ok hum so first -| because the PYP is an international programme <intSC1> yeah -| I would like to know what would be the purpose of Chinese teaching within this programme what kind of competences the students hum should acquire in this programme

intSC1 yes see the purposes the purpose itself of course are going back to hum the original purpose just to introduce say a second language to them hum let them know about

other cultures through the learning of eng/ hum of another language and also hum be more open-minded and also be aware that you know there are other languages cultures hum other than the Australian one and so that they can be able to compare their own with the others and also I think we also believe that learning a second language say Chinese will also help them in their mother tongue their own language as well and of course the world is changing and is more globalized and internationalized and it's good that they have a second language but why Chinese? Hum because / Chinese is / quite new and quite hard to learn / and also quite challenging

intML0 quite new/ |- how new <intSC1> because hum -| it's a very old language /

intSC1 |- no I mean that in terms of understanding <intML0> ok -| new this language is very new to them / say French German these are other languages hum they might have some chance of coming across hum hearing these but Chinese I think in terms of exposure this is a language they don't know normally or come in contact with so in terms of this I mean / yes / it's new to them yeah yeah

intML0 so // <intSC1> (xx) close the door -| ok (the teacher closes the door) so |- what kind of language competences like reading writing <intSC1> hum yeah we-| |- do you think it's important to focus on

intSC1 I think -| we / aim mostly in in at developing the oral skills first <intML0> ok -| and the listening skills and then use the writing skills / reading skills and then the writing skill our students now given the learning time say we've got half one and a half hour a week hum so it's not that much / what we are trying to do is let them (x) to the language hum get familiar with the sound the common expressions so mostly we / develop the listening and the oral skills first and / so the students they if they start from kindy and by the end of year 6 most of them unless they they refuse to learn most of them would be able to have very good listening skills whenever they you know they hear people talking in Chinese they can identify or pick up those familiar expressions hum they understand / to quite // I think // a great extend they understand hum some of the contents let's say some people talking in Chinese we try that by showing them say these just two weeks I showed them a video two Chinese people talking to each other actually this is a program produced by the Chinese television and teaching Chinese on television and so the two presenters were talking very fast actually but I asked them you try to listen and they pick up // pick up quite well I understand! I know that! Oh Zhōngguó that is China! That is in Beijing or going to Beijing or something like that yes in terms of listening I think / they are quite ok but in terms of reading / they can read the Chinese we call the pinyin (xxx) that is the pronunciation system they can read the pinyin quite well once they know how to read it hum they understand most of the content / especially those they've learned before right (xx) they were given the Chinese characters (xx) it's a bit too hard some {competent} students will be able to read quite well in terms of Chinese characters but not hum I think the average one even the average one they can't read the characters well

intML0 ok |- so you start with the pinyin <intSC1> yeah -| and then introduce to them the Chinese characters

intSC1 yeah so if if they were given the pinyin they can read well / but if they were given the characters without the pinyin / then not not everyone it's very difficult for them

intML0 yeah sure very difficult ok right / what about the culture

intSC1 ah we of course / we hum teach a lot of culture we have a lot of culture because culture and language is inseparable / so // all through the programme we introduce Chinese culture for example say the pre-kindly / |- the pre-kindies will start with mostly cultural things / Chinese <intML0> like what what kind of cultural things? -| for example (xxx) (he gets up to take sheets of paper where Chinese words were written with a paint brush and a paint brush) what we use for writing say in Australia I ask them to recall oh we write with a pen but in the past Chinese people they used paint brush these paint brushes can be used for writing I've shown them how to use this for writing / and then |- I say not just writing we use ink for drawing this is my {painting} <intML0> oh wow -| (he shows his drawings to me) so I showed them that so we can use paint brush and then we can draw and this is one of the drawings that is using ink and then I asked them what it is? How can we relate this to another thing that you've learned? then oh (x) relates to Panda because of course we talk about pandas as well and we have say a few ceremonies here (he gets up once more to take a file) yeah it's very interesting I love the // (showing a file with pictures to me) this is the teacher (xxx) I've shown them how to drink Chinese tea how we prepares Chinese tea and they dress up // they dress up as if they were now in China / so a lot of cultural things and we also have a / a Chinese day every year // and our Chinese day hum it becomes hum one of our major events in the junior school a whole school involvement / we invite lots of performers and we have a lot of professional equipments here we teach them Chinese dancing / we teach them Chinese line dance we have those professional line dance equipments and we have Chinese (xx) Chinese food yeah it's a whole day |- <intML0> it's very rich -| a whole day programme and they really enjoy it (he gets up to take another file about the Chinese day at the school)

intML0 so it's / which day is it? In August?

intSC1 hum mostly in August / it's a whole day programme I can show you some photographs or cds that we play hum at Chinese day yeah // yeah this is a whole day programme I will find some photographs very beautiful |- if you don't mind you wait here and I'll get it <intML0> ah yes no problem (waiting for several seconds - silence) -| so this is a typical Chinese day programme (showing me a big file) we've running (xxx) |- so we have different <intML0> oh it was even before the PYP -| yeah yeah before the PYP so hum / we have / activities for students in the morning hum in different groups / and in nineteen sorry 2007 is a full exhibition on Tibet and then we have Chinese costumes parade Chinese lunch and then line dance / we ask those professional performers to come and then we have an afternoon concert and in the afternoon concert we have very rich (xxx) if we go to China / and students they dress up if they came // so that is the exhibition in the (xxx) on Tibet

intML0 so are the students / do the students have to prepare something also? (xx)

intSC1 yeah yeah yeah beside dressing up we have to prepare them for the performance in the afternoon as well / that is the costume parade and we invite the / council the Chinese council to come here and other guests language consultant and the mayor of Penrith hum people from television or radio so it's really very very good |- so they really enjoy that // (silence) <intML0> indeed it's a really big event -| yeah this is two thousand and / yeah we I can show you some more going back to nineteen ninety something (talking about dates) pictures (laughs) yeah so the basic things is that now |- this is the line dance <intML0> oh yeah -| and the performance, that is the concert the beginning of the concert yeah / in the center and then |- that is part of the performance of the students and we <intML0> do they

sing in Chinese? -| yeah yeah in Chinese (xxx) performed by our students and some performers we invite to Chinese (xxx) and hum that is the Chinese Eisteddfod every year we present students to Chinese Eisteddfod these are some of the (xxx) / this is 2006 / yeah 2006 // yeah 2006 and 2005 we invite hum we had a very very special that is the line dance / line dance performed by professionals and we had a very special instrument hum in 2005 yeah (showing the pictures) here this are the students dressed up these are the performers and this is the Chinese bell and this one weights fifty kilograms we we just employ those people (xx) and they bring it into our performance and it's as if they're going back to a 2000 years and |- that is <intML0> it's very good for the students to be able to see that -| yeah yeah and this is a performance by our students singing Chinese songs and our students performing this / these are the professional line dance costumes that we brought from China / students performing and that is the (xxx) and this is the instrument have you seen this instrument before?

intML0 no never

intSC1 yeah a very beautiful / |- beautiful instrument so see <intML> oh yes -| |- this one / <intML0> (xx) -| yeah we we ask them to display it before the concert and so we arrange students to really try and feel it and / you know try some of the music and yeah / this is / part of the curriculum a lot of cultural things

intML0 it's like an Anzac day

intSC1 (going back to the pictures) yeah that is the council general and in nineteen and 2005 he donated 800 / books and cds to us / |- all of them from china (xxx) <intML0> the support so there is a strong support -| yeah yeah so a lot of / activities hum this is one of the cultural activities going back to 2004 you know all these people from the Chinese council general / consultant Chinese consultant and students performing so it is really exciting / and that is part of the cultural element and also |- we present our student to / the Chinese Eisteddfod / <intML0> yeah -| Chinese Eisteddfod which is a very // hum big event in Sydney every year we / send our school our school present the (xx) number to these national Chinese Eisteddfod / at least |- we present a hundred students there <intML0> ok -| yeah we we won a lot of prizes and lots of trophies you can find some of them in the library and some in our storeroom because we have no place to put them

intML0 so this is at junior school level

intML0 junior school and even up to high school / and university as well / that is for the non-native speaker years 4 to 7 {they choose one of these} and hum yeah / we don't just send them there we train them and yeah / and also we oh that is for year 4 5 and 6 (showing me the exam paper) very long one, and they do it and all the {educators} of Chinese and we also make cds for them to go home and listen and practice yeah so this is another cultural event and we're organizing a china tour as well

intML0 yes I've heard of that is it (xxx)?

intSC1 yeah so // junior school china tour 2009 and yeah very exciting and hum / we have / say / a special programme (xxx) (a teacher is entering the classroom to ask a question to intSC1) ah that is one of the itineraries / we contact our sister school in Shanghai / and they organize they suggest some things / so we have three days in Shanghai / and then we'll have

another three days in Beijing that is main sightseeing but they here we have activities at school a whole day school activities

intML0 ok so with other Chinese students?

intSC1 yes yes we try to immerse them in an environment with the students in China / hum total immersion and they will have a whole visit on Sunday / to the Chinese students' family the student / going with another Chinese student to visit home and to feel what a Chinese family is like / what's the you know customs and to try to find out something (xxx) yeah

intML0 so in which year do they do this trip?

intSC1 this year |- it's offered to Year 6 and 7 <intML0> ok -| so actually we we've got lots of cultural things in our Chinese programme and also we have lots of Chinese visitors from our sister school or from China and |- then they come and <intML0> the students from the sister school will come also? -| yeah yeah we've got students from our sister school and also teachers hum in 2007 there was a group of teachers about 20 from Inner Mongolia / and they came to our school and actually it was the time of our Chinese day and they just participated in some of the programmes

intML0 it's good

intSC1 yeah it's really good and we've got visitors here from time to time and they come into the class and communicate with the classroom and so our students are quite exposed to this sort of / Chinese people and culture yeah yeah

intML0 ok do they have penfriends with the school sister or not really

intSC1 we |- we tried to do this a few years ago but we failed (laughs) <intML0> (laughs) it wouldn't work / too hard? -| yes because it's very very hard / once they try to write eventually / a lot of people drop out / but we are thinking of doing it again after this Shanghai see whether they are able to make some friends

intML0 yeah that would be good / indeed / so now about the value of Chinese teaching here in the PYP so / what is your perception of Chinese nowadays in the world how do you consider Chinese now

intSC1 I think Chinese is getting more and more important I think the language hum more and people I think / say / on the business side doing business with Chinese people and also the Chinese government is also more opened to the world and Chinese people also prepare / to come out / not from China not just you know/ isolating unlike those years in the eighties or in the seventies / so it is a a two way development / the western world or the other part of the world they're going to China and Chi/ China is also coming out opening out as well so we we can see there will be a lot of opportunities of you know coming into contact with Chinese and so we we we perceive that I I I really admire / those people who start the Chinese programme here at Saint Pauls especially |- I don't know if you've heard of Doctor (xxx) <intML0> mmm -| he is a {foreigner} IB in Australia and he's the previous principal he foresees that Chinese will be one of the languages which will be very important in the world stage that's why we start the Chinese programme early / in the 1990s and it is one I think one

of the biggest Chinese programme in Australia we offer Chinese from Pre-Kindy to Year 12 and from Pre-Kindy on to Year 7 it is compulsory / and then it becomes an elective so / yeah that is the how the school see the value of course nowadays if you go back to the PYP we're encouraging people to be more open-minded to be more internationalized and and / also the values all focusing on these and learning a second language like Chinese which will be spoken or which is spoken by a huge number of people so I think / that is what we see the value here yeah

intML0 mmm so you would say that Chinese is totally integrated into the curriculum

intSC1 yeah yeah I think it's good

intML0 |- ok do you try to take part in the programme of inquiry with the students?
<intSC1> yeah yeah -| and cooperate with the other teachers?

intSc1 yeah yeah we actually we we are trying to do that hum / when the PYP was introduced here we try very hard to see or to find out how we can / you know / cooperate with other teachers or how we can / be more / say active in the whole programme but I don't know whether you know anything about how second language is placed in the PYP programme but I I try to find myself for Chinese how we can (xxx) in this whole PYP programme because on the one hand we want to teach them a lot I say in terms of the language on the other hand we also would like them to be aware of all these PYP values concepts as well / and yeah I think we don't really develop a lot up to this stage but we are looking in our programme now / how we can say change the whole Chinese programme into say a PYP programme and the whole thing being more inquiry based and / yeah that's what we are working on together with intCW1

intML0 I guess this is a big challenge |- of the additional language teaching

intSC1 yeah yeah I find it not easy -| not really easy here we say emphasize more on the / PYP thing than the teaching of the language / we we need to sacrifice a lot of things you know / language things so it's a dilemma my perception but I don't know whether it's right or wrong yeah / and we have tons quite a number of work together with the teachers as well for example / towards two years ago they were doing a / a unit on the ways on expressing ourselves and now the year 4 are doing it how the people express themselves say through {various things} music art painting (an announcement is made via the loudspeaker, the interviewee gets up to lower the sound) the Year 6 they are doing you know / the render songs / {art through} the render songs (xx) so I do a piece of research and introduction of what the Chinese art at that (xxx) {be like} say in terms of people using color what's they paint with what's the characteristics comparing this with the render songs everything from western countries that is one of the things we have done / we are showing them some Chinese / paintings calligraphy at that (xx) asking them what they learned about the western say art in the same period asking them to compare what they think in terms of expression so what do you think the western people try to express through this piece of art and how do find the Chinese way of expressing through this piece of art I think that's the one thing we can do and we have been doing yeah but this we have to teach them in English instead of Chinese of course a limited Chinese there / yeah let me see if I can find the programme (he gets up to take the programme) // and yeah that is part of these things / (searching for the programme) (silence) that is to introduce this (showing me a picture in black and white and commenting)

(xxx) asking them to compare and |- I have this in color this is for <intML0> so that they can see the different colors -| yeah

intML0 regarding the assessment in Chinese do you assess Chinese?

intSC1 yes we assess them we we have / various forms of assessment say |- the most common one is hum observation <intML0> mmm -| how they participate in language activities / how they respond to it and also we have / of course some very formal language ones / we have see listening writing hum (xxx) listening / yeah // various sort of assessment this sort of assessment and then the other is doing projects / we ask them to do some projects for example the Chinese New Year hum just one or two pages from the internet to look for say how people celebrate Chinese New Year here in Sydney most of the time at the beginning of the year term one is basically Chinese New Year time so we start the programme of our Chinese New Year / so we ask them to do you know a very short research hum / to find out how people here / say celebrate Chinese New Year as well / is it just the Chinese people or the Chinese community celebrating or do the Australian be participating as well? (xxx) a very short research on that

intML0 ok and of course in English the research

intSC1 yeah all in English if they can use Chinese it's good some of them they just print out from Internet (laughs) I kept one (going to get some students' research projects) I think this student has done something but / a sample not too bad but hum at least try and then see how how the Australian people / and some of them might not be related to the Chinese New Year for example this one is not (showing me a paper) |- that is the Australian New Year <intML0> yes -| but at least they try and then go and look at some of those things which are related to what they are learning

intML0 do you think it's difficult to assess Chinese in the PYP?

intSC1 to assess Chinese in the PYP I don't think so because hum yeah / actually the PYP provides / more diverse ways of assessing hum even you ask them to do just a very very small piece of work you can assess them for example I asked them to write something this is the kind of assessment so yeah // |- various forms more practical I find <intML0> more flexible than -| than the traditional one yeah

intML0 ok good and about your teaching strategies how do you teach Chinese?

intSC1 oh I use I use a lot of activities this and I love to use songs |- I have myself written some songs <intML0> ok -| because a lot of songs are not easy / not easy for teaching a language / how they learn a language is keep repeating it it must be repetitive and also lively so that they love it hum / yeah I use a lot of instruments I play {pipo} (xxx) the flute (xx) Chinese flute as well I play Chinese flute as well (going to get his flute) so |- this is a very good instrument / <intML0> oh wow -| handy handy can catch the attention and also can show them what is the difference between this and the western flute right? / and the major difference is this one of course {the material} (xxx) (playing some flute) so (xxx) I just show them say if you tighten it or loosen it then the quality will be different / and |- I ask them to tell "would you like to learn?" "Oh Yes!" "{then try}" <intML0> (xx) -| yeah / so I use a lot of music hum and also depending on the age and also of course language activities / moving around hum dressing up we've got costumes and lots of {teaching aids} these are part of them

and this this smart board is really very good / |- it's very very good I I <intML0> oh yes -| I yes the smart board is a very good teaching tool / especially Chinese I find it very very good in teaching Chinese hum // (turning on the smartboard) they can actually come up and then do some things and also (xxx) write Chinese characters, using / on the computer of course they can just write directly on here

intML0 they probably love it

intSC1 yeah so it is a very good tool in learning / (silence) very good tool in learning (turning on the smart board and asking me questions) So how long have you been in Australia?

intML0 |- one year and eight months <intSC1> ok one year and eight months -| but I went back to France and |- I just came back yesterday <intSC1> ah ok -| / for two weeks only for to do the research

intSC1 so this is a very good instrument we for example can teach them numbers / have you learned Chinese?

intML0 I did learn a bit of Chinese when I was here but I'm getting a bit mixed up with Japanese (laughs)

intSC1 oh yeah there's a lot of Japanese / Kanji

intML0 yeah I have learned Japanese for 4 years

intSC1 there's just a few for example I just you know put them in different orders (writing numbers on the board) and I ask them to say "can you put them back for me?" or "can you do (not audible)" this is one of the ways we can use also a lot of videos cds showing them and also can use this as this say the keyboard to write Chinese you need to have the Chinese software yeah so (writing on the board - silence) use this to write Chinese it's very useful besides this we can ask them to match things Chinese with colors / yeah // very good you can make a lot of the / teaching materials from here

intML0 so how long have you had it for?

intSC1 I have been asking for a Chinese room for at least 14 years and this is the first year we've got the Chinese room

intML0 |- oh really because before you <intSC1> yeah -| you used to go into the classroom?

intSC1 yeah and that is not good (going back to the smart board and opening a file) now you see this one I I I that is the (silence) that is the (a sound file containing a dialogue in Chinese is opened) this I recorded it on my // (Chinese dialogue) and |- besides this we also say // hum // (opening another file) it's very useful <intML0> indeed -| very useful say the poem (saying the name of it in Chinese - xxx) now I drew this "oh what are these? What are they doing" (xxx) "means swimming swimming in the pond" "and what do you think this is?" "oh this is mum *mama mama*" all right? swimming swimming "what are these?" They are (xxx) you know and sometimes you turn "oh what is this?" This is a (xx) a tale / so a very

very useful tool // right / and then I can color in like this right / to |- to motivate them to know something about the poem first <intML0> yes -| what is (xxx – saying words in Chinese) and then (xxx) the poem so a lot of interesting things // {like this they can do}

intML0 |- I wish I had that when I was teaching French <intSC1> yes yes -| for the kids it's great

intSC1 yes that is very good I find it very very useful you can move things around anything

intML0 it's very lively for them

intSC1 yeah so I find it very good to teach language and especially in teaching languages you need to be very flexible lively active and also the students (xxx) I just ask them “ok come on how do you make them (xxx)?” “and they were just trying (xxx) what is (xxx)?” “it's swimming how do you make them (xxx)?” you will have to try come but (talking to me) “can you try? See whether you are able (I tried to move the tadpole on the board) yeah you are very good” some students couldn't they just tried but they don't move

intML0 yeah it takes some time to get used to it

intSC1 yeah that is a very very good tool and I also use this I can now for example put a lot of material in this (showing me a touchscreen tablet) and then just show it to them and then they can start right // learning from these materials but in the past it would be depending on the handouts but now we we can change a lot of things in here hum // I make some PowerPoint as well and yeah very good this is very good and hum // for example we can (silence) (opening files as the same time) you know say talking about Chinese new year and hum I make this as the background (showing me a picture on the board) and then do the writings “these are the lanterns (writing the name in Chinese) // very useful things and also teaching them // I've got a lot of things here (laughs) so a very very useful tool

intML0 |- so only this classroom has this smart-board or the teacher have it also? <intSC1> pardon?-| only this classroom has the smart-board?

intSC1 no no other classrooms but not every classrooms a lot of classrooms now have this and for example I show folders I make (xxx) I show folders for example (silence) (searching for a folder) this comes with music as well (silence) (still searching) (xxx) yeah of course the videos a lot of things // yeah

intML0 it's really good so about the place of languages would you try to speak mostly Chinese or do you use English and make comparisons?

intSC1 no I try to use as possible Chinese but of course it needs to be assessed with English / for example for kindies it would be easier because we are teaching them more simple things you can count basically / 60% in Chinese / before Year 6 they're doing something more complicated after they need to be guided you know / with a lot of English as well so yeah

intML0 |- so what would be the percentage in Year 5 and Year 6? <intSC1> say it again? -| what would be the percentage |- because you said in Kindy <intSC1> yeah -| it would be 60%

intSC1 ah it depends depending on which unit some units they are very familiar with then we can use more Chinese / we can use say up to 60% as well but some units they tend not to remember easily we find it very interesting / some units maybe they find it harder for example time / time they will find it very hard numbers that is an application of numbers they have been learning numbers for years but they tend to you know mix up yeah / this I think relates to the language environment they don't have the language environment to practice it to use it and hum so after a long holiday they may have forgotten 60% already / so we we we are using a spiral approach every year going back to the same topic of course they are going into depth in year 6 and more elementary in year 1 / yeah / I think we try depends some units we can only use say 10% of Chinese {it's a lot diverse}

intML0 so do you try to make comparisons between Chinese and English?

intSC1 yeah yeah yeah we always compare for example here we say happy birthday {English} tend to sing happy birthday zhu ni sheng ri kuai le zhu ni sheng ri kuai le then "what do you think kuai le is?" they always say "ah it is Birthday" right because it is happy birthday to you but in Chinese it is wishing you birthday happy we put happy at the end so you see the language structure is different and as to the date writing the dates 2009 we always start with the 7th of may 2009 but in Chinese we write 2009 and we need to put the word year as well and then April and followed by the day so you see it's totally different in terms of structure and it can be (xxx) or reflective from various languages structures as well say we ask "what is this? What is this" in Chinese in Chinese we'll say (going to the board and writing in Chinese) say "what is this?" it's a very simple question but in Chinese we say zhe shi shenme? Right? zhe shi shenme? and shenme is what shi is and zhe this I ask them to tell (xxx) oh "this is what?" but we don't ask this in English it's the same to happy birthday we say zhu ni sheng ri kuai le we say wish you birthday happy so you can see a lot of these structure repeating and we always put the interrogative part at the end right? he question word at the end but in English you say what is this where are you going? and then we say ni shi nail nali is where so we always the question word at the end so we are comparing a lot of these comparison and they always say "why why is Chinese this different from ours?" and we say actually not just Chinese |- every language is different there is not 100% equivalent <intML0> mmm -| |-right? <intML0> yes -| even if we translate say hello it's nihao but nihao the literal meaning is you good and we say that means "hey you're good" but we are saying hello in this way and so it is not directly or not 100% equivalent to when you say hello but "what do you think hello is?" "just to greet people" but "what is hello?" and the literal meaning they can't tell

intML0 |- no they don't know <intSC1> yeah yeah (laughs) -| hum do you have bilingual dictionaries that students can (he's pointing to some dictionaries) oh yeah so the students can go and use them if they want to?

intSC1 because actually we have this in the library {nowadays in the future we will allow} (xxx) sometimes not every time ask them to pick a book try to read it and we also use / these dictionaries (xxx) now this is one of the dictionary they learn the pinyin this use the pinyin so if say ren they know the word ren you can find over the dictionary and the good thing is that these come in English and also the pinyin as well / you can find a lot of

vocabulary that relates to ren right? and if you want to find hum which Chinese can you / can you say / can you speak just say one word for example

intML0 (laughs) hum apart from well zaijian

intSC1 ok zaijian start with a z a i of course they need to know the pinyin and see what can you find from the word zai right? but you need to identify which zai is the right word because in Chinese the pinyin doesn't mean exactly the word zai means again zaijian jian means see it means see you again right? So here you can find which one is zaijian alright, try to find it / a lot of zai / can you find zaijian from here? Can you find it?

intML0 hum yeah this one?

intSC1 |- this is not jian <intML0> no ah ok |- this is zaixian alright / zai alright? h i j you find it for me |- as if you were a student (laughs) <intML0> (laughs) zaijian -| (xxx) so / |- we've got plenty of resources here dictionaries / yeah / <intML0> books -| yeah

intML0 that's good hum (silence) so the students will be encouraged to speak also in English (I should have said Chinese)? |- Or you don't mind if they speak in English you don't punish them <intSC1> oh no no no -| if they speak / the first language is also very / welcome

intSC1 yeah yeah / we understand that English (xxx) not much and and what our aim is to motivate them / don't lose their interest otherwise they refuse to learn develop the interest arise the interest forward the interest and then from then on try to motivate them that's why we use the more things interactive things activities even when I was teaching a classroom an appropriate amount of things teaching things in order that they don't lose interest and also a lot of activities language activities yeah / but |- we can't use activities all the time activities <intML0> when you mean activities it would be more -| for example learning some Chinese language structures I'll ask the students to come up here turn around close the eyes I ask another one to say "wo shi Aodaliyaren" but if he say "wo shi Aodaliyaren" everybody know his voice or her voice just make it different or funny (saying "wo shi Aodaliyaren" in a high pitched voice) and then you guess right? Try to ask various people to say and then we guess who's saying that and then if you're right you (xxx) if you can't do it you can go back but if you can pick up the right person and you can stay for one more go this is one of the games I like to use and then that is fun right? but we can't always use them this is just a motivation a means to an end very slow if you learn mostly through these sort of activities / I always push to learn more it's ok to do some activities and then sit down do some writing some communication with their friends using what they've just learn yeah

intML0 |- ok do you introduce some abstract concepts also <intSC1> yeah yeah -| like friendship and love

intSC1 yeah we introduce abstract / |-depending on the unit <intML0> yes -| depending on the unit / hum / for example actually from very young kindy I start teaching them songs which I / you know wrote / it's very simple just repeating mama wo ai ni mama wo ai ni ai means love right? And then "go and hug your mum and dad and keep singing "mama wo ai ni" and then I think "definitely you mum will ask "what are you doing? What are you singing?" and then you tell your mum what is this song what is ai so something like this yeah / I don't think |- I don't know whether you call this as something abstract talking love ai the feelings right? <intML0> yes it is -| feelings this is part of the things

intML0 ok good I think we have covered all / my interview schedule / regarding the grammar and the language structures do you teach it or does it come through

intSC1 we don't we don't specifically teach it you know this is a verb that is a noun that is a pronoun even I think at school they don't know I asked them (xxx) some don't know what is a pronoun in Year 4 because they don't use this term or verb you know shi means is are am it can be various forms it's the verb to be they don't know what is the verb to be it's no use to them / and interrogative / that is the interrogative form we put at the end it's no use to them “oh that is a questioning (x) we use this to ask a question” you see then I ask “what is this? zhu shi shenme?” “ni shi nali? where are you going? You go where?” so we compare this but we don't intentionally point out “this is a” but try to introduce them (xxx)

intML0 |- ok ok do you have anything else to add or <intSC1> hum not at the moment (laughs) -| well thank you very much

Interview with intTW1

Date: 7th of April, 2009, 10:40- 10:50 am

Outside (she was on duty)

Tape recording

intML0 hello my name is Marlene I would like to ask you a few questions about additional language and I want to know how it is taught in the school and how it is linked also to the other subject areas (xxx)

intTW1 so it's not specifically about Chinese but English as well

intML0 well here the additional language is Chinese so it will be more Chinese

intTW1 yes

intML0 but I know that you don't teach Chinese you're the classroom teacher but I just want to see a bit your views and your perceptions about what kind of purposes does Chinese language teaching should / be and |- how it is linked to the programme of inquiry <intTW1> yeah -| and how do you as a classroom teacher view it / in the school

intTW1 ok no worries

intML0 so how long have you been teaching here

intTW1 almost 7 years

intML0 7 years and it was always in the PYP or no

intTW1 yes well the first year was hum / what's the first year called

intML0 the first year / |- oh for the PYP when they do (xxx) <intTW1> when they do the test / that test year that's when I came -| ok

intTW1 |- and the next year we've got our registration yes so <intML0> so you mostly taught -| the whole time in the PYP

intML0 ok so as I told you I would like to have your perceptions about the purpose of additional language teaching so here it's Chinese

intTW1 well it does link with the PYP because the PYP is supposed to be global / international and therefore that links us to be hum (a child came to ask her something) hum because of the international favor of the PYP it links / and |- the reason I think they chose Chinese in the school it's because of their location within the world <intML0> ok -| and because we are not only Australia but Australiasia and |- Chinese speaking language is the most common spoken language in the world because of the population of China <intML0> ok

-| so and and I guess that our business link also are growing business links and other types of things also which China (xxx) that it would be a good idea to have it as a second language yes

intMLO ok so it was right at the beginning that |- the school chose

intTW1 yes apparently -| yeah the founder well not the founder but the first principal / |- he's now in Hong-Kong funny enough <intMLO> ok (laughs) -| yeah I think he was the one who sort of decide that it was the best way to go because he could see the future of Australia / getting closer to Asia rather than / keeping close ties with Britain or America

intMLO ok and so according to you in the PYP where the students are rather young what kind / what do / what is the purpose of it? What kind of language competences and culture competence you think it's

intTW1 well it starts at the Pre-K as you know now and I now see that's the best things because I think the earlier / the children start to learn it the quicker they pick it up / and the earlier the children are exposed to different languages the easier it is for them to (xxx) and to learn it / so well this is quite normal (silence – getting a communication from the school) I mean I don't teach them in the classroom (talking about Chinese) but I can see the results and the {fruits of their Chinese teaching labor so to speak and I see a lot of efforts even in the classroom when they're teaching it} because last year they used to be in our classroom |- now they've got their own <intMLO> ok -| hum lots of colors lots of places lots of animals lots of / (x) friendly type lessons designed to immerse them in that language without becoming too focused on the boring part of the language I guess the general rules

intMLO what are the boring parts?

intTW1 I'm thinking more the political long conversations more the fun kid's stuff they would like to know about like the animals the places and the colors hum / the special events Chinese New Year and things like that but what we've got in the unit that we teach now that we've started last year and it's in the transdisciplinary theme of where we are in place and time / and we focus on arts as a form of communication not arts / not arts as a form of expression which would be how we express ourselves and what we try to get through to the children is how different artists whether they'd be painters sculptors poets lyricists whatever type of artist they are / what they try to communicate through their songs or their work of art / and that's now being linked to the Chinese lessons because intSC1 our teacher is bringing Chinese art into that unit / and showing to children how the Chinese have communicated / through their art through the ages whether it would be the stone // the clay |- you know those clay soldiers <intMLO> yes I do -| those huge man-made / the Chinese vases the Chinese work of arts yes that's sort of draws that aspect in / yeah

intMLO ok so how do / how do you you plan your lesson for the programme of inquiry for the transdisciplinary themes do you plan it with the Chinese teachers so that they can also do it or

intTW1 we don't often get time to get together in that regard and so with this particular thing it's mainly |- I send them the planner <intMLO> ok -| and I suggest him how he could incorporate it and that way we pass each other and (xxx) "great idea I can possibly do that" he didn't really have too many questions because it was fairly / fairly simple hu yeah so I think it would work well

intML0 ok / so / you answered that one (silence) ok the culture of Chinese how do you think it can be / is it really strong in the school or not

intTW1 the what sorry

intML0 |- the culture of Chinese <intTW1> culture -| |- yeah <intTW1> curator? -| |- no culture c u <intTW1> culture sorry -| oh ok (laughs)

intTW1 that's French alright / (a child is asking her something) sorry so could you repeat that question now?

intML0 |- so the cul/ <intTW1> culture yeah -| culture of Chinese is it really strong in the school or

intTW1 I think so yeah it's not / a hidden // thing in any way and |- we have a Chinese Day that you may have been told about once a year <intML0> ok -| hum / there's a Chinese Eisteddfod that is coming up where the children learn poems in Chinese and then they go hum and compete at Eisteddfod in Sydney and we always come back with prizes as firsts and seconds they either / perform hum / singly as students or in groups normally groups, and that (xxx) soon very soon (xxx) and we also have a Chinese day which I think is / in August around towards the end of the year and the whole school is just decorated in Chinese children come dressed in Chinese clothing hum we order Chinese food for lunch and they're immersed in Chinese games / Chinese culture hum just the Chinese way of life on that day and that's a really fun day for them so well / that kind of / it's a special day and it only happen once a year / but / I guess it communicates the importance that we have in that / language and that culture doesn't it with / within the school so it's not only a thing which is {closed} over / oh and |- we often get visiting dignitaries from the Chinese embassy or whatever in Sydney they come and visit <intML0> ok -| we get Chinese musicians or // people who are / gifted in some ways in some forms of Chinese culture |- they come {up} and do displays and put on {accent} and so on yeah <intML0> that's good -| (silence) hum is that it yeah?

intML0 |- well I guess so <intTW1> (xxx) (laughs) -| you answered most questions (laughs) / hum do you know if Chinese language is assessed at the end of the

intTW1 at the end of each semester

intML0 at the end of each semester

intTW1 the children {send} the portfolio home do you know portfolio? Not just a report but a portfolio with works in it

intML0 yes

intTW1 and each class each student would do a work sample page for that portfolio so twice a year they take assessment at home but I mean |- I'm sure that the Chinese teachers are assessing more often than that for their own benefit in teaching and planning / <intML0> yeah -| but the actual work to go home is twice a year

intML0 well thank you very much

intTW1 that's it?

intML0 I guess it is yeah (laughs)

intTW1 (xxx) (recording interrupted)

intML0 |- on this Friday? <intTW1> yeah -| there's an excursion

intTW1 |- for the first time <intML0> ok -| excuse-me (taking care of a student) there's about 12 or 15 students going // and it's first that we have it in the junior school they they've been in the high school quite often

intML0 ok so it's the first time / 12 or 15 students?

intTW1 yes {they are volunteers} (talking to a student) |- the parent has to go with the child <intML0> ok -| and intNW1 our principal is going and (xxx) and the two Chinese teachers are going / and I'm not too sure for how long but it's during the school holidays / and just them being immersed visiting schools over there (child speaking)

intML0 ok so how long are they going to stay there?

intTW1 well I know it's for the school holidays but |- I'm not too sure if it last longer than the school holidays <intML0> ok about two weeks -| so probably two weeks yeah |- they leave on Good Friday morning this Friday morning <intML0> ok -| so |- anyway <intML0> good -| nice to meet you

intML0 well thank you

Interview of intXW1

Date: 6th of April 2009, 1.00-1.30 pm

Place: Chinese classroom

No tape recorder

intXW1 has been a mandarin Chinese teacher at SPGS for 5 years now, the first 3 years, she worked part-time but she has been working full-time for 2 years.

She thinks that it is highly important to motivate students to enhance their language learning, this can be done notably by playing games with the kids. However, she feels that the PYP doesn't convey this philosophy as it is more based on inquiry.

The children learn Chinese 1h30 per week, but she needs to add more "stuff" in their lesson due to the PYP. She thinks it is hard to combine the PYP with the Chinese lessons, she says that "trying to put my programme into the programme of inquiry is a big challenge".

When the learners are young, it's sometimes impossible to make them speak in Chinese, she uses English to teach culture.

She only does a bit of writing because she says it is boring for the children, she prefers doing board games, racing games with the Chinese characters.

She tries to enhance collaboration between students: the fast learners help the others. She put in place a "dictionary" system to motivate students: if a student memorizes a lot of words, then he becomes the teacher's "dictionary". She says: "The good learner is my dictionary".

The cultural component of language teaching comes within the topics (food, animals...), there is no separate cultural lessons. For example, when she teaches the student about the food topic, she makes them use chopsticks to initiate them to the Chinese way of eating, she does "chopsticks competitions" between the kids.

Sometimes, she also gives them a cultural topic and asks them to go and do some research on the internet (in English).

Regarding language competences, at the end of Year 5, students can introduce themselves, talk about their hobbies as well as their likes and dislikes, talk about their family and describe them (occupation...). They are usually able to write and say 250 words in Chinese. Of course, this depends of each student's ability, motivation is once more very important in language learning.

She views mandarin Chinese as a bridge between Australia and China, she thinks that Chinese is becoming more and more important as a second language for work purposes especially (opening a business in China).

She feels that the school is very supportive of the Chinese teaching. Since this term, the school has implemented a staff meeting to teach some Chinese to the other teachers who want to, this happens only 5-10 minutes per week. The school is also proposing a China tour during the holidays, several kids and their parents will leave on Friday the 10th of April.

intXW1 collaborates with the classroom teachers, every Monday, they plan their lesson collaboratively, but not with every subject areas as some of them are more difficult to fit within the Chinese lesson than others (for instance, the family topic is easy to fit in, but the occupation is hard to fit in).

She feels that the assessment process is not done very seriously, she assesses the students twice a year, Year 5 students prepare a short talk (introduce themselves and their family) for the speaking evaluation. She assesses the four language competences and feels that it is not really hard to assess them. The majority of students love Chinese.

Regarding the strategies that she uses in the classroom, she speaks in Chinese for the easy words and easy questions, such as “how long...? How much...?”, she tries to use Chinese as much as she can but it is hard. She doesn’t really make comparison between Chinese and English except when she teaches them the structure of the language, and the measure words. She doesn’t have dictionaries in the classroom, but has a lot of resources such as posters, flashcards.... She uses a lot of gestures especially with younger learners (pre-K). She finds it a big challenge to teach to young learners, because they can’t concentrate very long, she has to prepare a lot of activities during 30 minutes to keep their attention. She does a little bit of grammar with the kids, focusing more on speaking and recognizing the words. She doesn’t give homework to do at home because the parents cannot help the students (she had some complaints) but she gives extra work on demand of the parents. Regarding the various activities, she does quiz test on culture, role play, puppet shows, language games, etc.

Entretien avec intAR1

Date: 18 mai 2009

Lieu: classe

Tape recorded

Durée: 41'46 minutes

intML0 comme je vous l'ai expliqué avant mon ma recherche / est davantage en fait d'essayer de savoir ce que les / parents ce que les enseignants ce que les enfants attendent de l'enseignement de la langue additionnelle / donc moi ce qui m'intéresse c'est d'avoir un peu votre opinion en fonction des // qu'est ce que quels sont les objectifs d'après vous d'enseignement de la langue dans le Programme Primaire étant donné que c'est un un programme d'éducation internationale / donc quels sont les objectifs selon vous / quels sont quel est le rôle quelle est sa place dans le curriculum plus général et également |- quelles sont les stratégies que vous utilisez en classe avec des étudiants avec des élèves / <intAR1> (xx) -| venus d'ailleurs / donc vous m'aviez déjà dit (xxx) donc est-ce que vous pouvez me dire déjà votre expérience passée ça fait combien de temps

intAR1 bon déjà euh la langue additionnelle moi ça me pose un problème parce que ici / si vous voulez |- qu'est-ce que vous appelez une langue additionnelle dans une école internationale <intML0> mmm -| sachant que la langue de fonctionnement c'est l'anglais // mais que |- la plupart de nos enfants ne parlent pas forcément l'anglais <intML0> mmm -| // donc eux |- ils ont en fait plus qu'une langue additionnelle / pour certains <intML0> mmm -| nous c'est le / ce qu'on appelle la langue de / euh host country c'est donc / (quelqu'un entre dans la salle de classe) je crois qu'on serait peut-être mieux dans dans la classe là-bas |- c'est la langue d'accueil / du pays d'accueil <intML0> mmm -| c'est ça dont vous voulez que je vous parle ?

intML0 oui hum oui

intAR1 la langue du pays d'accueil c'est-à-dire le français

intML0 mmm / ben c'est vrai au niveau de l'école / euh the International School of Paris / considère le français en tant que langue additionnelle au niveau du de l'école en fait donc oui en tout cas c'est {lié au français} / donc ça fait combien de temps que vous enseignez dans le PYP ?

intAR1 le PYP euh je crois que ça fait 7 ans 7-8 ans

intML0 |- mmm et avant vous enseigniez ? <intAR1> avant ? -| // avant ? Ça fait combien de temps que vous enseignez le français ?

intAR1 |- en français ? <intML0> mmm -| euh ben ici ça fait 15 ans à peu près

intML0 d'accord mmm // donc quels sont selon vous les / objectifs principaux de l'enseignement du français au Programme Primaire du Baccalauréat International / à la fin du Programme Primaire qu'est-ce que les élèves sont censés savoir selon vous

intAR1 bon ca c'est très / |- c'est un vaste problème parce que nous on enseigne par groupes <intML0> mmm -| d'accord ? Nous avons 3 voire 4 groupes de niveaux // ça dépend entièrement de la durée / du temps enfin oui la durée pendant laquelle les enfants sont en France / euh ça dépend de leur niveau quand ils arrivent / donc forcément il y en a qui vont partir en sachant très bien parler / le français / voire en étant capable de passer des examens en français ou de d'éventuellement d'être orientés dans une école française si c'est le souhait des parents / euh ça peut l'être pour des enfants francophones / euh et il y a des enfants qui repartiront avec un niveau plutôt moyen / euh qui comprennent bien qui font des phrases peut-être maladroitement mais |- qui peuvent avoir une très bonne compréhension <intML0> mmm -| qui ne seront absolument pas capables encore d'écrire c'est surtout par rapport à l'écrit ce qui est intéressant pour eux quand même dans le primaire c'est de savoir parler / pouvoir s'exprimer comprendre des gens dans la rue une langue ça se parle / donc vraiment ce qui est important pour eux c'est de sortir de là et de savoir je ne sais pas aller acheter une baguette de pain euh savoir ce qui se passe pouvoir avoir une réaction s'il y a quelque chose dans un bus enfin qu'ils puissent s'en resservir ailleurs // soit avec des copains soit / on leur conseille d'ailleurs beaucoup et c'est très difficile on leur conseille souvent d'essayer de se faire des petits amis à l'extérieur // ça c'est pas facile / parce que l'emploi du temps est très différent des écoles françaises donc évidemment pendant que les petits français le mercredi sont libres nous on travaille / donc au lieu de pouvoir aller s'inscrire à des activités avec les petits français eux ils sont à l'école / donc ça peut limiter un petit peu les contacts sociaux entre les enfants d'ici et les enfants français //

intML0 d'accord donc |- euh vous disiez que l'important c'était davantage de parler de savoir parler <intAR1> ah oui -| est-ce que sur ça que vous pensez que le PYP doit mettre surtout l'emphase sur / la communication orale ?

intAR1 ah ben pour des petits oui la communication orale est importante mais même pour des grands / quelle est l'utilité d'apprendre l'anglais si on ne sait faire que le lire / bon ça peut être très important pour un médecin s'il a besoin d'aller sur des documents et qu'il n'a pas besoin de s'exprimer / c'est bien mais tant mieux mais pour moi une langue c'est quelque chose qui sert à la communication orale d'abord euh au niveau des petits c'est c'est aller jouer avec les copains c'est quelque chose de social une langue donc oui pour moi c'est l'oral d'abord / et l'écrit bon forcément faut leur donner de l'écrit si on peut leur donner bon ça aussi c'est quelque chose qu'on aime bien faire / quand les niveaux sont suffisants si on peut leur donner le côté culturel de la littérature comme cette année j'ai eu un groupe assez fort deux groupes assez forts j'ai pu faire du Victor Hugo on a vu les Misérables // enfin quand je dis on a vu les Misérables on a visionné le film Les Misérables / euh on a fait quelques textes / pour ce niveau là niveau CM2 euh qu'est ce que j'ai fait encore là on est en train de faire le Petit Nicolas parce qu'il y a une exposition / en ce moment donc forcément on s'est penché sur cette histoire avec Sempé euh comparaison dans la mesure du possible avec les écoles d'autrefois et ce qui peut les amuser / est-ce le Petit Nicolas est intéressant pour eux / qu'est-ce qu'ils y voient de très français / bon quand on peut faire des choses comme ça c'est très bien / moi j'essaie de faire au maximum / de faire de la littérature avec eux avec une classe on a fait pourtant leur niveau est assez faible ce sont des second level mais dans le PYP ils font stories et donc on a étudié Le Lion et le Rat // on va étudier Le lièvre et la Tortue / et euh Le Corbeau et le Renard alors on regarde la version originale bien sûr / mais j'ai d'autres versions où les mots sont / c'est en bande dessinée et les mots sont un peu différents / donc on compare les histoires et en même temps / là je leur ai fait faire un petit livre / si vous êtes la demain je vous le montrerai / donc où je leur ai montré l'histoire euh sur un livre qui est assez grand je leur ai lu l'histoire ils répétaient derrière etc. donc ils ont très bien compris / j'ai

découpé toutes les phrases / et ensuite eux |- ils ont reconstitué l'histoire en les remettant avec les dessins <intMLO> mmm -| donc c'était en même temps l'approche de la lecture / qui est très neuve pour eux c'est second grade et certains livres en principe pour first grade en tout cas pas le groupe que j'ai moi car ce sont des intermédiaires / euh donc ils ont quand même dû relire tout ça // et res/ remettre les phrases avec les images et ça les a beaucoup amusé je pensais que ça allait être un exercice très difficile pour leur niveau et en définitive ils ont beaucoup aimé et / ça s'est très très bien passé // voilà y a des choses (une personne entre dans la pièce pour y chercher quelque chose) vous allez avoir des bruits (rires) y a des choses qui sont // on peut on fait des essais on continue à faire des essais pour voir les réactions

intMLO oui vous avez beaucoup de liberté au niveau de / de ce que vous faites en classe euh en général

intAR1 ben on a le PYP |- c'est-à-dire en principe on joint un thème // par classe <intMLO> mmm -| c'est-à-dire on étudie très sérieusement on fait une sortie sur ce thème etc. en fonction de l'intérêt / pour la classe et du niveau / donc par exemple le quatrième grade je l'ai emmené à l'opéra ça c'est la sortie que je fais tous les ans avec eux avec toute la classe / les deux classes euh ensuite bon on se répartit en fonction du niveau // moi après cette histoire de l'opéra donc ils ont fait un résumé etc. on a parlé de ce que c'était que le théâtre le chant / parce que par ailleurs je suis chanteuse d'opéra et euh donc je leur ai / on a écouté une histoire racontée par Paul {Riche} sur la flûte enchantée / ils m'ont fait un résumé écrit en français / ils ont entendu un petit peu des extraits de la flûte enchantée en allemand / ce qui intéressait beaucoup les deux petites allemandes que j'ai dans la classe / et puis donc / bon on essaie de varier à l'intérieur du PYP on se permet quand même de varier // euh et pour chaque travail ce sont des choses différentes // là en ce moment on fait euh // droits et responsabilités / dans le quatrième grade aussi / donc on discute pourquoi / euh qu'est qu'on a comme droits euh est-ce qu'il y a des enfants qui sont eux maltraités ou ce matin y a une fille qui insistait « oui y a des filles qui n'ont pas le droit d'aller à l'école nous on a de la chance on va à l'école » donc ça permet la discussion c'est très important puis de d'essayer de sortir des phrases de faire sortir le vocabulaire mine de rien c'est pas si facile (rires) / euh et ce matin justement à l'intérieur de ça / c'est une chose qui paraît très générale y avait le verbe euh qu'est ce que je / qu'est ce que je peux faire moi en tant qu'enfant et en fait ils ne savaient pas comment manipuler le verbe pouvoir au présent ce sont des intermédiaires assez faibles donc on a regardé le verbe pouvoir au présent nous pouvons tu peux vous pouvez / |- on fait de la grammaire qui a rapport avec un contexte <intMLO> d'accord -| grammaire dans un contexte / pas « sortez vos livres à la page 32 aujourd'hui on étudie le présent des verbes en er on on le fait par rapport à un contexte

intMLO d'accord / ok // oui si le contexte s'y prête

intAR1 ben là ça se prêtait puisqu'ils ne savaient pas faire là ils ne savaient pas le dire / ou ne savaient pas l'écrire non plus donc voilà ça s'y prêtait

intMLO d'accord au niveau du planning vous arrivez à planifier un peu vos leçons avec les autres professeurs ou / comment ça se passe // est-ce que vous arrivez à planifier coll/ en collaboration ?

intAR1 on collabore mais on ne fait pas nos leçons en même temps notre préparation est diff/ est forcément différente puisqu'on n'a pas les mêmes niveaux

intML0 mmm / et |- au niveau du PYP avec les classroom teachers <intAR1> non -| est-ce que vous arrivez à communiquer

intAR1 ben leur rôle est différent // donc on communique on décide / à un moment donné qu'on participera à une unité / parce qu'elle est plus intéressante pour nous en tant que profs de langue // euh donc là on prévoio tel et tel // voyage telle et telle sortie // mais on fait ça séparément en tant que prof de français éventuellement ou plus individuel

intML0 ok d'accord hum (silence) donc |- vous m'avez dit que vous preniez part au programme of inquiry donc en faisant des sorties scolaires <intAR1> mmm -| donc vous utilisez vous prenez vous choisissez d'étudier qu'une seule unité où est-ce qu'il y en a d'autres ?

intAR1 |- en gros par // département de français <intML0> mmm -| / en général on choisi une seule unité à étudier en profondeur plus en profondeur / euh moi personnellement parce que j'ai été formée surt/ en tant que professeur des écoles euh je travaille beaucoup par thèmes / et quand c'est possible / faut que ce soit possible et que je sache le faire euh quand tu sais sciences maths ou des choses comme ça moi je ne fais pas c'est pas du tout mon truc moi je suis plutôt dans la musique dans la littérature / ces choses là euh mais en gros j'aime bien moi travailler par thème par exemple pour les first grade qui ne lisent pas y en a qui lisent donc je commence à les faire lire s'ils sont intéressés mais en principe |- on ne doit pas les faire lire // avant le second grade <intML0> ah bon ? -| oui parce qu'il y a l'anglais / l'anglais c'est la langue dans laquelle ils doivent lire d'abord / comme ce sont pour beaucoup des petits étrangers / il faut qu'ils manipulent l'anglais afin de pouvoir suivre le programme rapidement

intML0 d'accord c'est l'école qui

intAR1 ben l'anglais c'est la langue de base nous ne sommes pas une école bilingue ici

intML0 oui oui oui

intAR1 c'est pas du tout le même fonctionnement // quand c'est une école bilingue les deux sont au même niveau j'ai fais ça avant dans une autre école et ici

intML0 donc là c'est à la demande

intAR1 ici les parents c'est l'anglais d'abord / donc après vous avez aussi des parents qui risquent de vous dire « oui mais le français est pas assez fort moi mon enfant il est français / je veux qu'il sache lire » mais au départ ces parents doivent / savent on leur dit / la directrice leur dit « nous ne sommes pas une école bilingue donc ne vous attendez pas à ce que votre enfant lise en Kinder ou en first grade qui est le CP pour le français mais nous nous ne sommes pas du tout tenus au contraire on n'est pas supposé les faire lire alors maintenant quand l'enfant lit déjà / moi je le laisse lire et je le fais lire et il me sert au contraire / je lui dis tu sais lire comme ça je renforce un peu parce que {c'est normal} si c'est sa langue et qu'il sait déjà ou spontanément aussi parce que des fois quand ils commencent à lire dans une langue ils lisent dans l'autre / une langue développe l'autre donc / là à ce moment là je me sers d'eux en disant « ben tiens c'est toi qui m'aide à lire l'histoire » // c'est plus intéressant et puis ça donne un peu de piment / à l'élève pour lui-même c'est un intérêt supplémentaire / donc voilà moi j'utilise à ce moment là davantage les units / first grade souvent je vais faire la plupart des units parce que très souvent c'est le développement de l'enfant là ils sont en train de faire / les plantes l'évolution de la croissance parce que la croissance / la croissance des

enfants la croissance des plantes l'environnement les oiseaux bon ils ont fait les transports dans le monde pourquoi il y a des transports à quoi ça sert je l'ai fais aussi enfin bon on se sert quand même de ça chez les petits surtout c'est plus facile // bon après on a un contenu à partir de second grade on a un contenu à faire passer qui est quand même le langage pur l'écriture et la lecture //

intML0 d'accord tout à l'heure vous me disiez que ce n'était pas forcément le PYP que le PYP ne se prêtait pas forcément à l'apprentissage des langues est-ce que vous pouvez

intAR1 alors oui alors ça vous verrez ça davantage avec mes collègues de // qui ont les // débutants parce que le PYP en tant que tel bon y a quand même tout un vocabulaire à faire passer et nous il faut qu'on parle absolument en français / alors à partir du moment où vous allez poser des questions et que les enfants n'ont pas le vocabulaire pour poser des questions / c'est impossible // vous vous retrouvez à parler en anglais / donc vous allez gêner la progression rapide de l'enfant dans la langue // |- comment vous appelez ça vous <intML0> dans la langue / additionnelle -| additionnelle voilà |- je cherchais votre terme <intML0> enfin c'est le terme de l'IBO oui c'est -| donc / mais moi je en tant que / en tant que prof instit on n'utilise pas ce terme là donc euh oui ce si vous commencez à parler en anglais dans votre classe / le temps que vous utilisez à faire ça / c'est du temps quand même perdu en immersion // vous cassez l'immersion // donc et ça c'est quand même dommage / parce que euh les enfants sont / sont des éponges plus vous parlez en français plus vous leur mettez des histoires plus vous leur mettez des films moi je leur mets beaucoup de films je travaille beaucoup avec les films et les histoires / on les arrête / on demande ce qu'ils ont compris est-ce que c'était difficile enfin on arrête toutes les 5 minutes le film / alors au début ça les / « oh pourquoi t'arrête on veut continuer » « ben oui non j'arrête parce que je veux comprendre / je voudrais savoir si tu as / ce que tu as entendu » alors ils répètent plus ou moins bien la phrase / euh donc je lui dit « ben écoute on réécoute pour voir si la phrase est bien c'était bien vraiment ça » au bout d'un moment ils font la phrase complète / et puis « ben ça veut dire quoi ? » parce que c'est pas le tout de leur faire répéter un truc s'ils n'ont pas compris « ça veut dire quoi ? » bon alors y en a qui comprennent mieux que d'autres et ils apprennent comme ça c'est pas le prof qui est là pour le dire c'est un autre / élément qui est apporté et qui fait que les élèves / voient autre chose il y a l'image / il y a une autre voix / un autre rythme / donc tout ça c'est important pour l'apprentissage d'une langue

intML0 hum est-ce que vous / évaluez le niveau des enfants ? |- est-ce qu'ils y a des assessments ? <intAR1> ben oui bien sûr-| dans la langue additionnelle comment est-ce que vous procédez pour faire les évaluations comment ça se passe

intAR1 oh ben ça dépend ça c'est très // ça peut être le plus facile / le plus facile bien sur c'est les dictées de mots les machins les trucs comme ça tout ce qui est écrit / euh sinon ça va être à l'oral / où on sait on prend des notes sur untel « ben tiens il est capable de faire des phrases / il possède bien le présent / quand il parle il sait bien / manipuler les questions » bon donc ça c'est plutôt des choses orales // pendant la lecture il est capable de lire / une phrase deux phrases un texte / quand il a lu un texte il est capable de redire ce qu'il a lu / qu'est ce qu'il a entendu est-ce qu'il a compris l'histoire est-ce qu'il a / on prend des notes là-dessus euh y en a un qui raconte ce qu'il a fait pendant le week-end par exemple // alors on voit la progression est-ce qu'ils ont du mal / ils se font aider ou c'est vous qui donner le vocabulaire et puis petit à petit il sait faire son sa phrase // y en a un autre qui aide on fait des évaluations très // un peu spontanées (xxx)

intML0 est-ce que vous trouvez cela difficile d'évaluer des élèves en français ici dans le PYP / ou pas forcément c'est comme ailleurs

intAR1 non c'est comme ailleurs

intML0 c'est comme ailleurs // (silence) hum d'après vous hum vous diriez que l'évaluation de la langue française par rapport au reste du programme à l'évaluation dans le reste du programme |- est-ce que c'est une part importante ou <intAR1> l'évaluation -| oui du français / du niveau du français au niveau des enfants en fait j'imagine qu'ils ont un portfolio // mais comparé en fait au reste du programme et au reste des autres matières |- quelle serait la part en fait du français de l'évaluation du français comparé au reste de ce qu'ils peuvent apprendre ? <intAR1> quelle est la part du français par rapport au programme c'est ça que vous voulez {pas} l'évaluation -| oui

intAR1 euh (silence) moi je dirais que le français ici a quand même une importance / euh // parce que / bon les parents mettent quand même les enfants dans cette école pour qu'ils apprennent / un / un maximum dans un temps donné / tout en sachant comme je vous disais tout à l'heure que ce n'est pas une école bilingue / c'est qu'on ne va pas fonctionner de la même manière / on n'a pas les mêmes exigences que dans une école bilingue / ce qui nous pose effectivement des problèmes parce que nous avons des francophones dans un groupe avancé / parce que les parents ben s'attendent à ce que les élèves / aient le même niveau c'est-à-dire qu'ils sachent / qu'ils soient capables d'aller dans une sixième française en sortant / d'un d'un fifth grade c'est-à-dire d'un CM2 français nous avons d'ailleurs des parents qui vont donner des cours à côté parce que ça malheureusement / on ne peut pas faire les deux le PYP ne nous autorise pas / ne nous permet pas de faire le même // le même programme

intML0 d'accord et vous trouvez ça / dommage ou bien comme ça (xxx)

intAR1 ben moi ça ne me dérange pas c'est pas le même travail

intML0 d'accord

intAR1 c'est pas le même travail c'est pas la même optique / je vais essayer moi de de faire ce que j'ai toujours fait / dans la mesure du possible euh mais je dois dire que je le fais quand même moins maintenant / de faire quand les gamins sont ici quand ils ont été avec moi qu'ils sachent vraiment bien parler ça c'est quelque chose / qu'ils savent bien parler / qu'ils aiment parler et qu'ils aient appris / avec plaisir beaucoup de choses / euh que ça que ça n'ait pas été un effort surhumain parce qu'on est dans le primaire on n'est pas là pour le moment dans l'optique de je vais passer un examen on est là pour aimer une langue pour s'en souvenir plus tard pour se dire éventuellement « oh ben j'ai appris tant d'années de français j'ai aimé tant d'années de français / j'ai aimé ça je continue ça ça va servir par la suite dans mes études » / pour moi c'est ça que j'essaie de leur donner / le le goût du français // mais c'est pas le même travail que « bon ben à la fin de l'année tu passes un examen pour rentrer en sixième / dans une sixième française / il faut que tu saches le présent l'imparfait le futur le passé-composé passé simple » c'est pas du tout la même chose « il faut que l'orthographe soit // soit bonne » on ne peut pas tout / pour nous on met plus de temps avec le PYP à faire ces choses là / parce qu'on n'est moins raides sur euh les histoires de grammaire sur les histoires d'orthographe et par exemple on nous dit de ne pas trop corriger // alors donc alors que dans une école française on fait corriger les fautes c'est une optique une optique complètement différente // vous voyez ce que je veux dire ?

intML0 oui oui oui oui d'accord euh

intAR1 et d'ailleurs c'est un grand débat je corrige ou je ne corrige pas

intML0 oui oui et vous personnellement qu'est-ce que vous en pensez

intAR1 moi je suis très partagée là-dessus

intML0 oui

intAR1 euh je ne suis pas sûre que euh // y a quand même un moment là je vais vous répondre honnêtement vous éteignez ça (rires - en parlant de l'enregistreur) je pense qu'à un moment on est obligé de dire comme en mathématiques deux et deux ça fait quatre / et on ne peut pas forcément réfléchir toutes les minutes « ben pourquoi ça fait quatre ? » / euh on peut le faire peut-être quand on est peut-être chercheur mais on ne peut pas s'amuser à le faire quand on apprend parce que il faut le savoir / et je ne suis pas sûre que de ne pas corriger / aide suffisamment / si on veut pousser les choses et si on veut passer des examens après // moi je / pense quand même qu'il faut que la personne s'habitue à voir les choses bien écrites par exemple / parce que si vous voyez quelque chose qui est toujours de travers vous êtes obligés habitués à voir de travers si vous avez des / si vous n'avez pas de lunettes vous voyez trouble vous ne savez pas que vous pouvez voir autrement et que la vie vous apparaît autrement / donc je ne sais pas moi |- je suis un peu partagée là-dessus <intML0> d'accord par rapport à -| parce qu'il y a des enfants qui vont spontanément me dire / on dit qu'il y a des gens qui ont l'orthographe spontanée / moi je ne sais pas ce que c'est je ne l'ai jamais eu spontanée / donc / j'ai même été dyslexique / alors euh pas trop forte mais quand même donc pour faire mes études il a bien fallu que je corrige ma dyslexie sinon je ne pouvais pas passer / l'examen supérieur |- c'est très difficile <intML0> mmm -| je ne sais pas ce que vous en pensez mais c'est

intML0 mmm au niveau de ce que vous faites en classe au niveau des stratégies que vous utilisez euh et notamment de la place de la langue française et de la langue anglaise dans la classe de français

intAR1 |- il n'y en a pas pour moi la langue anglaise n'existe pas chez moi <intML0> d'accord -| / moi j'ai les intermédiaires euh et les avancés / non nous on parle français // et petit à petit ils / ils s'habituent à parler français

intML0 d'accord des comparaisons entre les langues

intAR1 ah ben si on peut comparer / on peut comparer si y a besoin de comparer mais il n'y a pas toujours besoin de comparer |- c'est pas toujours le moment <intML0> d'accord -| si on est en train de faire quelque chose en grammaire et qu'il y en a un qui me dit « mais pourquoi tu fais comme ça parce qu'en anglais ou en allemand » en allemand j'ai du mal parce que c'est pas ma / c'est une langue que je chante mais que je ne parle pas euh en espagnol et en italien je peux bon on peut faire la comparaison je les laisse faire / mais on parle français

intML0 d'accord si un élève parle anglais comment ça se passe ?

intAR1 je lui dis « la règle ici c'est d'abord en français » mais |- ils savent ça

intML0 d'accord // ok

intAR1 c'est à cause / moi |- j'aime bien l'immersion <intML0> mmm -| si nous on ne parle pas français avec ces enfants là ils ne parleront pas français à l'extérieur / ils parlent très peu français / ils ne sont pas mélangés aux français / c'est très très rare / donc s'ils n'ont pas ce temps là / ils vont l'avoir où / ils ne regardent pas la télévision en français euh ils ont très peu l'occasion de rencontrer des contrairement à ce que l'on pense des gens qui vont parler français // alors je crois quand même que |- mon rôle c'est de leur parler en français <intML0> d'accord -| bon si y en a un qui tout d'un coup se sent très mal a mal au cœur ou bon c'est sûr que (rires) je parle anglais couramment

intML0 donc vous allez quand même utiliser l'anglais dans certaines

intAR1 oh ben s'il y a un tout petit qui n'est pas bien qui ne sait pas s'exprimer bien sûr mais / disons que la règle c'est quand même ça

intML0 d'accord (silence) je pense qu'on a couvert à peu près tout // toutes les questions parce que vous en aviez parlé avant au niveau des

intAR1 ben justement pour nous c'est ça le problème c'est d'avoir un nombre maximum de sorties un maximum de possibilités / de leur faire découvrir ce qui est français / parce que vous savez au début lorsque vous avez / c'est surtout chez les nouveaux arrivants / vous avez beaucoup d'enfants qui disent « ah moi le français j'en ai rien à faire euh c'est mes parents qui me mettent là / pourquoi est-ce que j'apprends le français ? » la motivation c'est nous qui leur donnons souvent / on dit « ben pourquoi tu / tu vois tu vas apprendre des choses tu vas rencontrer du monde tu vas pouvoir aider tes parents à aller ça c'est très artificiel mais bon tu vas pouvoir aider tes parents à aller faire le marché » // c'est d'essayer de leur dire / « tu tu apprends le français pour toi tu n'apprends pas le français pour me faire plaisir à moi » |- // vous voyez ? <intML0> mmm -| (rires) c'est essayer de dire « bon c'est un jeu bon tu es là pendant un an deux ans amuses-toi avec le français / plutôt que de le prendre comme une punition » |- parce qu'il y a quand même des enfants qui prennent ça comme ça y en a pas beaucoup mais on en a <intML0> d'accord -| on a des résistances quand même ça peut arriver ça surtout dans les groupes de débutants / surtout chez eux

intML0 et après en général ça arrive à se passer

intAR1 oui ben y en a qui sont plus ou moins intéressés mais il faut il ne faut pas oublier non plus que chez nous il y a des enfants qui ont d'autres langues / et que à la maison ces enfants vont éventuellement euh avoir des cours / je sais pas moi en hindi / en arabe euh donc nous c'est pas la langue additionnelle |- c'est une surmultiplication des langues <intML0> mmm -| donc bon (rires) il faut que pour nous // bon on leur mette ça dans la joie donc tout ce qu'on peut faire qui soit ludique / je leur {impose pas} trop de / parce que c'est quand même le primaire pas trop d'efforts / ben qu'ils n'aient pas l'impression d'en faire en tout cas qu'ils progressent // mais on sait nous qu'il y a des des petits japonais ou des petits chinois euh qui continuent leur langue parce que peut-être que dans un ou deux ans ils vont retourner chez eux et que / en plus c'est un fonctionnement très différent / pour les arabes c'est pareil ces enfants là on leur en demande beaucoup // bon alors en même temps qu'ils apprennent le français à lire et à écrire en français le petit arabe il appr/ apprend à lire et à

écrire exactement à l'inverse sur une page donc pour eux c'est / difficile et c'est aussi une des raisons pour lesquelles moi j'installe chez m/ dans ma classe c'est français-français parce que ils se mettent un peu là dedans je leur dis « vous mettez votre langue euh / dehors vous la reprendrez tout à l'heure / là on prend la langue française / allez on se met une langue française » même si de temps en temps y a un mot qui se glisse c'est forcément ça c'est évident euh / surtout au début / mais petit à petit ils comprennent et c'est un jeu ils prennent ça finalement comme un jeu

intMLO d'accord donc quel genre d'activités est-ce que vous allez faire en classe

intAR1 |- les activités ? <intMLO> oui -| ça va être des jeux ça va être / on va regarder pas mal de films / ça va être des interactions sur des films « pourquoi il a fait ça regardez la tête alors on fait observer je fais observer beaucoup les images parce que ça donne du vocabulaire / il est comment il n'est pas content il est malheureux vous sortez tout le vocabulaire au contraire il est très joyeux il est très excité euh comme je fais beaucoup les unités je vais prendre des films par exemple / où y a on va travailler sur les couleurs alors il y a des films où on a un chat bleu par exemple qui arrive dans un pays où tout est rouge on fait travailler sur ce qui est rouge « qu'est-ce qui est rouge la maison est rouge » etc. on fait tout le vocabulaire comme ça ensuite eux ils reclassent ils se disent « tiens moi je vais mettre un chat vert pourquoi il sera vert euh et puis il est content » voilà pendant qu'ils dessinent et qu'ils reconstituent une histoire ils font tout le / |- ils vous refont tout le vocabulaire dont ils ont besoin sur les couleurs / sur le visage sur les expressions ou sur la psychologie <intMLO> d'accord -| on fait un tas de choses (xx)

intMLO vous arrivez aussi / est-ce que vous introduisez des concepts assez abstraits avec les enfants ? ou en général c'est quelque chose qui pourrait les toucher / ou est-ce que vous arriv/ ça vous arrive aussi de pouvoir étudier des concepts un peu plus abstraits tels que je sais pas la religion l'amour

intAR1 ah beaucoup absolument ben oui en cinquième grade on utilise / au cinquième grade on les emmène à l'assemblée nationale / où ils étudient le gouvernement alors nous on fait le gouvernement français tout ce qui est abstrait le genre de gouvernement moi j'étudie beaucoup avec eux je parle de la révolution / alors ça leur fait faire un peu d'histoire |- ça c'est le côté culturel <intMLO> oui (quelqu'un entre dans la pièce et s'excuse) -| ils font un peu d'histoire et puis petit à petit graduellement on va voir comment y a des élections pourquoi y a des élections à quoi ça sert d'élire un président alors moi je ne refais pas ce qu'ils ont fait dans leur classe c'est-à-dire « |- ben chez vous c'est comment ? » <intMLO> mmm -| je ne fais pas la comparaison parce qu'ils l'ont déjà faite moi |- je me base que sur le côté français <intMLO> d'accord -| et ils font des posters ils écrivent / normalement ils connaissent bien le gouvernement français

intMLO oui donc la culture fait partie intégrante |- dans l'enseignement?

intAR1 ah ben oui -| la culture française c'est à tous les niveaux oui bien sûr là on fonctionne avec beaucoup de chansons tout ce qui est / tout ce qui est culturel français on fait // euh quel que soit du niveau ça peut être des comptines ça peut être des chansons / des chansons de Yannick Noah des chansons de / quand on fait par exemple la nourriture y a une chanson vous la connaissez peut-être |- elle s'appelle les cornichons <intMLO> oui -| (rires) oh c'est bon ça amuse / énormément les gamins cette histoire de cornichons c'est une chanson qui passe et puis c'est culturel c'est rentré dans les / les français connaissent bien cette

chanson il y avait d'autres chansons comme le petit jardin de / je sais plus qui chante ça / bon on se sert un peu de tout ce qu'on peut / pour intéresser les élèves faut que ce soit vivant actuel / euh on va à la bibliothèque française aussi comme vous avez entendu tout à l'heure / donc on essaie aussi d'actualiser des choses pour que / on a des petits quotidiens des choses qui sont / euh d'actualité de manière à ce que les gamins vivent un petit peu ce qui se passe en France aussi

intML0 des documents authentiques

intAR1 |- oui oui oui // <intML0> d'accord -| voilà on a des manuels mais on s'en sert avec parcimonie c'est-à-dire / moi par exemple ce matin |- j'ai pris plusieurs manuels de plusieurs niveaux / <intML0> oui -| CP CE1 CM2 etc. et à leur niveau / ils ont choisi des poésies qu'ils aimaient bien ça veut dire qu'ils ont lu plusieurs trucs / euh soit à deux soit tout seul ils les ont choisies ils les ont écrites et puis on va demain puisqu'on a terminé / ils vont les lire ils vont voir « tiens moi j'ai pris celle-là aussi pourquoi tu l'as prise ? » et là on va voir « parce que / j'étais sensible à c'est un chat ou c'était triste c'était joyeux ou j'aime bien Noël » enfin bon donc là ils vont être obligés d'exprimer leurs sentiments par rapport à ce qu'ils ont / écrit et lu / et ça c'est pas moi qui l'ai imposé c'est eux / qui ont choisi / |- de temps en temps c'est moi qui impose <intML0> mmm -| // parce qu'il faut quand même qu'ils apprennent comme je disais tout à l'heure y a des sons qu'on ne peut pas deviner / donc on est quand même obligé de leur dire un papillon ça se lit deux L O N c'est [J] c'est le son [J] et puis après on va trouver d'autres mots et puis ils connaissent en plus au bout d'un moment ils connaissent pleins de choses « ah ben ça ça s'écrit comme ça » et puis tout d'un coup « ah ben non / celui la tu l'entends comme ça mais on ne va pas le mettre là parce que » donc on fait des classements // et eux-mêmes |- ils trouvent euh des choses « ah ben là ça va dans quelle boîte » enfin bon <intML0> d'accord donc ça vient toujours d'eux -| ah ben souvent ça vient d'eux oui

intML0 d'accord (silence) si vous aviez des recommandations à faire à l'IBO pour essayer d'améliorer un peu les choses qu'est-ce que ce serait

intAR1 |- c'est un peu nouveau pour moi pour dire ça / <intML0> oui -| mmm / c'est // |- je pense que le vocabulaire est un peu particulier aussi |- <intML0> mmm {ça change beaucoup} -| je crois que le vocabulaire est un peu moi j'aime pas trop le vocabulaire {de cuisine} (bruit dans la pièce)

intML0 est-ce qu'il y a autre chose que vous souhaiteriez ajouter

intAR1 non je non voilà (xxx) (bruit dans la pièce)

Entretien avec intDB1 et intFS1

Date: 18 mai 2009

Lieu: bureau

Tape recorded

Durée: 37'35

intDB1 so did you want us to go through the questions and just have |- a discussion

intML0 well -| yeah this is just to give you a brief idea of what I'm doing but let's just talk about it orally and |- it will be just fine like this I know <intDB1> {perfect} -| if I have more questions I will ask them to you

intDB1 ok

intML0 so yeah as you know already / my research is about the community members' expectations regarding the purpose and the role of additional language teaching within the PYP / and what I also ask the teachers is to know a bit about their strategies in the classroom how they deal with French language teaching with an international / public so what are your views about hum the purpose of additional language within the PYP what do you think / hum the students should be able to acquire in this additional language

intDB1 do you want to start intFS1

intFS1 ideally I think for them is to be able to communicate when they're outside the school / so in France to be able to get by in French // simple everyday things like going to the boulangerie if they / ever got lost they could ask for help in French that they would be able to communicate with people to / to ask for their help and need them to explain to them where they live what's happened / things like that would be the first priority for me hum / and then / as the child's / in France longer then for them to be able to communicate with other children of the same age the same / hum / for them yeah to become part of the community and parents have different ideas don't they?

intDB1 mmm

intFS1 some parents come to the school with / one of the reasons that they choose our school is because they want their children to learn French other parents come to the school because they want their children to learn English / and so French is not at all a priority for them / other parents are similar they want their children to learn enough French to be able to get by and enjoy their time in Paris / hum that can make it difficult sometimes because the different expectations means the children progress at much different levels because parents if French's a priority they will do a lot at home they'll support that / hum or they don't do anything at home and then when they're back to the school then we see the children aren't making any progress {at all} (xx)

intDB1 mmm I think in the PYP anyway the approach is really teaching French as a foreign language and the / lot of parents have difficulties with that in that they expect the children to be bilingual because we're living in France / but it's really taught here as any other

foreign language / it's it's less than an hour a day / for kids within a very rich demanding (xxx) programme the PYP's all taught in English with specialist classes children coming from all over the world with all kind of different abilities hum integrating settling so many other things happening socially that language acquisition often times isn't a priority for the school or the teachers and yet the family sometimes put a lot of pressure on / I think realistically the philosophy of learning a foreign language goes with the philosophy of the IB in terms of diversity and cultural awareness and language acquisition but it doesn't really become a serious academic pursuit until the middle years / I think the IB / second language teaching in the PYP is a problem / in every school that you visit all over the world everyone complains at least when I was PYP coordinator I know intFS1 have similar experiences the second language team / is always / is often the one with the most struggle with the most issues the most concerns I was in Italy recently the Italian team is similar hum the philosophy of the PYP may not be as in tune with the second language teaching / to be honest I don't know all the reasons for the difficulties but I know that hum / second language teaching in IB schools has a lot of / a lot of obstacles whether it's coming from the teachers' perspective or the parents' perspective

intFS1 I think a lot of times it's because the second language tends to be I think / a huge percentage of the time that is the language of the country you're in / and so you hum you hire local teachers which have the training of the state system in that country / which doesn't always fit within the PYP and that's when it becomes quite difficult isn't it? Because they're used to one way of teaching and that's what they always do in that country and that's the way it would be done if they were back to the state system / and that would be an (xxx) to do it this different way / so the resources and everything doesn't really fit with the PYP / so it's hard

intDB1 mmm yeah

intML0 and do you think that would be the main problem to be able to combine second language teaching with the PYP philosophy

intDB1 I think that it would be ideal to have that but even then / even then I think the amount of time dedicated to do |- second language learning in the PYP programme / isn't enough to really develop hum <intFS1> bilingualism -| bilingualism in / when it's the student sometimes third or fourth language / and then they're not using it outside that one hour a day or less forty-five minutes a day hum

intFS1 I would say for us / French is easier for other students who have Latin languages / hum but if you take for example a Korean student that arrives in the school doesn't speak English doesn't speak French the priority for everyone / for parents and teachers is to get the English up to a good enough level where they can have access to the rest of the curriculum / so French then takes the second place and then on top of that if parents don't do anything to support the French at home / then you're fighting a losing battle really

intDB1 mmm you're talking about purpose / I mean it's / in an IB school this is just average / but 64 nationalities that you're looking at this is our school / is what you do with this percentage / when / they're not / non Latin speakers and non French speakers / studying French forty-five minutes a day at different at three different levels and then the big problem in international schools is what do you do with this? Up to 15% of native speakers who've chosen the PYP because of the philosophy and yet are they to let go of the classic French education in France a classic Italian education in Italy a classic Japanese in Japan / because of

the IB philosophy / I I don't know it's definitely a quite a very interesting topic we're all dying to find out the results

intML0 me too (laughs)

intDB1 yeah

intFS1 I think there can probably be something done for the native speakers / through after school activities there might be a way of making sure their level of French stays / as similar as if they were in a French school /

intML0 mmm

intFS1 but I don't think at the moment / the way it works in most schools with the ability levels / there's not enough students to have one native speaker group in most grades

intDB1 yeah there's one I think in fifth grade

intFS1 yeah / yeah / and hum it can be frustrating for parents because they see friends who go to French schools and they compare directly the children and that can be frustrated that their child who is French doesn't have the same level of French as the French other child in the French school and so then they will ask questions so as to "what does my child do in French lessons then?" and it's hard isn't it?

intDB1 mmm it's very difficult because the most challenging aspect I think (xxx) I least for intFS1 and I I mean we discuss it often / is how we improve the French programme / and also knowing like / when parents are coming for interview to select our school especially French native families / I make it clear to them that they are making a choice that's there is no way that we would be able to maintain the same level of written and reading French levels as in a classic French school / and it's a choice and even with the astronomical tuition fees / families are choosing PYP schools / for many reasons beyond / language acquisition hum it's not it's not / I don't think it's a priority for most of our families and when it is it's a struggle but very few families would left us |- we have a few / but very very few because of the French <intFS1> because of the French -| and they accept that it's / that's there're other things the child is getting being in a PYP school

intFS1 another things that is hard {that's / was} because / children // I think they really love the PYP programme and they are really {much motivated by it and} enthusiastic they want to learn / and so as a result because the French teachers don't always follow the philosophy so / so wow I don't really know how to say /

intDB1 yeah inquiry-based engaging / hands on / students-led / learning

intFS1 yeah that's not happening so much in the French classes and so as a result students don't like French

intML0 ok

intFS1 that's what we see ahead / with the student council where we're trying to / we talk about what we like in our school what goes well and what we would like to change and

improve and we're doing things like buying / children gonna raise money to buy more equipment for a park because they say a park (xxx) is not enough to do and one of the things we came up today was French lessons the French lessons were too long there were too boring were not fun enough French teachers were strict (laughs) lots of things like that came up and I think it's just the contrast between the teachers the class teachers / and some other specialists that really follow the PYP philosophy / and the French teachers and I know this isn't / just particular to our school I know it happens in a lot of schools / the language teachers who don't incorporate the PYP philosophy so much / the children really notice the difference and are less motivated

intML0 and do you think of any idea how they could hum put / how they could combine / it | (xxx)

intFS1 students? Yeah -| they said things like more games / that they like to do games they are confident so they could communicate better one child says that she's really good she said "I'm really good intFS1 verbs and grammar and everything and I know what I need to say and I know how to say it but if I had a conversation with someone / I get all confused" and | she said "games would help me to be more confident and give me more practice in saying things just like that like normal" <intDB1> mmm -| so | I think more conversational activities hum <intDB1> confidence-building / -| | role-play /

intDB1 I mean -| I think that's the one thing that some of the more traditional teachers don't seem to understand is that in order to get children to move forward in a second or a third language / you need to build their confidence and when you're approaching a French lesson in a traditional sense / and having children memorize and repeat / the latest brains research shows that doesn't work long term / and so / one of the solutions obviously would be to get the teachers up to date on the latest / research on what has been proven to work which shows makes the jump from the frontal lobe you know where the short term memory is to the center of the brain where the long term memory is and to make that leap but as intFS1 said earlier a lot of our French / hum teachers have been hired from / hum the national system and have more traditional approaches / so that would be a huge difference we do have some French teachers who do exactly like / games conversational activities beginner's sort of / type activities but what they're moving forward and then with the native speakers as well / I don't know how it develops mentally everyone says you know "the younger a child is the bigger sponge they are and do they can absorb and they can learn a language sans problèmes and then they move on" I don't know if that's necessarily been proven / it's shown that developmentally these are third culture kids they have lots of other priorities they come to us often times speaking two sometimes three languages already and then the IB anywhere there's language A language B focuses more time and more priority on second or third languages after the age of 12 / so hum / I think it's really important just to build the children confidence level in wanting to extend their vocabulary and speak it really and so {forward} engaging them at this moment at this developmental level 3 years-old to 12 / after that they can study more the academic structure of the language // and that's what works here / that's what the students basically have said to what works / and they want more games / and

intFS1 yeah and trips as well a class last week went to the boulangerie and those kind of things intMF1 / the English teacher went along with the French group just because we needed an extra adult / and she said she was surprised of some of the things the children couldn't do in French that she would expect them to be able to even like to ask for a baguette things like that / and I think those kinds of activities are really nice because they build the

children's confidence and they give them the vocabulary to be able to do something that makes them independent out of school and really makes them feel like they're in France and they're part of the community <intDB1> mmm -| things like that would be nice to do more often

intDB1 -| absolutely / <intFS1> yeah -| real relevant things that are relevant to the day to day life the third grade class went to grocery shopping and I thought "what a great activity for the French team" they had a unit on healthy eating and they had to create a recipe incorporating math activity so connections making connections / number of our purposes / you know cooking making fractions and looking at recipes for a purpose they were creating their own healthy recipe they went out and bought it so we had budgeting and actually prepare it back to class working together collaboratively making decisions together and then celebrating their learning by sharing meals they had made together and I thought "what a great idea to do this in French!" / we do have a typical French breakfast they celebrate the / Galette des Rois which is a French tradition / the French team don't allow the children to go out and participate in the relevant part of it and buy it / to have to speak to buy the cake to explain perhaps to a younger people what the galette des rois is the fève and everything so I think we're getting there / but it's the next step of empowering the students most traditionally in France it's the teacher who is making the decisions and the teacher's leading the class / and delivering the facts and the students for them learn and absorb just let the kids do it and / at first it would be dead quiet (laughs) I know that they wouldn't say anything but eventually / I think we have more confident speakers / I think

intFS1 mmm yeah which is what we just want isn't it?

intML0 mmm, what do you think about the culture / in the additional language hum teaching what kind of cultural competences should the children acquire

intDB1 I think it's just general knowledge that's one think that we do do well here is that teachers do incorporate French cultural like the galette des rois like the Christmas celebrations / hum traditional French les / hum / |-- les guiguols <intFS1> guignols <intML0> guignols --| the puppets (laughs) sorry les guignols those sorts of things the French breakfast we have you know baguette // expose them to that which is great hum /

intFS1 yeah I think that they deal well with units that have / hum / we have host country my country and they covered a lot of the geography of France and hum cultural aspects of France / for the government unit the grade 5 they went to the Assemblée Nationale hum I think {still} it could be done in a little bit more depth to make the connections back to what children are doing with the homeroom teacher hum / yeah I think it's hard I think // individually everyone really wants to have those cultural things and as a team getting them to / to collaborate together to make sure / it's consistent for all the students and it's consistent from one year to another that's what's to be done on that but I think that's what's probably particular to / the teacher we have now -| I think no generally that's not a problem (xxx) <intDB1> no -| but -| it's the PYP I think <intDB1> yeah -| yeah I think culture is quite good

intDB1 mmm definitely and its place the place of culture in second language learning I think in IB schools generally PYP level as well from what I've seen / in German schools Italian schools is that they cooperate a lot of because it's what the teachers are passionate about too / the actual often times the teachers are of that origin and (xxx) I've ever seen the French teachers (xxx) is when they are out buying the galette des rois and they get one for the

staff and they are so excited to explain everything and so when the teachers themselves are excited and engaged then it spreads to the students / so |- I think it works well with us <intFS1> yeah -| and from what I've seen in Italy and Germany

intFS1 yeah I think time (xxx) is something that means it trips don't happen as much as we would like because the teachers take one grade out / then it means they miss their other classes somebody else has to cover for the other classes and hum / I think sometimes there have been opportunities where they really wanted to take grade out but because |- they knew how it would affect on the timetable for the rest of the day < intDB1> mmm -| that they have been a little bit resistant hum |- next year our timetables are better hopefully <intDB1> hopefully -| |- that will free some time up {I think} <intDB1> mmm -| yeah I think cult/culturally they're really happy to share / their experiences and to / to get the children for really not with just Paris you have to hear the teachers saying that you can't just think that France is Paris they have to (xxx) all of France / you have to see that there are other things that the Eiffel Tower they really got to get the whole picture so |- I think they are quite aware of that as well / <intDB1> yeah -| that's good the cultural aspect

intML0 about cooperative planning / do the French teachers also use the planning / the planner ?

intDB1 |- (sighs and laughs)

intFS1 (sighs and laughs) -|

intDB1 we / intFS1 and I have / intFS1's taking over the French team this year and before that for four years previously I was working with the French team as the coordinator and VP / and hum so we share a lot of challenges that we face / together and how to overcome those challenges for the most part / there's/ there is a dedicated comity group of teachers and I think / the planning that they do is how they were taught to plan / |- when they went to teacher's college <intML0> ok -| and how they've been teaching for many many years / the problem is with/ within the PYP now there's two problems with the planning one is that they they don't / hum / they're not as comfortable using the IB principles and practices in their planning / and also the timetable doesn't allow them / the time / to be able to collaborate with their colleagues / to set with intFS1 or to set with the classroom teachers / and to make the connections / so those have been ongoing problems for the last five years

intFS1 yeah hum for a lot of this year we didn't have a meeting time with / we manage to get a regular time now because one of the grade go swimming which releases them / hum and / one of my priorities / has been to / get them more familiar with the PYP so not worrying so much about the planning but having discussion that challenge a little bit hum what the PYP states as a good practice hum and what they are actually doing in class and get the discussion going where they say examples of what they do that would fit in with the PYP hum they talk about why they feel they need to do those / other things the PYP wouldn't encourage and we discuss why is the / doing similar things but doing it in a more PYP inquiry-based way hum / so that's what a lot of our meetings have been about so far / I know some of the teachers find it really useful / and hum / appreciate that time for discussion // yeah I haven't worried too much about checking up on all the things the document says on planners because I think it's not a priority for them we're better on concentrating on what goes on in the class rather than what's on paper

intDB1 mmm

intFS1 hum // we have the scope and sequence in French which they developed last year with you (talking to intDB1) don't they?

intDB1 yeah

intFS1 things (xxx) you can see that little by little things are beginning to change and //

intDB1 it's very challenging for them / because when you look at classroom teachers when they want to do unit work they book an afternoon when they have two or three solid hours with the children where they can do centers where they can do frontloading which is just exposing them to the topic to the theme / giving the children time to think to reflect to come up with questions to really go through the process of PYP approaches // the French team has forty-five minutes / and they're travelling sometimes from the top of that building to the top of this building (showing the two building) with all their stuff / and they're coming so often times with five minutes late because / and there's four of them // they split the class often in three / the children go to different rooms / so really and then you know maybe they have thirty minutes of teaching / solid and it's time to split the kids out / send them back to their class time for them to move on to the different class / and their day is like that all day long with no breaks! (showing me a paper) this is an emploi du temps for maintenant the French team / so you can see it's an hour an hour an hour they have to be in this place and this place at the exact same time / and so / and then they have /

intFS1 Monday is not too bad anymore (xxx) (chairs are moving)

intDB1 so here's when their lesson ends / that's Monday (showing me another day) here's when their lesson ends and this is when the other one in the afternoon begins again back to back so they have a breather of thirty minutes // and so in fairness as well / in fairness as well / the inquiry approach would be very challenging to do properly within the timeframe of euh euh l'emploi du temps / is common to all IB schools I just don't know how we would do it properly (xxx) (lots of noise with the chairs moving)

intFS1 (xxx) rather than having two forty-five minutes / we have four hour sessions and we used to have four / five forty-five minutes and in other schools what they've done now for French teachers is that they joined forty-five minutes sessions together so they have twice a week an hour and a half session and they feel / that giving the students an hour and a half with their French teacher enables the French teacher to have a more inquiry-based approach because they have that time with the students

intDB1 and trips off campus and that sort of thing that we couldn't /

intFS1 yes that the other problem has been with that because / Danielle has only seen the children twice a week the children aren't having regular / second language input and so they felt the progress of the students in lessons so / quicker than it has been in the past

intDB1 mmm mmm

intFS1 yeah I don't know if there's one way of getting it right / other schools have done / they split children but have grade 4 and 5 at the same time for example / and split them

into groups so there's / there's no flexibility there don't know if that helped but we hear about people trying all different things experimenting with the timetable being more flexible one way / and |- {we're having} (xx)

intDB1 sharing specialists' classes -| time in the home language and the second language like art and PE would be taught by a French teacher

intML0 mmm

intDB1 hum which we / I know some schools did it with both complaints and and compliments but in our school it was / we had some parents really pushing for it and other parents said "no we've chosen the school because we wanted an Anglophone environment we want our child to have access to as much English as possible we're leaving in two years |- we want them to maintain their level of English" <intFS1> mmm -| so it's difficult

intFS1 yeah so people tried a lot of different things but there was hardly anything that worked /

intDB1 perfectly (laughs)

intML0 there wouldn't be any research either if it was perfect!

intDB1 that's right! (laughs) Yes yes yeah do let us know though! (laughs) yeah yeah

intML0 hum regarding assessment how is the assessment in the additional language done

intDB1 well the formal assessment is reporting / hum three times a year and they can show you how that is they select hum expectations criteria from the scope and sequence document that we've developed over the years because cause the IB doesn't actually the PYP doesn't have French or Spanish or the second language scope and sequence but it has a language document which we've drawn our expectations from / so the children are assessed on those particular expectations in terms of formal assessment informal intFS1 can tell you more about that / (stands up to go and meet someone)

intFS1 ok at the beginning of the year the children are tested because we have a lot of new comers at the beginning of the year / they're tested to see their level / and then the teachers divide the grades into the ability groups / so that's a pre-assessment at the beginning of the year // and report cards twice a year where French teachers are available at parents-teachers conference but a lot of the time parents are not interested in the French so don't go along or you get the native speakers where that's a priority to go and see the French teacher (intDB1 is talking on the phone behind) hum so some parents even French teachers (xxx) hum assessment // is done different way depending on the teachers and / again I say at the moment we're not at a point where it's done through rubrics and through students' self-assessment I think it's very much more an informal / traditional way that has been done in the French schools hum but I know that the French teachers are really aware of the ability of the children and / throughout the year they feel that they've come up quickly or they've drop back a little bit |- there's lot of movement between the ability groups isn't it? <intDB1> yeah -| the child's done lots of progress he'll be put up the next group or the child's struggling he'll go

down I think that's one of the strength of the French group is that they are quite flexible with / with them don't they?

intDB1 yeah yeah and one of the things that I would like to use the assessment for is to inform the programm that's one of the reasons why I think Audrey and I were so excited about your research is that anything that helps us inform the programme / besides the parents who have big voices you know and who / intend to complain a lot about / you're not too sure how much weight to put on their complaints it's kinda like the boy who cries wolf you know when you get that data like you're collecting from the parents it really helps us to make changes or to know we're doing really well hum /

intFS1 one thing the French team is doing or a couple of people in the French team are interested in doing is because we (xxx) this year the Bonnie Campbell Hill continuum for language / and the Bonnie Campbell Hill continuum exists / in language as in you're teaching English hum / |- but also for second or third languages <intDB1> mmm -| and the French teachers a couple of them have been really enthusiastic about seeing that / they feel that it would be really good because it does tie quite a bit within the PYP and it ties the French scope and sequence and it would be nice to inform / their report cards hum at the moment teachers selects comments and they feel that the comments or the criteria in the Bonnie Campbell Hill continuum / the vocabulary list and what they are actually assessing ties in the PYP so that's something that would be looked at this year and we will probably carry on (xxx) (intDB1 is talking to someone) we definitely will be pushing the French team towards using that /

intML0 how do you write it?

intFS1 let me try (writing it)

intDB1 I'll print one out for you Marlene

intML0 oh ok oh great thank you /

intDB1 and this is just / this is our report hum / so each / curriculum area selects the criteria that they looked at that term / we do this and // and so this is the French teacher FP who teaches the beginners so she's only selected five expectations in listening and speaking skills and we would like to see the kids here in this area our new kids obviously who are not speaking a word would be over here (showing me on a paper) this (xxx) would be an average beginner learner and then the teacher writes a short comment and the student then comments on their learning as well

intML0 ok

intDB1 so that's how we assess we do informal assessment and then I'll just print out the Bonnie Campbell Hill Continuum

intML0 thank you very much it must be quite difficult to assess additional language knowing that / if they move to another school (xxx) which may also teach French the level can be different so trying to find the correct level / knowing that all the kids have very different levels /

intDB1 (xxx) I think the most part of the parents would agree that their children are placed quite appropriately I think the issue with parents mostly is perhaps conflictual with the actual teacher / as opposed to the placement the level of their child

intFS1 yeah I think generally / parents when the children are coming and are beginners / there's no questions really about whether the child has been placed into the right group or whether the / the level of the work is appropriate for that child for example with math sometimes we hear "the work's too easy for my child" or "my child doesn't understand the strategies that you're using they're different from what we used to know / in our country or in our old school" whereas we don't really hear that with the French team you don't hear they come back saying "the French is too difficult the French is too easy" because of them being in an ability group and because when the children are already they can move up within a year or if it's too difficult they can move back down hum / |- I think the only group of parents where you might hear "the work is too easy regarding French" is with the native speakers <intML0> mmm -| and even that I don't think they said the work is too easy it's more like // the level of what my child produces is not high enough / and so they feel they haven't have been pulled on enough // then again I think I'm not sure with four hours a week whether they will ever get it the level / that they are comparing at /

intDB1 I emailed you the link as well so that you can check it out but that's / really an exciting tool now that's coming out and they're doing it in Spanish there's a Spanish version an Italian version with all kind of information they're linked to their website which is clear because it gives you an idea of what the symbols are /

intML0 yes

intDB1 hum it's very exciting in terms of formal assessment for language learning /

intML0 (silence) well you've tried to use that or

intFS1 |- some teachers are beginning to look at it <intML0> ok -| we have an aim to take it into / replacing the existing report cards statement but / again that's what we would like to add isn't it?

intDB1 mmm

intML0 and do you know if all the schools also /

intDB1 there's quite a few IB schools that use this one and there's quite a few IB schools that use the first steps we've done first steps for quite a few years / and it never really took off because it was so voluminous it had it had a big thick book like this for reading a big thick book for writing and although I thought it was a great resource to help me plan lessons and to / to reflect back on forms of assessment it wasn't being used because it wasn't simple straight and forward like we need a checklist like this has quite a bit of research to back it up it has been used in the states for a long time and I know a lot of IB schools that are using it where there's a lot of resources that you can access if you want to build the language programme around the philosophy but it's got really quick continuum as well one page / reading writing // speaking // and hum |- where you can look at from 3 to 12 even 16 years-old I think <intFS1> yeah -| where you see the the research is done for you when it's a continuum of learning in those higher levels of skills / and so you can really identify the

English one has ages / attached to these levels / so you can really pinpoint where your students are falling very helpful

intML0 well I guess we covered pretty much of the questions /

intFS1 yeah

intML0 do you have anything else to add?

intDB1 no I'm just really excited to hear the results of your of your research and I think it's really good for the staff to reflect and think on what we're doing here / just been great having you!

intML0 thank you!

intDB1 thanks!

Interview schedule answers of intJF1 (+ part of interview answers)

Past experience (degrees obtained, previous work experience, countries):

Born in England. Moved to France 20 years ago. Masters in Educational Psychology, currently doing a doctorate in Ed. Psych looking at the development of academic language in children learning through a language other than their mother tongue.

How long have you been teaching/ working in the IBPYP? In this school? (if classroom teacher, ask the grade to which they are teaching)

Since ISP starting doing the PYP ..about 10 years ago? I have worked with all the grades as teacher for learning support.

Topic 1: Purpose of additional language teaching

A. Language competences students should acquire in the additional language course

9. According to you, what should additional language teaching in the PYP prepare the children for?

Basic communicative competence in whatever language they study. This is likely to be most successful if it is the language of the host country. It can also prepare children to develop an interest in the language which they can then pursue in the future.

10. What language competence do you believe important to emphasize in the PYP L2 programme?

Basic spoken language. For children already literate then reading and writing may also be useful. The PYP idea that language instruction should be about learning language, learning through language and learning about language should be upheld in the L2 programme.

B. Cultural competences students should acquire in the additional language course

11. How the culture should be integrated to the additional language teaching?

If the teacher is a native of a country where the language is spoken then they are in a good position to address cultural aspects. I think cross-cultural understanding is best acquired when it can focus on common experiences that may be 'done differently'. E.g. what festivals do you celebrate and how these same/different from that of a country where the additional language is spoken? These activities should be inquiry based and could cover a range of different aspects of life...food, entertainment, religion, family life generally etc etc. Of course French is spoken in many countries around the world with different 'cultures' so this should be included.

12. What cultural aspects are important to be taught in the additional language classroom?

Difficult to say. I have mentioned some above. Ideally the additional language programme would follow the units of inquiry and in doing so various cultural aspects could be addressed.

Topic 2: Value of additional language teaching in the PYP

A. Perception of additional language in the world

13. How do you view the additional language in the world?

Do you mean French particularly? If so then it is one of the more useful languages to know. If you live in a Francophone country then it is essential. It is not a very difficult language to learn if you already speak a roman language. If you mean additional languages in general then I think the more exposure multilingual children can have to additional languages the better...it's all very enriching!

B. Perception of additional language within the programme

19. How do you view the additional language in the Primary Years Programme

Unfortunately I think it is too often marginalized. Class teachers do not connect usefully with the language teachers and the children are often unenthusiastic about the lessons. However, I do support the IB principle that children should learning additional languages. The problem is when they do not have enough time to consolidate their mother tongue as well as learn English. For non-anglophone children, studying a third language is challenging especially when they may not be staying very long in France (e.g.) and are not very motivated.

20. According to you, what is the role of the additional language in the PYP?

I agree with the stated PYP goal 'To enable children to learn an additional language, learn through that language and learn about that language '.

21. Do you feel the additional language is linked to the other subject areas?

It should be. At ISP this does happen to some extent.

(Interview with intJF1

Date: 19 mai 2009

Lieu: Small room

Tape recorded

Durée: 6'00)

intJF1 mmm yes French in the PYP programme // hum yeah I mean / I think going back to the learning language / for example the children are getting the opportunity to learn French in French lessons learning about language I don't know how well they do that / they probably do that quite well because I think / one of the things about I think French teachers pedagogy is that it's quite / they feel quite comfortable teaching about language in the sense of how the language works you know grammatic/ gramma/ grammatical point of view you know there is a great emphasis on getting it right and so I think the learning about language in the sense of how it works grammatically I think probably there is quite a lot of accent on that it's the learning through the language bit which perhaps is not quite so well articulated so / but I have to say it's a long time since I've been in a French lesson I do / I do this in the French classes but I haven't done that recently so it may be a bit out of charge it may be that I am not aware and actually (xxx) I guess I should make myself more aware so this is rather you know an opinion (xxx) and I certainly know the French teachers try very hard to connect with the programme and I'm not sure they always get this much support as perhaps they could have (xx) an opportunity to meet with class teachers and really know what the unit of inquiry is / and how they can connect with it so / (xxx)

22. Do you take part in the programme of inquiry? If so, how? Do you collaborate with the additional language teachers?

As a learning support teacher I would sometimes help child in their French classes but I did not collaborate in planning or assessment.

(Interview with intJF1
Date: 19 mai 2009
Lieu: Small room
Tape recorded
Durée: 6'00)

intML0 do you work hum collaboratively with the French teachers or no because you're a support teacher so you don't /

intJF1 I mean I do! Yeah very often! They come to me because we have / children who need support in all subject they're likely to need support in French as well and it's quite often yes they'll talk to me about the children they're teaching / hum / so yes I do I'm going to the French class and collaborate with them and sometimes I have to / some children actually do receive extra support during French classes with their English |- that's something which does happen <intML0> ok -| not very many I think we've got four in the whole school who are doing that this year so that / would be saying that actually / what we're thinking is that for these children |- it is more important for them to have the extra support learning to read and write in English than just do their French <intML0> ok -| hum which is a {bit what I was saying at the beginning} maybe / that's ok because English is the language of instruction it's the more important / that they should concentrate on that rather on their French and so the fact that we do have children who come after French lessons after school (xxx)

intML0 ok hum do you / think that the French programme is linked to the programme of inquiry

intJF1 I th/ I I really don't know enough about what they're doing I know it's meant to be I know they're trying hum / I'm not sure I could say whether it's happening enough or not I simply don't know (xxx)

C. Assessment of additional language in the PYP

23. Does the school assess the additional language? If so, how?

French teachers would assess the children's progress through a variety of methods: quizzes, observation, portfolios, reflections etc. The children's verbal and written performance would be assessed at the beginning of each year to place them in different groups according to their developing language competence.

24. Do you think it is difficult to assess additional language learning in an international programme? If so, why?

Helping teachers develop effective assessments (those that are part of a cycle...assess/teach/assess) is always challenging. To make these assessments authentic in that they relate to real, relevant experiences is even more challenging! I don't think it is any different in an international programme. I suppose it is possible that people have different ideas of what assessment should look like but if a school has a solid assessment policy that everyone understands and adheres to then it should work!

25. According to you, how significant is the additional language assessment compared to the overall programme?

As I said earlier the additional language programme is often marginalized together with all the other single subjects (Art, Music, PE etc). It is probably true to say a students progress in the homeroom is more often remarked on. The significance of the additional language assessment is perhaps mostly driven by how the child and parents feel about that programme.

(Interview with intJF1

Date: 19 mai 2009

Lieu: Small room

Tape recorded

Durée: 6'00)

intML0 alright no worries hum / do you think it's important to assess additional language teaching within the PYP

intJF1 / assess the teaching or assess the level

intML0 no the learning to assess children's learning in the additional language

intJF1 I mean in a sense it is tested because the children are // grouped we have the beginner class the intermediate and the advanced class / so they are assessed in terms of the criteria that the French team put to decide where they should be placed / hum / so yes of course it's important I mean whatever we do |- we need to be assessing / assessment / is extremely important

intML0 ok hum /

intJF1 what we assess I don't know but I mean that's up to them but we need to be assessing something otherwise how do we know how effective their teaching is / and I see assessment as a cycle so you decide what you want the children to do / you teach them you see whether they learnt it and if they didn't you need to go back and look at / how you taught it / you know it's a cycle who goes like that and of course then you have to report it

intML0 it's a way to have feedback on your own teaching /

intJF1 that's the purpose of assessment I mean it's / if they learnt it / and if they didn't then / we go back to the teaching because I do see it as a problem of teaching rather than a problem with the child / I mean obviously if there's one child out of the whole class who didn't learn it then maybe / we do look at how the child has learned but as a rule / we need to be assessing teaching assessing teaching which goes as a cycle

intML0 ok well |- I guess we covered most of the questions and // yeah <intJF1> yeah - | do you have anything to add about French language teaching here in the PYP? How it should be /

intJF1 no it would be very interesting to know the results of your study and if it's a comparison yeah I think the fact that we are in France and the children have the opportunity to learn French it has to be an excellent opportunity for them it would be very interesting to know how that compares with how children learn French in PYP schools where they don't

have that opportunity or learn any language where they don't have that opportunity so yes /
I'll be quiet otherwise you will have too much to transcribe (laughs)

intMLO (laughs) thank you

Entretien avec intMF1

Date: 19 mai 2009

Lieu: teachers' room

Tape recorded

Durée: 12'26 (recording interrupted-problems with the digital recorder)

intML0 so as I told you before / my research is more hum to get some information about the parents' expectations teachers' expectations students' expectations regarding additional language teaching within the PYP knowing that it's an international education programme so what I want to do with this research is trying to come with some similarities and differences between the expectations so that |- I can better hum define the role and the purpose of additional language teaching within this programme <intMF1> ok -| ok so according to you what kind of competences should the students acquire in additional language teaching what would be the purpose of it

intMF1 |- well I think they should eventually be fluent <intML0> mmm -| but of course it depends on how many years / I know |- it takes up to five years to become academic/-ly fluent in a language so / <intML0> mmm -| I don't hum I don't expect our students to get there before they've been / studying in English for five years but along the way / we do expect them to participate in / what other children are learning and whether that's / most/ mostly through English or mostly through their mother tongue we do expect them to learn what our curriculum is providing

intML0 ok and what about French language

intMF1 French language I don't teach French language but as a parent or as a teacher

intML0 hum here well it would be as a teacher because (xxx)

intMF1 as a teacher I think that any foreign language other than English |- English is the language of the school <intML0> yes -| so any foreign language |- I think should work alongside / the teaching that we're doing in English <intML0> ok -| and try to / mirror it (xxx) you know if we're doing nouns in English / they could be doing nouns in French / or if we're talking about oceans in English they could be talking about oceans in French / so so that the children especially for the kids who are mother tongue French speakers so that they're getting their vocabulary in both English and in their mother tongue / for the kids who are just learning French like the first year / I think they should be out on the streets buying baguette and buying ice creams and talking to people and learning useful French / that they can everyday use as they walk home they go to the shops or they go with their moms they go to a restaurant /

intML0 ok so it's more oral skills /

intMF1 yeah yeah not you know I don't think they should be reading or writing or learning grammar I think they need to be out on the streets actually talking to a French person / trying to ask you know |- buy an ice-cream / <intML0> ok -| trying to find out where where the you know where the chocolate chip cookies are in the supermarket or /

intML0 ok so according to you it should be to / French language programme first purpose /

intMF1 for the kids who already speak French you know they can already go and say “can I have a baguette please?” you know things like that / they need to be / involved with French at an academic level so that they’re learning what we / what / I mean it’s all {tied} to mother tongue for the / what’s important about mother tongue it’s that it accompanies any other language that they’re learning so |- the children who are mother tongue French speakers in our school <intML0> mmm -| their mother tongue French has to / continue to increase academically as their English also increases academically so if we’re learning about / and it doesn’t matter what we are learning about you know how cars are made and work / if we’re learning all that in English they also need to have that vocabulary in French and be able to express those ideas in French / and so that’s what I think the advanced kids should be doing in French / if if we’re writing stories in English they should be able to write stories in French if we’re doing you know / studying fractions in English they should know the vocabulary to match that in French “what what do we call fractions? What do we call a denominator?” you know / so that they can / function in French at an academic level / not just / (xx) you see what I mean?

intML0 yeah yeah and why do you think it’s not the the case now

intMF1 not saying that there isn’t |- I don’t really know what they’re doing in French classes <intML0> ok -| so I can’t really say what they’re doing but I don’t think language is learning grammar / and especially / hum you know just learning to conjugate verbs I don’t think that’s very useful for young children yeah I think maybe when you’re older it’s something that you do need to be able to at least / put it into place in your mind but I think you learn it by using the language / and afterwards you can say “ok here’s how the verb to be is conjugated” yeah so I think it’s two different things for the beginners and especially the children like the Koreans who are here for two years they don’t need to be learning a lot of grammar and a lot of spelling and all that they need to go out and use the language on the street they need to be in the boulangerie and look / be able / see what’s there (xx) jambon they need to know that jambon is ham so when they’re in the supermarket without the French teacher wherever they know what they’re looking at what they’re buying

intML0 ok you’re the ESL teacher

intMF1 I am yeah

intML0 ok do you hum try to collaborate with the French teachers to see a bit what they’re doing and what you’re doing

intMF1 |- no <intML0> no -| no |- I collaborate with the classroom teachers no <intML0> ok -| but / I suppose the mechanics aren’t in place towards / with the French department / it’s not something that management has / pushed / or that any of us initiated I suppose

intML0 ok what about the culture in the additional language teaching what do you think what kind of cultural competence do you think the additional language teaching should develop

intMF1 I think they need yeah I mean I think they need to understand why (xxx) you know the French people kiss each other hello or you know you say “bonjour Madame” and if you don’t say Madame it’s very rude you know I mean I do think that there are cultural things that they need to know / hum you know why is Thursday a holiday / which isn’t for a lot of them in their home countries hum / I think it’s nice for them to learn some of the traditional stories and things that French children know / some of the songs hum / but I think it’s also important / one of the / things about the PYP is that it’s important to always go from the child’s / culture to {our} culture so I think it’s important to kind of / look at the similarities you know in Korea how do you say Hello and Good Bye in France this is how we say Hello and Good Bye kind of always remembering to / look at it from what the child already knows / rather than just /

intML0 tell them

intMF1 yeah you know

intML0 trying to get the knowledge from the child

intMF1 yeah yeah

intML0 what about (someone comes into the room) and what about history and geography in French

intMF1 I think / I think that again it depends I suppose on the children and how long the children are here for I don’t think the children who are here for two years need to know the specifics of French history or French geography maybe more geography because they do travel they tend to travel but I think that I would do that more in terms of “where did you go this weekend? Let’s look at the map of France” oh this is where you went oh this is where he went” you know more in that way than “we’ve got to learn the graph/ geography so there’re mountains here there’re mountains there there’s a river there etc.” I would again do it in context of what the kids are experiencing / putting it into a framework of where the kids are what the kids / are interested in and the hist/ the history we do history at school but we do it as in / as in the big picture not in 1789 there was a revolution in the Bastille but more in the world big events have happened in different countries or in different parts of the world which have helped / change the path of certain countries or / so I think that’s the same / for this you know it needs to be / not just it’s not specific so much as in get the big picture what’s the big picture that we’re looking at what we’re doing in English and how does French history fit in that big picture not the tiny details / the revolution 1789 is not so important and I only know that date because it’s a (xxx) otherwise I wouldn’t know and maybe I’m wrong (laughs)

intML0 how do you view the French here in the PYP how do you view it do you think it’s an important part of the programme or / (xxx)

intMF1 do you mean do I think it should be or do I think it is

intML0 well both / |- how do you think /

intMF1 I think it should be -| I don’t think it is really yet being taught / the way / the PYP philosophy would / like to see it taught

intML0 do you think it is integrated into the curriculum or a bit /

intMF1 no it's a bit apart yeah // like yeah like we're in éco-école for instance / I don't know whether they ever talk to the kids about that

intML0 what is that?

intMF1 |- an eco / school ecology a green school <intML0> ok yes -| I don't know whether that's ever talked about for instance in the French / lessons I'm not saying that it isn't I don't know if it is but you know I think they are / yeah / no I think French should be an integral part of the day not just a subject (her daughter is talking to her) yeah no I mean I think there's a lot of time you know about five hours a week for some of the classes that's a lot of time /

intML0 in French?

intMF1 in French it needs to be time well spent if we're giving that much time to /

intML0 ok for the moment you don't see that there's really a link and cooperation

intMF1 I don't think there's a link and I don't think there's cooperation / and I don't think it's really taught in the / what we would see as the PYP / best way teaching

intML0 ok hum regarding assessment do you think it's important to assess additional language in the PYP

intMF1 mmm I think / yeah I'm a big believer in mother tongue / and I think we need to across the board for all the mother tongues and all the languages we need to / somehow bring them on board you know last year when she was in Pre-Kindergarten (talking about her daughter) I received a report card so that she could count to I don't remember / 26 / or something (xx)

(Recording interrupted- problems with the digital recorder)

Entretien avec intSL1

Date: 19 mai 2009

Lieu: classe

Tape recorded

Durée: 30'22

intML0 (xxx) à l'université de Sydney ils me demandent voilà la lettre de permission de l'école etc tout ça est supervisé par // par l'université pour s'assurer que tout est bien en règle que ça respecte / que ça respecte bien l'éthique / donc vous avez eu le temps un petit peu de voir / en fait un petit peu davantage l'objectif de ma recherche ?

intSL1 oui oui

intML0 c'est surtout de savoir ce que vous pensez / selon vous quels devraient être l'objectif de l'enseignement de la langue additionnelle donc vraiment vous ça peut être également ce que vous faites en ce moment mais si vous avez des idées sur ce que ce que ça devrait être / un peu votre opinion sur le rôle de cette langue dans le programme primaire et savoir un petit peu également les stratégies que vous utilisez en classe avec les élèves internationaux

intSL1 donc voilà donc moi je suis au au courant du programme là / du PYP sur papier notamment parce que / mais après je je je trouve que c'est très différent dans la réalité euh notamment les / oui voilà les choses ne peuvent pas être fixes comme elles sont sur papier y a y a beaucoup de / de mouvances donc par rapport à ma pratique je sens même moi que rien n'est installé hein que c'est que c'est encore même dans cette école les choses sont en train de de se mettre en place euh quelquefois c'est difficile pour moi de dire ce qui est vraiment PYP enfin qui vient vraiment du Bac international ou bien ou bien ce qui vient de mon expérience voilà tout ça c'est devenu euh un grand amalgame / parce que moi mon mon parcours c'est / en fait ma première profession n'a rien à voir avec l'éducation c'est / ça a à voir avec travailler en laboratoire en milieu hospitalier c'est ça que j'ai c'est une formation scientifique

intML0 d'accord

intSL1 donc j'ai exercé ce métier en France et en Afrique et puis / c'est ensuite donc que je me suis aperçue d'ailleurs en faisant ce métier que j'aimais bien former former les autres c'est-à-dire transmette moi mon savoir et le jour où je me suis trouvée dans un pays où je n'avais pas le droit d'exercer n'étant pas de nationalité du pays c'est Birman parce que je suivais mon mari qui lui travaille pour les Nations-Unies donc je me suis retrouvée en Birmanie ne pouvant pas travailler / et donc euh / je me suis intéressée à l'enseignement par le biais de l'école internationale de Yangon qui cherchait un professeur de français / mes enfants allaient dans cette école / et euh j'avais eu une petite expérience à enseigner le français c'était à l'Alliance Française à Katmandou parce que / mon mari à un moment était posté là-bas et là-bas aussi je n'avais pas pu exercer en milieu hospitalier n'étant pas de nationalité népalaise à l'Alliance Française / on m'avait engagée pour enseigner le français à des adultes / euh sur simple visée que moi j'avais fait des études universitaires vous voyez ils parlaient du principe que quand on a fait des études universitaires on a été confronté pas mal à la pédagogie donc on est capable d'enseigner euh / notamment le le français et ça j'avais beaucoup aimé donc je

savais que j'aimais enseigner aux adultes ou former former des adultes et puis devant la nécessité de l'école internationale de de Yangon de trouver un professeur de français pour les enfants je me suis présentée et le directeur m'a dit « bien / pourquoi pas y a qu'un moyen de savoir c'est d'essayer » je raconte tout ça y a un objectif c'est que j'ai je n'étais donc pas formée / pour enseigner le Français Langue Étrangère moi j'ai appris le français en France bien que de mère américaine et de père français c'est / ma langue dominante c'est le français ma scolarité je l'ai faite en France donc j'ai fait des erreurs hum / comme / faire faire des dictées d'anglais à des élèves de 10 ans voilà / parce que le français donc langue additionnelle comme vous le dites c'est bien différent du de la façon d'enseigner le français langue maternelle donc j'ai beaucoup appris par par par l'erreur j'ai beaucoup appris par voilà j'ai pu distinguer ce qui marche et ce qui ne marche pas alors que j'étais très très isolée hein toujours / sans sans université dans le coin pour me former au Français Langue Etrangère et donc c'est après que / donc ça c'était 4 pendant 4 ans j'ai travaillé en Birmanie ensuite 4 ans au Bangladesh dans ce même type d'école /

intMLO est-ce qu'ils proposaient le PYP ? ces écoles là |- (xxx) écoles internationales

intSL1 non non -| ce qu'ils faisaient eux c'était Advanced Placement c'est-à-dire des cours qui perm/ permettaient de rentrer à un niveau supérieur dans les universités américaines donc c'était un peu plus que simplement le / hum le High School Diploma hein l'équivalent du High School Diploma américain c'était un peu plus {ce qu'ils offraient} mais c'était plus des cours pour les derniers niveaux les 18 ans qui étaient des cours de français qui étaient un petit peu poussés / hum et donc après ces 8 ans en milieu anglophone en fait finalement euh / c'est-à-dire que les élèves auxquels j'enseignais le français n'avaient auc/ aucune idée du français en dehors de la classe de français donc c'était le cas en Birmanie 4 ans et Bangladesh pendant 4 ans et ensuite je suis allée en Côte d'Ivoire et en Côte d'Ivoire donc c'est la première fois donc que j'enseignais où il y avait un environnement un peu plus français / bien que là-bas les ivoiriens parlent une forme de français qui s'appelle le {Ouchi/Nouchi} qui est / qui n'est pas conforme au français c'est sim/ simplement c'est une langue qui a évolué comme ça localement donc ça faisait quelquefois un petit peu parasite donc c'était / et puis finalement euh après ces 8 ans / d'enseignement dans ces écoles je suis revenue en France à cause de la guerre au Congo Brazzaville où mon mari était en poste et donc là j'ai pu me former donc bon maintenant j'ai une maîtrise FLE hein une maîtrise enfin je suis allée au Master 1 et une partie du Master 2 mais je n'ai pas terminé donc j'ai pu et là c'était très intéressant confronter mon expérience avec la théorie / et c'est ensuite que j'ai trouvé cette école c'est par le biais du stage en Master / en Master 1 que je suis venue ici et là j'ai trouvé / euh / le PYP j'ai découvert le PYP qui / qui m'a vraiment / euh correspondu parce que / de mon expérience moi j'ai quand je vous disais que j'avais fait un peu ma propre méthode qu'est ce qui marche et / et là ça correspondait vraiment / c'est-à-dire un curriculum que moi je considère suffisamment souple suffisamment euh large pour permettre à chaque professeur de / d'y mettre sa créativité ou il y a une chose que j'aime notamment dans le PYP c'est quand on / on nous demande de planifier nos cours on nous demande de faire attention à ce que ce soit engaging pour les étudiants et aussi pour le professeur c'est-à-dire de choisir des activités qui nous correspondent aussi hein pour euh / ben oui pour avoir plus / sans doute d'énergie à le faire enfin ça me semble logique donc / ça ça me va bien euh j'ai appris à l'université c'est / c'est le courant du moment ben / vous me direz si vous êtes d'accord avec moi que le centre de l'apprentissage c'est l'élève et / et donc euh / de par mon parcours je suis tr/ je suis très attachée à connaître voilà le public auquel je m'adresse hum j'ai aussi été parent d'enfants comme nos élèves / internationaux enfin qui ont changé comme ça de / de pays souvent et qui ont qui ont donc connu ce que c'était que de / ben de quitter un pays avec ses

amis avec sa famille de se retrouver dans un nouveau pays dont on ne parle pas la langue / la culture est différente et on se retrouve dans cette école avec une culture différente / heureusement c'est un peu la même culture d'un pays à l'autre hein c'est comme une sous-culture ces écoles internationales c'est / c'est assez rassurant / donc moi je tiens compte de tout ça dans mon enseignement de / de cette variété de d'enfants certains vont continuer à avoir une vie comme ça internationale d'autres vont retourner dans leur pays d'origine / ça a été le cas de mes enfants à cause de cette guerre ils sont revenus en France ils ont changé de système scolaire hum c'est pas évident du tout / hum j'ai été parent donc je suis aussi en sympathie avec les parents avec / les exi/ les exigences des parents aussi souvent ce sont des hommes qui ont des hauts postes de responsabilité donc ils sont exigeants envers leurs enfants et par souvent par le biais de leur femme qui sont assez libres aussi elles n'ont pas toutes d'activités professionnelles donc il y a beaucoup de pression qui vient aussi sur l'enfant voilà / par le père par la mère je réponds tout ça ça nous dévie hein ça nous dévie de /

intMLO non non mais c'est très bien ça m'apprend beaucoup de choses euh /

intSL1 oui oui / donc je dis tout ça aussi parce que ça explique un petit peu plus loin / pourquoi moi je suis à l'aise à utiliser l'anglais dans mes classes je précise aussi que j'enseigne moi les premiers niveaux c'est ça que j'ai choisi et / donc ceux qui ont eu / quelquefois du français avant aussi mais qui / qui / donc ce sont des classes où on travaille beaucoup l'oral beaucoup la communication beaucoup la compréhension orale / bien sûr / la particularité de ces premiers niveaux aussi c'est que / c'est particulier à cette école le français est obligatoire / ce n'est pas le cas de toutes les écoles où j'ai été précédemment donc à tout moment de l'année / y a des enfants qui viennent dans la classe dans d'autres écoles on fait attendre l'enfant et pendant que / pendant les cours de français eh bien il fait soit de l'anglais plus intensif soit sa langue maternelle j'ai vu des écoles où on autorise des professeurs à venir sur le campus de l'école à titre privé donc euh c'est encore le cas aujourd'hui j'ai eu un nouveau aujourd'hui la semaine dernière |- j'ai eu un nouveau // <intMLO> d'accord -| donc y a que la méthode PYP qui peut marcher parce que on ce que je comprends de la méthode c'est que c'est / très orienté sur des activités et sur le développement de la curiosité des enfants / donc on va / on va faire des activités // grâce auxquelles ceux qui sont les plus avancés vont y trouver leur compte et ceux qui sont débutants vont aussi y y trouver leur compte dans mes classes je ne sépare pas les élèves par niveau on fait des activités tous ensemble / par exemple par exemple / euh l'autre jour y a un groupe qui est allé à la boulangerie au coin de la rue et / alors pourquoi est-ce qu'on a fait cette activité parce que euh ils avaient envie de faire / un jeu de rôle ils avaient envie de faire comme une petite pièce ils avaient envie de / et donc on a décidé ensemble de faire comme thème la boulangerie bon bon et alors très vite ils se sont trouvés euh avec des / des problèmes par exemple euh / croissant par exemple ils allaient dire croissant bon ils avaient une vague idée comment ça s'écrivait mais bon ce n'était pas le plus important mais surtout c'était « combien ça coûte ? » parce que pour faire quelque chose d'assez réaliste alors « combien ça coûte un croissant ? un pain au chocolat ? » donc on est allé à la boulangerie on a demandé la permission ils ont été très accueillants donc ils sont tous allés avec leur papier et leur crayon et ils ont copié ce qu'ils voyaient écrit ils av/ ils avaient en réel non pas une photo du croissant ni ni le mot « croissant » écrit bon ils l'avaient écrit mais en plus ils avaient le vrai croissant bon donc ils sont venus comme ça avec toute une liste de ce de ce qu'on trouve à la boulangerie /

intMLO vous êtes libres comme ça d'emmener les enfants en dehors de l'établissement ?

intSL1 voilà tout ce que ça m'a nécessité c'était un autre adulte parce que |- je n'ai pas le droit moi de me déplacer seule avec <intML0> avec les enfants -| les enfants donc j'ai trouvé une des professeurs ici par exemple les special needs ou bien ESL qui ben voilà c'est intFS1 qui est l'assistante-directrice du primaire que je suis allée voir en lui demandant à qui est-ce que je pourrais demander donc c'est c'est elle qui sait un peu les emplois du temps qui sait qui est plus libre donc euh / l'instruction pour les enfants enfin la consigne c'était de / de regarder / de copier sur leur petit cahier et en même temps d'ouvrir leurs oreilles ils n'avaient pas le droit de parler pour écouter les interactions dans cette boulangerie euh / « bonjour madame vous désirez ? » ou bien « qu'est-ce que vous voulez ? » « et avec ça ? » ou « c'est tout ? » et puis là pour essayer de s'en souvenir je leur je leur autorise par exemple à écrire phonétiquement / donc ceux qui sont un peu plus en avance en français ils ont recopié très vite ils ont copié sans fautes ils ont écrit des pages et des pages (rires) et puis ceux qui sont nouveaux ben / un petit peu moins bon voilà mais c'est qu'il y en a aussi qui sont nouveaux pour lesquels l'alphabet romain est nouveau hein donc / ça aussi ça fait partie de / de mon enseignement de respecter voilà les besoins de chacun les besoins sont très très diverses il y a les besoins émotionnels aussi comme je vous disais il faut être vigilant là-dessus aussi les interactions entre enfants / vous avez une question (rires)

intML0 oui au niveau de l'évaluation justement comment est-ce que vous évaluez vu que les niveaux sont très très différents comment ça se passe

intSL1 eh bien nous / le PYP notamment me me permet ça parce que la forme d'évaluation c'est / avec euh / comment dire / une performance ok mais il y a aussi les commentaires ça me permet de / à chaque fois quand on fait une évaluation de report-cards de / de préciser où en est l'enfant par rapport à lui-même c'est surtout dans sa progression c'est surtout à ça que je m'attache euh / jamais on nous demande ok c'est tout ceux qui ont eu 4 correspondant / par exemple 4 dans la plupart des / des capacités qu'on évalue en français qui pourront je ne sais pas moi aller dans le niveau 2 (xx) ça ne se passe pas comme ça on ne regarde pas / de cette façon là ce qu'on regarde plutôt c'est la progression le progrès de l'enfant / je ne sais pas si je m'exprime bien /

intML0 si si si /

intSL1 oui oui c'est /

intML0 |- donc en fait ils passent au niveau supérieur lorsque vous estimez que l'enfant est prêt à passer au niveau supérieur <intSL1> oui oui -| c'est ça

intSL1 et dans cette école nous on le fait même en cours d'année / et là j'en ai / j'en ai un notamment que je sens prêt à passer dans le / alors qu'il était / complètement nouveau au mois de septembre il y a des enfants qui sont de vrais éponges et qui vraiment mettent à profit le fait d'habiter en France de pouvoir aller faire de la danse classique dans un / dans un une association ou un conservatoire {où c'est en} français il y en a qui / qui progressent très vite et puis ils sont très curieux puis / donc eux ils sont plus / ils sont plus prêts enfin plus vite que d'autres mais ça c'est pas grave il y a des élèves aussi qui / je je pense à deux exemples cette année j'ai eu toute l'année dernière une petite qui ne parlait que hébreu qui ne connaissait pas l'alphabet euh notamment français une autre coréenne / elles ont passé l'année pratiquement en silence / on se comprenait un peu par gestes enfin / et cette année plouff c'est une explosion verbale elle sont / elles sont très à l'aise euh les / euh ce que j'aime aussi du PYP

c'est c'est qu'on développe ce qu'on appelle le learner profile c'est / c'est-à-dire toutes ces caractéristiques alors là le / l'enseignement du français est est tout à fait le lieu pour appliquer tout ça c'est-à-dire euh / moi j'insiste beaucoup et c'est nécessaire pour que l'on soit euh / respectueux les uns des autres c'est-à-dire qu'on ne se moque pas si quelqu'un fait une erreur hein c'est donc caring euh on prend des risques justement parce que on créé une ambiance aussi qui fait qu'on ne va pas se moquer de vous donc ça développe aussi le / la capacité à prendre des risques et il y a aussi bien sûr la communication parce que / la langue sert à / la langue sert à communiquer bien sûr pour des besoins fondamentaux hein au lieu d'utiliser des gestes ben c'est quand même mieux la parole mais mais pour pour certains on va même plus loin dans cette réflexion c'est-à-dire que / c'est-à-dire que le fait de pouvoir communiquer avec des mots ça évite aussi euh / on parle de conflit de chose comme ça d'en venir au poing hein il y a beaucoup de choses qu'on peut résoudre simplement en se parlant en / donc ça / donc voilà l'importance de la communication voilà c'est quelque chose qu'on développe tous les jours dans les cours de français évidemment knowledgeable hein les connaissances / euh toutes toutes les caractéristiques du profile on les applique dans notre / dans dans l'apprentissage de la langue / de la langue / comment on dit /

intML0 additionnelle

intSL1 additionnelle c'est très joli ça

intML0 c'est le terme de l'IBO

intSL1 oui

intML0 hum d'après vous dans le PYP qu'est-ce qui est important d'abord de développer / quelles compétences est-ce qu'il est important d'abord de développer chez les enfants dans la langue

intSL1 oui dans la langue mais / même avant ça parce que ça fait / moi c'est le / le cerveau c'est se servir de son cerveau euh / tout le temps c'est réfléchissez réfléchissez c'est il faut aussi bien quand ils / s'emmagasinent l'information hein donc observer réfléchir hein donc on prend son temps pour ça donc le développement oui des capacités à réfléchir des connexions à retrouver l'information hein une fois qu'elle a été stockée donc / on parle de stratégies / comment comment mémoriser on fait même des expériences hein comment mémoriser dans la mémoire profonde plutôt que superficielle alors / c'est là qu'ils arrivent même tout seuls à voir que la répétition hein c'est / par exemple lorsqu'on apprend une chanson le fait de la répéter de la répéter à la fin on la sait par cœur on sait même les poèmes à la fin on / c'est le fait de répéter le fait de faire des liens avec des choses qu'on connaît déjà tous les moyens mémo-techniques on / on en parle mais surtout quand je leur demande de me / de me restituer une information là je / je prends du temps aussi je leur dis « bon je pose la question ne levez pas le doigt non non vous réfléchissez tous et je choisis un élève » sinon j'ai remarqué moi enfin dans mon parcours que ben c'est toujours les mêmes qui lèvent le doigt c'est toujours les mêmes qui donnent la réponse alors y en a d'autres qui / qui font l'impasse sur même réfléchir même / hors le PYP enfin ce que je comprends développe cette capacité de réflexion qui après est utile pour / pour tout / pour la vie ben ça c'est notamment parce que ce sont des enfants donc euh / il faut développer ça maintenant je leur dis aussi qu'ils sont à un âge où les capacités auditives euh aussi les muscles les / tout l'appareil phonatoire sont encore en développement donc euh / si je leur demande tant d'effort pour / répéter ce que je dis de façon précise de / euh et bien c'est parce que ça va / ça va leur servir à parler français

notamment avec un minimum d'accent ça ne veut pas dire qu'on ne peut pas apprendre une langue après mais je pense / de parler sans accent sont moindres les probabilités de parler sans accent sont moindres / et puis toute cette méthodologie qu'on met en place toutes ces stratégies d'apprentissage ben vont leur servir pour apprendre n'importe quelle autre langue étrangère après je ne sais pas si c'est moi qui aie développé ça personnellement ou bien / même ça me semble aller avec l'esprit PYP aussi bon là il se trouve que c'est le français qu'ils apprennent et tant mieux parce que ils peuvent l'utiliser en dehors de la salle de classe hein hum maintenant est-ce qu'ils font du français après finalement c'est / tant mieux s'ils peuvent continuer mais si un jour par nécessité ils doivent apprendre une autre langue j'espère que ça ira beaucoup plus vite du fait qu'ils ont appris jeunes une autre / une langue étrangère une autre langue que leur langue maternelle

intML0 quelle est la place de l'anglais dans vos cours

intSL1 elle est à une place naturelle euh / mais donc elle a plus d'importance au début de l'année je dois / je dois reconnaître mais au fur et à mesure de moins en moins vraiment et quand je / j'utilise l'anglais au début de l'année alors ça c'est une astreinte pour moi mais c'est très difficile c'est de / toujours dire en français d'abord et en anglais après euh les élèves doivent me demander l'autorisation pour parler en anglais et je les autorise quand c'est / surtout quand on parle de culture on compare beaucoup la culture française qui passe par la linguistique d'ailleurs très rapidement on parle du vous et du tu en français donc je leur demande / quelque fois ils ne savent pas dans leur propre langue donc ils vont demander à leurs parents et puis le lendemain...donc ça c'est des choses quand on compare les cultures quand on compare les langues on compare beaucoup les langues le français les alphabets aussi / ça valorise la langue maternelle le PYP aussi hein valorise tant que possible la langue maternelle de chaque enfant la connaissance de la structure de leur propre langue aussi parce que ça aide / les études montrent que quand on connaît bien la structure de sa propre langue maternelle on comprend mieux les structures des autres langues euh / l'internationalisme aussi dans notre classe de français c'est très très à l'honneur ça nous arrive de réfléchir à / à des valeurs communes de toutes nos cultures par exemple quand on parle de la Toussaint parce qu'ils sont en vacances au moment de la Toussaint alors pourquoi est-ce qu'il y a les vacances en France on parle de / de la façon dont on honore nos morts toutes les cultures honorent leurs morts c'est quelque chose d'universel hein donc c'est / donc voilà

intML0 vous / en revenant sur la culture |- vous enseignez également un peu l'histoire la géographie de la France <intSL1> oui oui oui oui -| des aspects comme ça

intSL1 oui oui parce que c'est aussi en lien avec leurs unités de / du programme / du POI (Programme of inquiry) (rires) j'utilise l'anglais

intML0 oui

intSL1 Programme of inquiry oui / par exemple par exemple en grade 4 ils font les civilisations anciennes c'est leur / donc ils étudient / notamment ce que les civilisations anciennes nous ont apportées jusqu'à aujourd'hui enfin bon alors nous on / on étudie les gaulois et les romains puis on compare les gaulois et les romains donc à travers Astérix notamment qui est / on regarde des vidéos des dvd d'Astérix on regarde les bandes dessinées on regarde la façon dont ils s'habillaient parce que c'est assez précis quand même dans Astérix les façons de s'habiller les armes qu'on utilisait les dieux auxquels on croyait enfin tout ça et puis on en parle aussi à propos des romains

intML0 mmm vous arrivez donc à combiner le programme of inquiry avec l'enseignement du français

intSL1 oui dans chaque grade oui c'est pas toutes les unités mais un bon nombre d'unités surtout quand ça touche à tout ce qui est art euh notamment aussi arts du spectacle qui utilisent le chant le théâtre on fait des mimes par exemple sur les fables de La Fontaine donc l'art théâtral oui (xxx) quand ils font le gouvernement on les accompagne à l'assemblée nationale on /

intML0 c'est avec quel niveau avec un niveau un peu plus avancé ?

intSL1 comme 5 oui oui c'est le dernier niveau du primaire / qu'on emmène à l'assemblée mais moi j'enseigne / bon alors ce qu'il faut savoir aussi c'est que moi je suis à temps partiel ici

intML0 d'accord

intSL1 je / par choix par choix parce que je / j'habite loin et aussi parce que je trouve que c'est très prenant moi je passe beaucoup de temps et je / je ne pourrais pas faire peut-être à ma façon si je devais travailler beaucoup en plus au fur et à mesure là que je me familiarise avec cette école avec le PYP que les programmes parce que moi j'ai une impression de tout créer quand je suis arrivée ici /

intML0 ça fait longtemps que vous travaillez ici ?

intSL1 ben dans le PYP ici c'est 4 ans et |- j'ai travaillé dans le secondaire où le MYP n'était pas vraiment encore en place les deux ans d'avant deux-trois ans avant <intML0> d'accord -| euh mais quand moi je suis venue au PYP géographiquement j'étais isolée des profs de français d'ici vous voyez il y a une année pour raisons d'espace où les grades 4 et les grades 5 sont allés proche du secondaire du côté secondaire et les profs du primaire étaient ici donc euh moi on m'a demandé là-bas de / de prendre en charge les 4 et les 5 mais j'étais un peu isolée donc je n'ai pas eu je ne sais pas moi on ne m'a pas donné tout un dossier avec voilà tout le matériel pour telle unité ou pour / je l'ai créé donc euh donc maintenant je pense être rodée et je peux peut-être espérer augmenter mes heures vous voyez mais donc financièrement je peux me permettre de ne pas travailler à plein temps je sais mais / parce que vous parliez des unités oui donc c'est pour ça que je parle pratiquement que des grades 4 et des grades 5 c'est eux que j'ai ainsi que les tous petits les petits de 3 ans nursery et Pre-K avec qui je / alors eux ce n'est que de l'oral je fais beaucoup de chansons euh / le PYP me permet ça c'est en lien aussi avec les unités et je vous parlais tout à l'heure de formation je vais à une formation cet après-midi et c'est ça a à voir avec le chant hein Le PYP me permet de développer personnellement enfin quelque chose comme ça qui me ressert après dans les classes je chante des chansons avec tous mes niveaux

intML0 ok je pense qu'on va arrêter là vous avez quelque chose à ajouter ou quelque chose que vous voulez dire?

intSL1 je serai intéressée oui par vous ce que vous allez trouver je ne sais pas comment vous allez faire parce que je trouve que chaque contexte est très particulier chaque façon de faire voilà

Interview avec intAV1

Date : mardi 19 mai 2009

Durée : environ 30 minutes

Entretien téléphonique, non enregistré

intAV1 a enseigné le français dans le PYP pendant 1 an, il y a maintenant deux ans. Elle enseignait aux niveaux avancés dans les Grade 4 et 5. A cette période là, les Grade 4 et 5 se trouvaient dans les locaux de la High School.

Avant d'être enseignante de langue additionnelle à l'ISP, intAV1 enseignait le français langue étrangère dans une école primaire en Ecosse, là-bas, elle faisait beaucoup de jeux avec les élèves afin de développer leur compétence orale (approche communicative), il s'agissait d'une introduction à la langue française, il y avait peu d'écrit.

Dans le PYP, au contraire, elle enseignait le français à des enfants francophones, les attentes des parents étaient différentes et elle travaillait aussi bien l'oral que l'écrit (elle travaillait les 4 compétences langagières : compréhension écrite, compréhension orale, production écrite et production orale).

En Écosse, elle suivait un programme structuré, alors qu'en arrivant dans le PYP, il n'y avait rien, pas de curriculum, on lui a dit qu'il fallait juste suivre les units of inquiry. Pour cela, les enseignants de L.A devaient se renseigner sur ce que les classroom teachers faisaient en classe. Les objectifs pour les Grade 4 et 5 étaient différents.

Il y avait 3 professeurs de français à ce moment là, elles travaillaient beaucoup ensemble. Elles avaient également des réunions avec intDB1, la PYP coordinator ainsi qu'une réunion générale sur la philosophie du PYP.

S'entendant très bien avec les autres professeurs, intAV1 discutait beaucoup de ce qui se faisait en classe avec les enseignants de Grade 4 et 5. Elle allait même dans les classes des profs pour travailler en collaboration.

Elle pense que la philosophie du PYP est bien, car elle permet de ne pas uniquement enseigner le français en tant que langue, mais également de le lier à d'autres choses. Les cours sont donc plus concrets mais les enseignants doivent alors mettre de côté la grammaire. La philosophie du PYP est très bien pour développer chez les élèves la motivation d'apprendre la langue étrangère, mais au niveau linguistique, il y a des lacunes dans l'apprentissage/enseignement de la L.A.

En ce qui concerne les compétences à développer dans l'enseignement de la L.A, intAV1 pense que cela dépend des niveaux des élèves, s'ils souhaitent choisir le français en tant que langue A par la suite, alors il est important d'enseigner la grammaire (idem pour les enfants natifs), si les enfants sont trilingues, alors la grammaire sera moins importante.

La difficulté d'enseigner la L.A dans le PYP est que les professeurs essaient bien souvent de faire deux choses en même temps : enseigner la langue et enseigner le PYP. intAV1 pense que la L.A est autant intégrée dans le curriculum du PYP que les autres matières spécialisées, voire plus, étant donné que les élèves bénéficient de 4 heures d'enseignement du français, ce qui est plus que les autres spécialités.

En ce qui concerne la place des langues dans la classe, intAV1 parlait uniquement en français avec les élèves du groupe Fluent. Elle faisait parfois des comparaisons entre les langues.

Au fur et à mesure, elle combinait son enseignement avec les units of inquiry. Pendant 2 heures, elle faisait la connection avec les units of inquiry, les 2 autres heures de français

étaient davantage dédiées à l'enseignement de la grammaire, mais en la contextualisant toujours avec les units of inquiry.

Par exemple, pour l'unité de recherche sur « Time detectives », les élèves devaient faire une recherche sur les personnages historiques qui ont marqué l'histoire, intAV1 en a donc profité pour réviser avec eux les temps du passé. Pour l'unité « Business », les enfants devaient monter leur petite entreprise et la faire marcher (avec le classroom teacher), en français, ils ont pu lire des articles de journaux relatifs à ce sujet, et revoir le temps de l'impératif.

Pour les unités plus littéraires, elle s'informe sur ce qu'étudient les élèves dans les écoles françaises pour que les élèves puissent bénéficier d'un enseignement proche de celui des écoles de l'Education Nationale. Ainsi, si des parents souhaitent inscrire leur enfant dans une école française par la suite, celui-ci pourra suivre l'enseignement proposé. Cependant, les élèves de l'ISP ont un an de décalage avec le système français. Par exemple, en Grade 5 (l'équivalent du CM2), les élèves font des activités du CM1.

En ce qui concerne l'évaluation de la L.A, intAV1 faisait à la fois une évaluation sommative (à l'aide de grilles d'évaluations, de grilles d'auto-évaluation et de peer-evaluation, ces grilles étant basées sur la réflexion de l'élève sur son propre apprentissage) et une évaluation formative (avec des tests de connaissance sur /20, /10, dictées, etc.)

**Réponses aux questions de l'entretien par intSF1
(Date : 22 mars 2011)**

Expérience passée (diplômes obtenus, expérience professionnelle passée, pays) :

*Licence LLCE Anglais – Master 1 en didactique de FLE + spécialisation
« enseignement aux enfants »*

**Depuis quand enseignez-vous la langue additionnelle dans le Programme Primaire ?
Dans cette école ?**

Environ 5 ans

**Selon vous, à quel avenir l'enseignement de la langue additionnelle devrait-il préparer
les élèves ?**

*Préparer les enfants à devenir de bons « communicateurs », à être capable
d'apprendre n'importe qu'elle langue avec enthousiasme et méthode.*

**Sur quelles compétences langagières vous semble-t-il important d'insister dans le
programme de la L2 dans le PP ?**

Evidemment les Compréhensions orales et écrites et les Productions orales et écrites.

Comment la culture est-elle intégrée dans l'enseignement de la langue additionnelle ?

*En filigrane, à travers des supports ou documents. Par des discussions autour de
différentes célébrations (comprendre origines, us et coutumes). L'enseignant est aussi
le reflet de sa culture (personnelle et française) : il doit en être conscient et ouvrir le
dialogue avec les étudiants (observer leurs réactions et s'arrêter pour en discuter).*

**Quels sont les aspects culturels qu'il est important d'enseigner dans la classe de langue
additionnelle (fêtes nationales, histoire du pays, géographie du pays, mode de vie des
habitants ? etc.) ?**

*Manières de vivre (habitats, nourriture, relations, polistesse...), géographie en
rapport avec les expériences de voyages des étudiants, avec la francophonie.
L'histoire dans son impact sur les modes de vie et les façons de penser. Fêtes : pas
seulement en tant que folklore mais pour comprendre les croyances et l'imaginaire
d'un peuple.*

**Comment percevez-vous le statut de la langue additionnelle (français) dans le monde
actuel ?.....**

Comment percevez-vous le statut de la langue additionnelle au sein du PYP?

Très présente mais secondaire par rapport à l'anglais

Selon vous, quel est le rôle de la langue additionnelle dans le PYP ?

*Renforcer le profil de l'apprenant (learner profile) : « communicator, open minded »,
les capacités cognitives de l'apprenant, l'enseignement des concepts autour du
langage.*

**Avez-vous l'impression que la langue additionnelle est liée aux autres disciplines
scolaires ?**

Oui, tous les profs de l'école sont des profs de langue. On fait des maths, de l'art, de la musique... en français.

Participez-vous au programme de recherche (units of inquiry)? Si oui, comment ?

Oui mais notre implication dépend de la pertinence du lien que l'on peut faire. En renforçant les concepts ou l'idée centrale par l'utilisation de supports ou d'activités qui les mettent en relief. Par exemple, les Kinder étudient les relations (« Relationships ») : avec qui entretiennent-ils des relations et quelles attitudes peuvent nuire ou contribuer à leurs relations. Avec un groupe de débutants, ns avons appris les noms des membres de la famille (arbre généalogique, jeu de 7 familles), lu des histoires mettant en scène l'amitié et discuté de ce sujet dans la limite de leurs possibilités.

Evaluez-vous le niveau des élèves dans la langue additionnelle ? Si oui, comment ?

Principalement par l'observation et la prise de notes lors ou après les activités. Entretiens individuels. Tests d'orthographe préparés. Ecriture d'un journal et conservation des essais.

Trouvez-vous cela difficile ? Si oui, pourquoi ?

Assez si l'on veut que les évaluations soient le plus justes et personnalisées possible. Mais facilitées par des observations régulières et la mise en place d'activités dans lesquelles les enfants sont le plus autonomes possible.

Selon vous, quelle place l'évaluation de la langue additionnelle occupe-t-elle en comparaison avec l'ensemble du programme ?

Même place car la LA est évaluée de la même façon : même type de rapport et même fréquence que les autres matières.

Quelle est la place de l'anglais (et de la langue maternelle) dans la classe de la langue additionnelle ?

L'anglais ou la langue maternelle ne sont pas proscrites. Si enfants s'expriment ds ces langues, ils sont encouragés et aidés à s'exprimer/ répéter leurs idées en français. Pour ma part, j'évite au maximum de parler une autre langue que le français car je suis le modèle/référent et cela leur permet de pratiquer leur Comp Orale + les incite à parler français. On a besoin d'un contexte authentique : nous sommes des francophones. Autant utiliser cet atout.

Sous questions :

- En classe, faites-vous des comparaisons entre la L1 et la L2 ?

Oui, quand les élèves mènent une réflexion sur la langue. Parfois même comparaison avec d'autres langues parlées ds la classe.

- Demandez-vous aux élèves de traduire de la L2 à la L1 ou dans leur langue maternelle (et vice versa) ?

Quelques fois pour le vocabulaire comme outil d'explication parmi une liste d'autres outils.

- Selon quelle fréquence utilisez-vous la L1 dans la classe (90% du temps, 50%, 10%) ? Dans quelles circonstances l'utilisez-vous (explication d'une règle grammaticale ; autorité dans la classe ; rassurer les élèves, etc. ?)

Selon les groupes, de 0 à 10 %. La L1 ou une autre langue maternelle pour créer un lien spécial, pour montrer que je m'intéresse à d'autres langues, qu'on est ts des

apprenants. Parfois aussi quand la préparation de mes cours est inadaptée : objectifs ou attentes trop élevés.

- Y a-t-il des dictionnaires bilingues dans la classe ? Les élèves peuvent-ils les utiliser ?

Oui

- Essayez-vous de parler principalement dans la L2 ?

Oui

- Utilisez-vous beaucoup de répétitions, exagérations vocales, images et photos, dessins, gestes, mimiques pour faire en sorte que les élèves comprennent lorsque vous parlez en L2 ?

Oui

- «Punissez-vous» les élèves lorsqu'ils parlent en anglais, les encouragez-vous lorsqu'ils parlent dans la L2 ?

Je ne les punis pas. Je reformule ce qu'ils viennent de dire en français, je leur propose de les aider à le dire en français.

- Leur demandez-vous de répétez après vous ?

Oui

- Y a-t-il beaucoup de matériel imprimé (posters, flashcards, livres) dans la L2 dans la classe afin d'encourager les élèves à communiquer dans la L2 ?

Oui mais ns ns déplaçons beaucoup d'une salle de classe à l'autre. Nous sommes en train de « militer » pour un « french corner » ds chaque classe avec des posters et des livres, dicos... Difficile à cause d'un manque de place.

- Pensez-vous qu'il est important de parler uniquement dans la L2 ? Pourquoi ?

Oui : voir plus haut

Quel genre d'activités faites-vous en classe ?

Sous questions :

- Introduisez-vous des concepts abstraits dans la L2 ? (par ex. la religion, le temps, l'amour, l'amitié, la culture...) ?

Oui. A travers les « units et le « Language Scope and Sequence », nous développons des « conceptual understandings » Par exemple « les relations », les mesures (du temps, des distances...)

- Enseignez-vous les différentes règles grammaticales aux élèves ? si oui, comment ?

Oui, par l'observation et en contexte. Pas de façon exhaustive (on n'étudie pas nécessairement tout le paradigme d'un verbe du 1^{er} groupe mais plutôt les formes les plus usitées par les élèves ou les plus utiles selon l'objectif).

- Utilisez-vous des mnémoniques (associations rythmiques) pour aider les enfants à apprendre les règles ?

Peut-être...

- Encouragez-vous les élèves à deviner le sens d'une phrase, à trouver une nouvelle structure, intonation et à faire des hypothèses sur la manière dont cela marche ?

Oui, tout-à-fait

- Quand vous donnez un exercice aux élèves, insistez-vous sur le but de cet exercice ou non ? *J'essaye*

- Lorsqu'un élève parle dans la L2, faites-vous en sorte que ce qu'il/elle dit est cohérent/ grammaticalement correct ?

Parfois. Si l'élève parle ds la L2, c'est dans le but de communiquer un message. Je ne prête donc pas vraiment attention à la correction de leur expression en L2.

- Pensez-vous que les enfants apprennent une langue additionnelle en étant exposé à celle-ci? *Oui, en partie. L'exposition à une langue étrangère offre un contexte qui permet un apprentissage plus cohérent et rapide.*

- Pensez-vous qu'il n'est pas nécessaire d'enseigner la grammaire ?

Oui pour que les enfants aient conscience de la structure de la langue et soient capable de s'exprimer et d'apprendre par eux-mêmes.

- Insistez-vous sur la répétition, l'imitation, la reproduction d'un modèle, la pratique en chœur ? *Oui c'est une excellente manière d'acquérir une prononciation correcte et d'apprendre.*

- Pensez-vous que l'intuition joue un rôle important dans l'acquisition/ apprentissage? *Si par intuition vous voulez dire deviner, tester, tâtonner alors, oui elle joue un rôle dans la construction de la langue. Je crois que même si l'enfant n'en a pas conscience, il raisonne, il utilise ses facultés cognitives pour construire son apprentissage de la langue.*

Lors de l'entretien, vous aviez également parlé d'une stratégie pour intégrer davantage les enseignants de français dans le 'Programme of inquiry', notamment en Nursery : permettre à l'enseignant de français de faire la classe avec le 'classroom teacher', en binôme. Pouvez-vous développer cette idée ?

En ce qui concerne le programme « of Inquiry », nous cherchons sans cesse des connections et il y en a souvent. A mon avis, les Nursery devraient avoir français de la façon la plus naturelle possible. Nous pourrions venir dans les classes à heures précises mais sans transitions franches. Juste poursuivre les activités en cours. Parfois nous avons la possibilité de renforcer les units par des activités uniquement en français. Cette année, la musique est faite en français par le professeur de musique qui est également française.

Annexe 9. Tableaux des réponses aux questionnaires (chapitre 5, p. 144)

Tableau des réponses aux questionnaires des élèves de l'ISP

Tableau des réponses aux questionnaires des élèves de SPGS

Tableau des réponses aux questionnaires des élèves de l'ISP

	Learning French, for me, is	Why?	Do you like learning French?	Why?
1	Important	1. because when I go somewhere I can understand a bit	Sometimes	2. Because sometimes it is too easy or too hard
2	Important	1. Je joins français important parce que je crois que le français est une langue internationale que beaucoup de personnes parlent. Si moi je connais le français ça peut me aider dans le futur.	Yes	2. Because it's a language I like a lot because it sounds very nice
3	Very important	1. I need to learn French well because I will live in France for most of my life so I need to learn	Yes	2. I like learning French but sometimes it is a little hard
4	Important	1. because we live in France, so we need to know how to speak French	Sometimes	2. because it's okay usually, but when we do verbs and stuff it gets boring
5	Important	1. because we live in France and it is nice to know the language well	Sometimes	2. sometimes it gets a bit boring
6	Very important	1. because I AM French and I need to learn more	Yes, definitely!	2. because it is my real language
7	Important	1. because we need to learn French to live in France	Yes	2. because I am learning more French
8	Important	1. because it is handy to know how to speak multiple languages so you can communicate with multiple people	Yes	2. it is fun to learn new languages
9	Important	1. it is important to keep my French up, but some things we learn in French I already know	Sometimes	2. sometimes we do too much work
10	Important	1. because I am not living here long term so I don't feel it is totally necessary but it is useful!	Sometimes	2. because in class we spend a long time studying the same things so it gets boring. But it can be fun.
11	Important	1. because if you live in France I think that to understand better you need to know the language	Not at all	2. because I think it's boring especially grammar
12	Important	1. I want to become fluent in many European languages. That started when I moved here. If I speak French, other languages would be easier.	Yes	2. I like learning French so one day I could speak it, but learning it can get a bit boring.
13	Important	1. So I can learn another language, but I'm leaving this year	Sometimes	2. because I also am learning German and it is hard to learn French
14	Important	1. Because even if you speak French it's good to know the verbs or imparfait and all of that	Not really	2. because it's mostly grammar and I don't really like that
15	Important	1. Because I have lived here for 7 and a half years so it is important for me to be able to communicate with the society. I also think it is important for the future, when I work.	Sometimes	2. I usually like my French lesson but I don't really like when we do grammar. French grammar is very hard.
16	Very important	1. Because we are in Paris and we need to talk French because everyone is French in France	Yes, definitely!	2. To know more about another country
17	Not really important	1. because in my life for now I almost never speak French	Not really	2. because class is normally boring
18	Very important	1. because later I want to have a good job where I may have to speak French. I also like learning languages and French is one of the world's spoken languages. I also like the sound in French	Sometimes	2. Because sometimes it's annoying to not understand when others understand it
19	Very important	1. Because I live in Paris so I should know the home language	Yes	2. Some of the things I do in French class are sometimes boring
20	Important	1. because I would like to learn a new language	Yes, definitely!	2. Because it is very interesting for me
21	Very important	1. because if I grow up I want to be a translator	Yes	2. because not many people know French so it could be a good learning for me
22	Very imp/imp	1. because I am going to stay in Paris until 12th grade and maybe even university. I might have to change to a French school for uni.	Yes/sometimes	2. sometimes we do plays and play games or even when we correct work sheets there are lots of times that I still want French class.
23	Important	1. It is important because I live in Europe so when I go somewhere I know how to speak French and it's like a secret language to some people	Sometimes	2. sometimes I get bored (because I don't understand), sometimes not
24	Important	1. French is important because we are in France and it is important to learn the language of the country you are in	Sometimes	2. because we do boring stuff sometimes
25	Important	1. because I'm not going to stay here long (just this year) but I want to learn many languages and French can help me with the others	Yes	2. well, occasionally I don't understand and I feel lost and confused but usually I get it and, I don't know, I just LOVE learning languages
26	Important		Yes	2. because if you go to a French restaurant and you can tell him what you want and you already know how to speak French
27	Important	1. because in France, I need to communicate in French. So if I have to communicate in French, I have to learn French	Sometimes	2. it's sometimes fun and sometimes not. It depends what we're doing and how we do it.

	Learning French, for me, is	Why?	Do you like learning French?	Why?
28	Important	1. I have not learnde french before 2nd grade. I want to learn about French and how to speak it for if I come to France again	Yes	2. everytime I have a hard time but I always ...better. My french teacher is only mean when she's mad
29	Important	1. because I am going to go away to India after 1 year so French is not very important for me	Sometimes	2. Because I like reading french but not writing french because it is hard for me to write french
30	Important	1. because I need to sometimes need to use it to communicate with people	Not really	
31	Not really important	1. because I'm not really using french my parents tell all thing but sometimes I just talk	Sometimes	2. because sometime we are doing what we like but sometimes it's boring
32	Not really important	1. because the french use country is France	Sometimes	2. because sometime the lesson is interesting or not interesting
33	Very important	1. because it very important if you will learn french because you need that for the street and shops and more	Sometimes	2. because sometimes we are doing boring things!
34	Important	1. because my father said french is a good language so I want to learn French	Yes, definitely!	2. because it more fun to learning french
35	Important	1. because if there is something wrong and you need help no one well understand you because there is not a lot of french people who speak french	Not really	2. I don't know I think it is too hard for me because I came in the middle of the year
36	Very important	1. because in France common people speak French and if you want to talk to them you need to know french	Yes, definitely!	2. because we do different activities and it's fun
37	Important	1. because I want speak in French	Yes, definitely!	Because I like the word "bonjour"
38	Very important	1. As in Indian school it is almost a purpose	Yes, definitely!	2. Knowing different language is a proud thing for me. And if I have the interest in learning I must
39	Very important	1. because if you don't learn french you don't know what is french teachers was saying and you don't know what is it means and if you learn french you can speak french and you know what is it means	Yes, definitely!	2. because if you like to learn french you can say in french and if the another student don't know to write and say in french you can help them to write and say in french
40	Important	1. well, I would like know how to speak french so it is important but it is not so important because if I don't learn it is not the end of the world	Yes	2. I like it but the class is very noisy because there are only 3 girls. I think learning french is very fun
41	Important		Sometimes	
42	Not really important	1. because if I was in France I use French but in other country, I never use it.	Sometimes	2. because when my mother said "could you go to shop and buy mint". I can speak french in shop sometimes
43	Important	1. because I live France	Sometimes	2. because it's hard
44	Very important	1. if you don't learn french, ypou can't communicate with people	Yes	2. because you think it hard but it's not, it's fun learning another language because you can compare it to yours
45	Not really important	1. because I can't speak French so well	Sometimes	2. because sometimes french is very hard
46	Very important	1. I want to learn better french	Yes, definitely!	2. It is fun learning other languages
47	Very important	1. Because I live in France so I have to know French	Yes	2. because it's fun
48	Very important	1. because I am a fluent speaker in French and I speak to my family in French so it is important for me to learn french properly	Yes, definitely!	2. because my teacher makes it fun for everyone and we learn in an easy way
49	Not really important	1. because now everyone speak english!	Sometimes	2. it is too hard to learn every word and the correct spelling!
50	Very important	1. c'est tres important pour moi parce que le francais est ma langue maternelle alors pour moi, j'ai besoin de connaitre le francais pour les conjugaisons, les fautes d'orthographe, etc.	Yes	2. I like learning french but I think that english is easier because french is much more complicated. But I like learning because I do lots of interesting things with teachers.
51	Important	1. because I'm french so I want speak well french when I got bigger so that I can live in France	Yes, definitely!	2. I love speaking french I understand better and it's my language
52	Very important	1. because when you live in France it important to know the language and know how to read, etc si it is easier to live	Sometimes	2. because sometimes I don't really like we're doing but when I do like what we're doing it is fun and I like it
53	Very important	1. parce que je suis francais et je suis en france depuis toujours	Sometimes	2. parce que c'est tres complexe et qu'il y a des centaines de lecons a apprendre mais c'est un peu drôle
54	Very important	1. because it can help us in the future for when we want to get a job, Also because we are in Paris people speak french so we should too.	Yes	2 because I learn a lot even though I'm french. I also like learning and discovering new words or things
55	Very important	1. because it is important to learn the language of the country you live in	Sometimes	2. because I am not mother tongue french and I was put in the mother tongue group and it's hard for me and sometimes don't understand

	Learning French, for me, is	Why?	Do you like learning French?	Why?
56	Not really important	1. because my father is workin as an embassy o, we just want to learn french so that we can ask people if we are lost or want to buy something	Sometimes	2. because sometimes I felt very hard to think and learn all the different words. Also sometimes I felt cheerful that I think more
57	Important	1. because I need french at my life	Yes	2. because french is very interesting
58	Important	1. because in France you can only speak french because most of the people speak french not english	Sometimes	2. sometimes it's hard sometimes it's very easy
59	Important	1. because I think you should speak the language of the country you live in	Sometimes	2. sometimes I like it because it's fun, sometimes I don't like it because I feel that I know some things and I want to move on!
60	Not really important	1. because I don't see the point of learning different languages	Not really	2. because I don't like learning different languages, to me it's boring and hard work
61	Important	1. it is important because we live in France country	Yes	2. Yes because it is fun and we learn more things
62	Very important	1. because I am in a French country and I must speak French	Yes, definitely!	2. I would like to speak french
63	Very important	1. you need to learn french so you can speak to the people	Yes, definitely!	2. because it's different from the other languages
64	Important	1. because it might be useful for me when I grow up	Sometimes	2. well probably it's because sometime there some activities are fun and some are not
65	Important	1. because if I'm going to stay here, I need to learn French to understand to talk if my parents need help	Sometimes	2. because teacher teach me french good by happy and mad (bad?) by angry that I am not happy
66	Not really important	1. because it's not important language	Not really	2. because in french class there's no fun
67	Important	1. because it extends your abilities	Sometimes	2. it can be fun but it's a bit boring
68	Important	1. because I am in France so I think it is important	Yes	2. because I think it is fun and useful to know another language
69	Important	1. because I like to read french	Yes	2. because it's the second language that is used in the world
70	Important	1. because I have to be able to speak french to other people if I need help outside of school and home	Yes	2. because I learn a lot of interesting things and we also do a lot of fun things
71	Important	1. I need to learn 3 languages at the end of school and I know english and spanish	Yes, definitely!	2. I like learning a word and connecting in spanish
72	Important	1. because I'm leaving in a little more than a month	Sometimes	2. because sometimes it is boring
73	Important	1. because it's best to know lots of languages so you can talk with lots of people	Yes	2. because sometimes we get to do fun activities and also learn
74	Very important	1. because if we don't learn french we won't be able to speak anywhere	Yes	2. because it's nice to compare languages
75	Important	1. because you need to be able to speak french to talk to people	Yes	2. because I want to be able to speak fluent french and I like what we do

	Being able to speak with French people	Having fun in the classroom	Knowing more about the French culture (tradition, food, music, religion...)	Finding a good job when I am older in which I may need to speak French	Getting good marks	Knowing some words in French	Being able to go into shops and ask what I want	Other things that you think are important
1	Important	Not really important	Important	Very important	Important	Very important	Very important	3. to understand the rules
2	Not really important	Not really important	Important	Very important	Not really important	Very important	Important	3. being able to communicate to somebody that does not know your language but that speaks french
3	Very important	Not really important	Important	Very important	Very important	Very important	Important	3. how to write french. To be able to go to a French school
4	Important	Important	Very important	Very important	Important	Not really important	Not really important	3. If my next school is French, being able to have friends
5	Very important	Important	Important	Not really important	Not really important	Very important	Important	3. being able to conjugate verbs correctly (so I don't sound silly) and playing with my little sister's french games
6	Very important	Very important	Important	Very important	Very important	Very important	Very important	3. yes because we learn on la francophonie

	Being able to speak with French people	Having fun in the classroom	Knowing more about the French culture (traditions, food, music, religion...)	Finding a good job when I am older in which I may need to speak French	Getting good marks	Knowing some words in French	Being able to go into shops and ask what I want	Other things that you think are important
7	Very important	Important	Important	Very important	Very important	Very important	Important	3. to be old and still speak french
8	Not really important	Important	Important	Not really important	Not really important	Very important	Important	3. being able to read in French
9	Very important	Very important	Important	Important	Important	Very important	Important	3. speaking fluently french
10	Very important	Very important	Important	Very important	Important	Very important	Very important	3. being able to play games in French. Understanding the language
11	Important	Not really important	Not really important	Very important	Very important	Important	Not important at all	
12	Very important	Not really important	Very important	Important	Important	Very important	Very important	3. Helping out with other languages
13	Important	Important	Important	imp/not really imp	Not really important	Very important	Important	3. if I am in trouble I need to speak French to find help
14	Very important	Important	Not really important	Not really important	Important	Very important	Very important	3. speaking well when you're older because if you want to live in France you have to know how to speak French
15	Very important	Very important	imp/not really imp	Very important	Very important	Very important	Important	
16	Very important	Not important at all	Very important	Important	Very important	Important	Very important	3. Making friends and talking to them in French
17	Not really important	Important	Not important at all	Very important	Not really important	Not important at all	Important	3. being able to ask people questions or the way to a place
18	Important		Important	Very important	Not really important	Important	Not really important	
19	Very important	Important	Important	Very important	Very important	Very important	Very important	3. being able to go to French clubs (football)
20	Not really important	Not important at all	Very important	Very important	Very important	Important	Not really important	3. getting admission in French school
21	Very important	Very important	Important	Very important	Important	Very important	Very important	3. Going to my French friend's house
22	Very important	Very important	Not really important	Important	Important	Very important	Very important	3. Ordering on the phone, Talking with French kids, Listening to French TV
23	Important	Very important	Important	Important	Important	Important	Important	3. Knowing how to speak it
24	Very important	Important	Important	Important	Very important	Very important	Very important	3. to learn French
25	Very important	Very important	Important	Important	Important	Very important	Very important	3. being able to learn many simple sentences at the end of the year
26	Important	Not really important	Very important	Important	Very important	Important	Important	3. you have to know how to speak lots of languages because when you visit other countries you already know how to speak the language
27	Important	Important	Important	Not really important	Important	Very important	Important	
28	Important	Not really important	Very important	Important	Not really important	Important	Important	
29	Important	Very important	Not really important	Not really important	Very important	Important	Very important	
30	Important	Important	Not really important	Not really important	Very imp/Not really imp	Important		
31	Not really important	Important	Important	Important	Important	Not really important	Not really important	
32	Not really important	Important	Important	Not really important	Important	Important		

	Being able to speak with French people	Having fun in the classroom	Knowing more about the French culture (traditions, food, music, religion...)	Finding a good job when I am older in which I may need to speak French	Getting good marks	Knowing some words in French	Being able to go into shops and ask what I want	Other things that you think are important
33	Very important	Very important	Not important at all	Important	Very important	Very important	Very important	3. I think it important if someone ask you where is that street (I don't know) in French and it good if you will help him
34	Very imp (in France)	Sometimes	Very important	Important	Very important	Very important	Very important	
35	Important	Important	Not really important	Very important	?	Very important	Very important	3. if you need help or something like that
36	Very important	Very important	Very important	Very important	Very important	Very important	Very important	3. being able to talk to doctor, etc
37	Important	Important	Important	Very important	Important	Very important		
38	Very important	Important	Important	Important	Very important	Very important	Very important	3. To understand French
39	Very important	Not really important	Very important	Important	Very important	Very important	Not really important	3. I think knowing more about french is more important
40	Very important	Very important	Important	Very important	Very important	Very important	Important	3. being able to perced in french
41	Important	Very important	Very important	Very important	Very important	Very important		
42	Not really important	Important	Important	Not really important	Important	imp/not really imp		
43	Not really important	Important	Important	Not really important	Not really important	Not really important		3 study the french
44	Very important	Important	Very important	Important	Very important	Very important	Important	
45	Very important	Important	Important	Very important	Not really important	Important	Important	
46	Important	Not really important	Important	Important	Very important	Very imp/Not really imp	Important	3. I think french is important because what if someone comes into your country and has NO idea about English or whatever
47	Very important	Very important	Very important	Important	Very important	Very important	Very important	
48	Very important	Very important	Very important	Very important	Very important	Very important	Very important	3. being able to actually speak another language, being able to read in another language
49	Important		Not really important	Very important	Very important	Very important	Very important	
50	Very important		Very important	Very important	Very important	Not really important		3. being able to be confident when you write letters.
51	Important	Very important	Very important	Very important	Important	Very important	Very important	
52	Very important	Not really important	Important	Very important	Important	Important	Very important	
53	Very important	Not really important	Important	Very important	Important	Very important		
54	Very important	Not important at all	Very important	Very important	Very important	Not really important		
55	Very important	Very important	Important	Very important	Important	Important	Very important	3 being able to ask something to someone on the road in French
56	Important	Important	Important	Very important	Not really important	Very important	Very important	3. can understand films or books, can ask people directions or when we are lost
57	Very important	Important	Very important	Very important	Important	Important		
58	Important	Not really important	Very important	Very important	Important	Not really important		3. getting to learn a new language
59	Very important	Important	Important	Important	Important	Important		3. to me understand everything
60	Important	Very important	Not really important	Not really important	Very important	Important	Important	

	Being able to speak with French people	Having fun in the classroom	Knowing more about the French culture (traditions, food, music, religion...)	Finding a good job when I am older in which I may need to speak French	Getting good marks	Knowing some words in French	Being able to go into shops and ask what I want	Other things that you think are important
61	Important	Very important	Important	Very important	Very important	Very important	Very important	3. going to school in France, reading french and writing french
62	Very important	Very important	Very important	Very important	Very important	Very important	Very important	
63	Very important	Important	Important	Important	Very important	Very important	Very important	
64	Very important	Very important	Important	Very important	Very important	Very important	Very important	3. understanding the language for watching french news or cartoon, french sites, hotels.
65	Important	Not really important	Not really important	very imp/imp	Important	Important	Very important	3. good enough to ask what mom want at the shop
66	Important	Very important	Very important	Important	Important	Very important	Important	
67	Important	Important	Important	Very important	Important	Very important	Important	3. understanding french
68	Very important	Very important	Not really important	Very important	Very important	Very important	Very important	3. I think that it is important to pay attention to class
69	Very important	Important	Not important at all	Not really important	Very important	Very important	Important	3. being able to write in french
70	Very important	Very important	Important	Very important	Important	Important	Important	3. being able to ask for help when you are lost. Understanding what other people are saying to you.
71	Not really important	Important	Very important	Very important	Very important	Important	Very important	3. I will be able to talk to my friends that know french
72	Important	Very important	Important	Very important	Very important	Very important	Very important	3. being able to talk to the person who owns the hotel because she talks with a rrrrr
73	Very important	Very important	Not really important	Important	Very important	Very important	Very important	3. being able to read or write french also
74	Very important	Very important	Very important	Very important	Very important	Very important	Very important	
75	Very important	Important	Important	Very important	Important	Not really important	Important	3. knowing how to speak without an accent, knowing how to understand writing and other people

	At home, do your parents (mum, dad, brothers or sisters) help you with your French ?	How many cds in French do you have at home?	How many dvds in French do you have at home	How many books/magazines in French do you have at home?	How many computer games or video games in French do you have at home?	Other things you may have in French
1	Often	about 1 to 5	about 1 to 5	about 6 to 20	about 1 to 5	5. board games with instructions
2	Always	0	about 6 to 20	more than 20	0	5. world map in french
3	Always	about 1 to 5	about 1 to 5	more than 20	about 1 to 5	
4	Sometimes	about 1 to 5	about 1 to 5	about 6 to 20	0	
5	Rarely	about 1 to 5	about 1 to 5	about 1 to 5	0	
6	Never	more than 20	more than 20	more than 20	more than 20	5. I have books and my family
7	Rarely	more than 20	more than 20	more than 20	about 6 to 20	5. TV radio
8	Sometimes	about 1 to 5	about 1 to 5	more than 20	about 1 to 5	5. Homework, music
9	Rarely	about 1 to 5	about 6 to 20	more than 20	about 1 to 5	5. shirts, food and supplies (and more)
10	Often	about 1 to 5	about 1 to 5	about 6 to 20	about 6 to 20	
11	Rarely	about 1 to 5	more than 20	about 1 to 5	about 1 to 5	5. Homeworks
12	Sometimes	0	about 6 to 20	about 6 to 20	about 1 to 5	

	At home, do your parents (mum, dad, brothers or sisters) help you with your French ?	How many cds in French do you have at home?	How many dvds in French do you have at home	How many books/magazines in French do you have at home?	How many computer games or video games in French do you have at home?	Other things you may have in French
13	Sometimes	0	about 1 to 5	about 1 to 5	about 1 to 5	
14	Sometimes	more than 20	about 6 to 20	about 1 to 5	about 6 to 20	
15	Rarely	about 1 to 5	about 1 to 5	more than 20	about 1 to 5	
16	Rarely	more than 20	more than 20	about 6 to 20	about 1 to 5	5. Lap-top
17	Never	About 6 to 20	about 6 to 20	about 1 to 5	0	5. I have 1 french book
18	Often	About 6 to 20	about 6 to 20	more than 20	about 1 to 5	
19	Sometimes	about 1 to 5	more than 20	about 6 to 20	about 1 to 5	
20	Never	about 1 to 5	0	about 1 to 5	about 6 to 20	
21	Rarely	About 6 to 20	about 1 to 5	about 6 to 20	0	5. Lap-top
22	Rarely	about 1 to 5	more than 20	about 1 to 5/about 6 to 20	about 6 to 20	
23	Rarely	about 1 to 5	about 1 to 5	about 1 to 5	about 1 to 5	
24	Sometimes	0	about 1 to 5	about 1 to 5	more than 20	
25	Always	about 1 to 5	about 1 to 5	about 1 to 5/about 6 to 20	about 1 to 5	
26	Rarely	0	0	about 1 to 5	0	5. I have french cartoon channel for kids
27	Sometimes	about 1 to 5	about 1 to 5	about 6 to 20	more than 20	
28	No hmwk	about 1 to 5	about 6 to 20	about 6 to 20	about 1 to 5	
29	Rarely	0	0	0	about 1 to 5	
30	No hmwk	more than 20	about 6 to 20	more than 20	about 1 to 5	5. 2 DS Games in French and 12 games on the internet
31	Sometimes	about 1 to 5	about 1 to 5	0	about 1 to 5	
32	Sometimes	0	0	0	0	
33	Sometimes	0	more than 20	0	0	
34	Often	0	0	about 6 to 20	more than 20	5. TV channels
35	Always (dad)	about 1 to 5	about 1 to 5	about 6 to 20	0	
36	Sometimes	0	0	more than 20	0	
37	Sometimes	about 1 to 5	0	about 1 to 5	0	
38	Sometimes	about 1 to 5	about 1 to 5	0	about 1 to 5	5. TV programs
39	Never	about 1 to 5	0	more than 20	about 1 to 5	
40	Often	about 1 to 5	about 1 to 5	about 1 to 5	about 1 to 5	5. stuff on mom's ipod is french
41	Often	0	0	0	0	
42	Often	About 6 to 20	about 1 to 5	about 1 to 5	0	
43	Always	about 1 to 5	about 1 to 5	about 1 to 5	about 1 to 5	5. playstation 2
44	Sometimes	more than 20	about 1 to 5	about 1 to 5	about 6 to 20	5 TV shows
45	Often	about 1 to 5	about 1 to 5	about 1 to 5	about 6 to 20	
46	Rarely	about 1 to 5	more than 20	more than 20	about 1 to 5	
47	Sometimes	about 1 to 5	about 1 to 5	about 6 to 20	about 6 to 20	
48	Always	more than 20	more than 20	more than 20	0	5. newspapers, television channels
49	Never	more than 20 (50 more)	more than 20 (50 more)	more than 20	more than 20	
50	Rarely	more than 20	more than 20	more than 20	0	5. the TV is french, half of my readings are in french, I argue in french, sometimes I sing in french but I prefer singing in english
51	Often	About 6 to 20	more than 20	more than 20	about 1 to 5	5. Books, posters, cahier de vacances, french working books
52	Sometimes	more than 20	more than 20	more than 20	about 6 to 20	
53	Rarely	more than 20	more than 20	more than 20	more than 20	5 everything, well almost
54	Rarely	more than 20	more than 20	more than 20	more than 20	
55	Always	about 1 to 5	about 1 to 5	about 1 to 5	0	
56	Sometimes	about 1 to 5	0	0	0	
57	Always	About 6 to 20	about 1 to 5	0	about 6 to 20	

	At home, do your parents (mum, dad, brothers or sisters) help you with your French ?	How many cds in French do you have at home?	How many dvds in French do you have at home	How many books/magazines in French do you have at home?	How many computer games or video games in French do you have at home?	Other things you may have in French
58	Rarely	about 1 to 5	about 1 to 5	about 6 to 20	about 1 to 5	5 channels in the TV
59	Rarely	0/about 1 to 5	about 1 to 5	about 1 to 5/about 6 to 20	0/about 1 to 5	5. board games about 5
60	Sometimes	about 1 to 5	about 6 to 20	about 1 to 5	about 1 to 5	
61	Always	more than 20	about 6 to 20	more than 20	0	5. food, TV movies
62	Always	0	about 1 to 5	about 1 to 5	about 1 to 5	
63	Often	about 1 to 5	about 1 to 5	about 1 to 5	about 1 to 5	
64	Rarely	0	about 6 to 20	about 1 to 5	0	
65	Rarely	0	about 1 to 5	about 1 to 5	0	
66	Sometimes	0	about 1 to 5	about 1 to 5	0	5. toys
67	Often	more than 20	about 1 to 5	more than 20	0	5. posters
68	Sometimes	0	0	0	about 1 to 5	
69	Often	0	0	about 1 to 5	about 1 to 5	
70	Often	0	0	about 6 to 20	0	
71	Always	about 1 to 5	about 6 to 20	more than 20	about 6 to 20	5. water bottles
72	Sometimes	more than 20	about 6 to 20	more than 20	about 1 to 5	5. books, foods
73	Sometimes	0	about 1 to 5	about 6 to 20	about 1 to 5	5. receipes
74	Often	About 6 to 20	about 1 to 5	more than 20	0	
75	Rarely		about 1 to 5	about 1 to 5	0	

	Reading in French is...	Speaking in French is...	Writing in French is...	Understanding when someone speaks French is...	Learning French vocabulary is...	Learning the structure of the sentence (grammar) in French is...	Learning how to pronounce words in French is...	Learning how to spell correctly in French is...	Learning the culture in France (...) is...	Learning the History and Geography of France is...
1	Not really important	Important	Not really important	Very important	Very important	Important	Important	Important	Not really important	Not really important
2	Important	Very important	Not really important	Very important	Important	Not really important	Not really important	Not really important	Very important	Important
3	Very important	Important	Very important	Very important	Very important	Very important	Important	Very important	Important	Important
4	Important	Important	Important	Very important	Important	Important	Very important	Very important	Important	Very important
5	Important	Very important	Important	Very important	Very important	Very important	Very important	Important	Important	Not really important
6	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important
7	Important	Very important	Important	Very important	Very important	Very important/i important	Very important	Important	Important	Very important
8	Important	Important	Very important	Important	Important	Important	Not really important	Very important	Not really important	Not important at all
9	Important	Very important	Not really important	Very important	Important	Very important	Important	Important	Not really important	Not really important
10	Important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Important
11	Important	Very important		Very important	Important	Important	Very important	Important	Important	Very important
12	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Important
13	Important	Important	Not really important	Very important	Important	Important	Important	important/not really important	Important	Not really important

	Reading in French is...	Speaking in French is...	Writing in French is...	Understanding when someone speaks French is...	Learning French vocabulary is...	Learning the structure of the sentence (grammar) in French is...	Learning how to pronounce words in French is...	Learning how to spell correctly in French is...	Learning the culture in France (...) is...	Learning the History and Geography of France is...
14	Important	Important	Important	Very important	Important	Important	Very important	Important	Not really important	Not really important
15	Important	Important	Important	Important	Important	Not really important	Not really important	Not really important	Not really important	Not really important
16	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important
17	Not really important	Not really important	Not really important	Important	Not really important	Not really important	Not really important	Not important at all	Not really important	Not important at all
18	Very important	Very important	Important	Very important	Important	Important	Very important	Very important	Important	Very important
19	Important	Very important	Important	Very important	Very important	Important	Very important	Important	Important	Important
20	Important	Important	Very important	Very important	Very important	Very important	Important	Very important	Not really important	Not really important
21	Very important	Very important	Very important	Very important	Important	Important	Very important	Important	Not really important	Important
22	Very important/important	Very important	Important	Very important	Very important	Very important	Very important	Very important	Important	important/not really important
23	Important	Important	Important	Very important	Very important	Important	Very important	Important	Important	Important
24	Important	Important	Important	Very important	Important	Very important	Important	Very important	Important	Important
25	Important	Very important	Important	Very important	Important	Important	Very important	Very important	Not really important	Not really important
26	Important	Important	Important	Very important	Important	Important	Very important	Very important	Very important	Very important
27	Important	Important	Important	Very important	Important	Important	Important	Important	Important	Not really important
28	Important	Important	Not really important	Important	Not really important	Important	Very important	Very important/i important		Not really important
29	Important	Important	Important	Important	Important	Important	Important	Important	Important	Important
30	Important	Very important	Not really important	Important	Important	Important	Very important	Not really important	Not really important	Not really important
31	Not really important	Not really important	Not really important	Important	Not really important	Not really important	Important	Not really important	Important	Important
32	Important	Important	Important	Important	Important	Not really important	Not really important	Not really important	Not really important	Not really important
33	Important	Very important	Very important	Very important	Very important	Very important	Very important	Important	Very important	Not really important
34	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important
35	Not really important	Very important	Not really important	Important	?	Not really important	?	Not important at all	Not really important	Not really important
36	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important
37	Important	Important	Important	Not really important	Very important	Important	Very important	Very important	Important	Not really important
38	Very important	Very important	Very important	Very important	Very important	Important	Very important	Very important	Important	Important
39	Very important	Very important	Very important	Very important	Very important	Important	Very important	Very important	Very important	Important
40	Very important	Very important	Very important	Very important	Important	Important	Very important	Important	Important	Important
41	Important	Important	Important	Very important	Very important	Very important	Very important	Very important	Very important	Very important

	Reading in French is...	Speaking in French is...	Writing in French is...	Understanding when someone speaks French is...	Learning French vocabulary is...	Learning the structure of the sentence (grammar) in French is...	Learning how to pronounce words in French is...	Learning how to spell correctly in French is...	Learning the culture in France (...) is...	Learning the History and Geography of France is...
42	Not really important	Not really important	Not really important	Not really important	Important	Not really important	Not really important	Not really important	Not really important	Not really important
43	Important	Important	Important	Important	Important	Important	Important	Important	Important	Important
44	Important	Very important	Important	Very important	Very important	Important	Very important	Not really important	Very important	Very important
45	Important	Important	Important	Very important	Important	Not really important	Important	Very important	Not really important	Not important at all
46	Very important	Very important	Important	Very important	Important	Very important	Very important	Important	Very important	Important
47	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important
48	Very important	Very important	Very important	Very important	Important	Important	Very important	Important	Very important	Very important
49	Important	Important	Important	Very important	Important	Important	Important	Important	Not really important	Not important at all
50	Very important	Very important	Very important	Very important	Very important	Important	Very important	Very important	Important	Very important
51	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important
52	Very important	Very important	Very important	Very important	Very important	Very important	Important	Very important	Not really important	Important
53	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Important	Very important
54	Very important	Very important	Very important	Very important	Very important	Very important	Important	Very important	Not really important	Very important
55	Important	Very important	very important/important	Very important	very important/important	very important/important	very important/important	Very important	important/not really important	important/not really important
56	Important	Very important	Very important	Very important	Important	Very important	Very important	Very important	Very important	Very important
57	Important	Very important	Very important	Very important	Important	Very important	Very important	Not really important	Not really important	Important
58	Important	Very important	Important	Very important	Very important	Very important	Important	Not really important	Important	Very important
59	Important	Very important	Important	Very important	Important	Important	Important	Important	Important	important/not really important
60	Important	Important	Important	Important	Important	Important	Important	Important	Not really important	Not important at all
61	Very important	Very important	Very important	Important	Important	Very important	Important	Very important	Very important	Important
62	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Important
63	Very important	Important	Very important	Very important	Very important	Very important	Important	Very important	Not really important	Important
64	Very important	Very important	Important	Very important	Important	Not really important	Important	Very important	Very important	Important
65	Very important	Very important	Very important	very important/important	Important	Important	Important	very important/i important	important/not really important	Important
66	Important	Important	Important	Important	Very important	Important	Important	Very important	Not really important	Very important
67	Important	Important	Important	Very important	Important	Not really important	Not really important	Important	Important	Very important
68	Very important	Very important	Very important	Not really important	Very important	Very important	Very important	Very important	Not really important	Important

	Reading in French is...	Speaking in French is...	Writing in French is...	Understanding when someone speaks French is...	Learning French vocabulary is...	Learning the structure of the sentence (grammar) in French is...	Learning how to pronounce words in French is...	Learning how to spell correctly in French is...	Learning the culture in France (...) is...	Learning the History and Geography of France is...
69	Important	Very important	Important	Important	Not really important	Not really important	Not really important	Not really important	Not important at all	Not important at all
70	Not really important	Important	Not really important	Important	Important	Not really important	Important	Important	Very important	Important
71	Very important	Important		Very important	Very important	Very important	Very important	Important	Very important	Important
72	Important	Very important	Very important	Very important	Important	Important	Important	Important	Important	Important
73	Very important	Very important	Very important	Very important	Important	Important	Very important	Important	Not really important	Not really important
74	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important	Very important
75	Important	Very important	Important	Very important	Very important	Important	Important	Not really important	Important	Not important at all

	I feel proud of myself when I say to other people that I learn French	French language is a very respectable language	English language is a very respectable language	My mother tongue (...) is a very respectable language (choice between English or Other)	At school, the French lesson is important	At school, the English lesson is important
1	Not really	Yes	Yes	Yes, definitely!	Yes	
2	Yes	Yes	Yes	Yes (Italian)	Yes	Yes
3	Yes	Yes, definitely!	Yes, definitely!	Yes, definitely! (Italian)	Yes, definitely!	Yes, definitely!
4	Yes, definitely!	Yes, definitely!	Yes, definitely!	Portuguese	Yes	Yes, definitely!
5	Yes	Yes	Yes	Yes (English and Bengali)	Yes	Yes
6	Yes, definitely!	Yes, definitely!	Not at all	Yes, definitely! (French)	Yes, definitely!	Not really
7	Not at all	Yes, definitely!	Yes, definitely!	Yes, definitely! (French)	Yes	
8	Yes	Yes	Yes, definitely!	Yes (Dutch)	Yes, definitely!	Yes, definitely!
9	Yes	Yes	Yes, definitely!	Yes, definitely! (English)	Yes	Not really
10	Yes	Yes	Yes	Yes (English)	Yes, definitely!	Yes, definitely!
11	Yes	Yes	Yes, definitely!	Yes, definitely! (Italian)	Yes	Yes
12	Yes	Yes	Yes, definitely!	Yes, definitely! (English)	Yes, definitely!	Yes
13	Yes, definitely!	Yes	Yes, definitely!	Yes, definitely! (English)	Yes	Yes, definitely!
14	Not really	Not really	Yes	Yes (English- French/Italian)	Yes	Yes
15	Yes	Yes	Yes, definitely!	Yes (Turkish)	Yes	Yes, definitely!
16	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely! (English)	Yes, definitely!	Yes, definitely!
17	Not at all	Not at all	Yes, definitely!	Yes, definitely! (Russian)	Not really	Yes, definitely!
18	Yes	Yes	Yes	Yes, definitely! (German)	Yes	Yes, definitely!
19	Yes	Yes, definitely!	Yes, definitely!	Yes, definitely! (English)	Yes, definitely!	Yes, definitely!
20	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely! (Hindi)	Yes, definitely!	Yes, definitely!
21	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes (Korean)	Yes, definitely!	Yes, definitely!
22	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely! (Armenian but I have always known English)	Yes, definitely!	Yes, definitely!
23	Not really	Yes, definitely!	Yes, definitely!	Yes (Czech, German and Swiss German)	Yes	Yes, definitely!
24	Yes	Yes, definitely!	Yes, definitely!	Yes, definitely! (Hindi)	Yes	Yes, definitely!
25	Yes, definitely!	Yes	Yes, definitely!	Yes, definitely! (English)	Yes	Yes, definitely!
26	Not really	Yes, definitely!	Yes, definitely!	Yes, definitely! (Arabic)	Yes, definitely!	Yes, definitely!
27	Not really	Yes	Yes	Yes (Korean)	Yes	Yes

	I feel proud of myself when I say to other people that I learn French	French language is a very respectable language	English language is a very respectable language	My mother tongue (...) is a very respectable language (choice between English or Other)	At school, the French lesson is important	At school, the English lesson is important
28	Yes	Yes, definitely!	Yes, definitely!	Yes, definitely! (English)	Yes	Yes, definitely!
29	Yes, definitely!	Not really	Yes	Yes, definitely! (Tamil)	Yes	Yes
30	Yes	Yes, definitely!	Yes, definitely!	Yes (English)	Yes, definitely!	Yes, definitely!
31	Not really	Yes	Yes	Yes (Korean)	Yes	Yes
32	Yes	Yes	Yes, definitely!	Yes (Japanese)	Yes	Yes, definitely!
33	Yes	Yes	Yes, definitely!	Yes, definitely! (Hebrew)	Yes, definitely!	Yes, definitely!
34	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely! (Telugu- Indian language)	Yes, definitely!	Yes, definitely!
35	Yes, definitely! (but I don't)	?	?	Yes, definitely! (Danish)	Yes, definitely/ Yes	Yes, definitely!
36	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely! (Hindi)	Yes, definitely!	Yes, definitely!
37	Yes	Yes	Yes	Yes (<i>Russian?</i>)	Yes	Yes, definitely!
38	Yes	Yes, definitely!	Yes, definitely!	Not really (English, Hindi)	Yes	Yes
39	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely! (English)	Yes	Yes, definitely!
40	Yes	Yes	Yes	Yes (English)	Yes, definitely!	Yes, definitely!
41	Yes	Yes	Yes	Yes (Malay)	Yes, definitely!	Yes, definitely!
42	Yes	Not really	Yes, definitely!	Yes (Japanese)	Not really	Yes
43	Yes	Yes	Yes, definitely!	Yes (French???, Korean, English)	Yes	Yes, definitely!
44	Yes, definitely!	Yes	Yes	Yes (Malay)	Yes, definitely!	Yes, definitely!
45	Not really	Yes	Yes, definitely!	Yes (Korean- english)	Not really	Yes, definitely!
46	Yes	Yes	Yes, definitely!	Yes (English)	Yes, definitely!	Yes
47	Yes	Yes, definitely!	Yes, definitely!	Yes, definitely! (English and Arabic)	Yes, definitely!	Yes, definitely!
48	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely! (French)	Yes, definitely!	Yes, definitely!
49	Not really	Yes	Yes, definitely!	French	Not really	
50	Not really	Yes	Yes	Yes, definitely! (French)	Yes, definitely!	Yes, definitely!
51	Yes, definitely!	Yes, definitely!	Yes, definitely!	Bilingue (anglais-francais)	Yes, definitely!	Yes, definitely!
52	Yes	Yes	Yes, definitely!		Yes	Yes, definitely!
53	Not really	Yes, definitely!	Yes, definitely!	French	Yes	Yes, definitely!
54	Not really	Yes	Yes	Yes, definitely! (English-French)	Yes	Yes
55	Yes, definitely!	Yes	Yes, definitely!	English and Italian	Yes	Yes, definitely!
56	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely! (Malay)	Yes, definitely!	Yes, definitely!
57	Yes, definitely!	Yes	Yes	Yes (Japanese)	Yes, definitely!	Yes
58	Yes	Yes	Yes	Yes, definitely! (english, Mizo(indian))	Yes, definitely!	Yes
59	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely! (english, sometimes German)	Yes	Yes
60	Not really	Not really	Yes, definitely!	Yes, definitely! (English)	Not really	Yes
61	Yes, definitely!	Not really	Yes	Yes (Arabic)	Yes, definitely!	Yes, definitely!
62	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely! (English)	Yes, definitely!	Yes, definitely!
63	Yes	Yes	Yes, definitely!	English	Yes, definitely!	Yes, definitely!
64	Yes	Not really	Yes, definitely!	Yes (Assamese)	Yes, definitely!	Yes, definitely!
65	Yes	Yes	Yes, definitely!	Yes, definitely! (Korean)	Yes, definitely/ Yes	Yes, definitely!
66	Yes	Not really	Yes	Yes, definitely! (Korean)	Yes	Yes, definitely!
67	Not really	Yes	Yes, definitely!	Yes, definitely! (English)	Yes	Yes
68	Yes	Yes	Yes, definitely!	Yes, definitely! (English)	Yes, definitely!	Yes, definitely!
69	Not really	Not really	Yes, definitely!	Yes, definitely! (Hindi)	Not really	Yes, definitely!
70	Not really	Not really	Yes	Yes, definitely! (Dutch)	Yes, definitely!	Yes, definitely!
71	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes (English)	Yes, definitely!	Not really
72	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely! (English)	Yes	Yes, definitely!
73	Yes	Yes	Yes	Yes (English)	Yes, definitely!	Yes, definitely!
74	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely! (English)	Yes, definitely!	Yes, definitely!
75	Yes	Yes, definitely!	Yes, definitely!	Yes, definitely! (English)	Yes, definitely!	Yes, definitely!

	There should be more than one foreign language at school	French is linked to the other subject areas (maths, history, science...)	French is linked to the programme of inquiry	I think studying in this school will help me continuing my studies in a school in France	I think studying in this school will help me continuing my studies in another country.	I think that evaluation of our work and level in French is important.	How old are you ?	You are	What is your nationality ?	Which language(s) do you speak most at home with your family?	Which language(s) do you speak most at school with your friends?
1	Yes, definitely!	Yes, definitely!	Yes	Yes, definitely!	Yes, definitely!	Yes	11	girl	Israeli and Jewish	Hebrew (one day a week in English)	English
2	Not really	Not at all	Yes	Yes	Yes, definitely!	Yes	10	boy	Italian	Italian and a bit of english	english and some french
3	Yes	Not at all	Not at all	Yes, definitely!	Yes, definitely!	Yes, definitely!	10	boy	Italian	Italian	English
4	Yes	Not really	Not really	Yes, definitely!	Yes	Yes, definitely!	10	girl	Portuguese	Portuguese	English
5	Yes	Yes, definitely!	Yes, definitely!	Not really	Yes	Yes	9	girl	American and Bengladeshi (I also have a British passport)	Bengali and English	English
6	Not at all	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	10	girl	French, African, Spanish, German	French	French
7	Yes		Yes	Yes	Yes	Yes	9	boy	Canadian	French	English
8	Yes, definitely!	Not really	Yes	Yes, definitely!	Yes	Yes	9	boy	Dutch	Dutch and sometimes English	English, French
9	Yes, definitely!	Yes, definitely!	Yes	Yes	Yes, definitely!	Yes	10	boy	american	english	English
10	Yes, definitely!	Yes	Yes	Yes, definitely!	Yes, definitely!	Yes, definitely!	10	girl	American/English	english	English/French
11	Yes, definitely!	Not really	Yes	Not at all	Not really	Yes	10	girl	Italian	French, Italian and English	French and English
12	Yes	Yes	Not really	Yes, definitely!	Yes, definitely!	Yes, definitely!	11	girl	American	English and ocaionnaly French	English
13	Yes, definitely!	Not really	yes/not really	(I am leaving to NY)	Yes/Not really	Yes/Not really	11	girl	Born in London, Mother american, father half swedish-norwegian, lived in Germany for 7 years, in Paris for 3 yrs	English	English
14	Yes	Not really	Yes	Not really (I already speak French)	Yes	Yes	10	girl	French and Italian	Italian, French, English	English and Italian
15	Not really	Not really	yes/not really (For some units)	Yes	Yes, definitely!	Yes	11	girl	Turkish	Turkish and English	English, sometimes French (with French friends)
16	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	11	boy	American	English, Arabic, French	English, French
17	Yes	Not really	Yes	Yes	Yes, definitely!	Yes, definitely!	11	girl	Russian	Russian-English	English-very rarely French
18	Yes, definitely!	Not really	Yes	Yes, definitely!	Yes	Not really	11	girl	Half German, Half Swiss	German	English

	There should be more than one foreign language at school	French is linked to the other subject areas (maths, history, science...)	French is linked to the programme of inquiry	I think studying in this school will help me continue my studies in a school in France	I think studying in this school will help me continue my studies in another country.	I think that evaluation of our work and level in French is important.	How old are you ?	You are	What is your nationality ?	Which language(s) do you speak most at home with your family?	Which language(s) do you speak most at school with your friends?
19	Yes	Not really	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	11	boy	English (dad half French)	English	English and French
20	Not really	Not really	Not really	Yes, definitely!	Yes, definitely!	Yes, definitely!	11	girl	Indian	Hindi and English	English
21	Yes, definitely!	Yes, definitely!	Yes	Not really	Yes, definitely!	Yes, definitely!	11	boy	Korean	Korean	English
22	Yes, definitely!	Yes	yes/not really	Yes, definitely!	Yes, definitely!	Yes, definitely!	11	girl	Armenian	Armenian and English	English, rarely-sometimes French
23	Yes/ not really	Yes	Yes/ not really	Yes	Yes	Yes	11	girl	Swiss and Czech	English and Czech	English
24	Yes, definitely!	Yes	Yes	Yes, definitely!			9	boy	Indian	Hindi and English	English
25	Not really	Yes	Yes, definitely!	Yes	Yes	Yes	10	girl	American	English	English
26	Yes, definitely!	Yes	Yes	Yes, definitely!	Yes, definitely!	Yes	9	boy	Born in Barbain	Arabic	English
27	Not really	Not really	Yes	Yes	Yes	Yes	10	boy	Korean	Korean and English	English
28	Yes, definitely!	Not really	Yes	Yes	Yes	Yes	10	boy	American	English	English
29	Yes	Not really	Yes	Not really	Yes	Not really	10	girl	Brahmin	Tamil	English
30	Yes, definitely!	Yes, definitely!	Yes	Yes	Yes, definitely!	Yes	10	boy	English (dad born in Australia)	English	English
31	Not really	Not really	Not really	Not really	Yes, definitely!	Yes	10	girl	Korean	Korean	English
32	Yes	Yes	Yes	Yes	Yes, definitely!	Yes	11	girl	Japanese	Japanese	English
33	Not at all	Not at all	Not really	Yes, definitely!	Yes	Yes, definitely!	10	girl	Israeli, English (a little)	Hebrew	English
34	Yes	Yes	Yes	Yes, definitely!	Yes, definitely!	Yes, definitely!	12	girl	Indian	Telugu	With Indian friends I speak Hindi and English, Friends I speak English
35	Not really	Not really	?	?	?	?	11	girl	Danish	Danish	English
36	Yes	Yes	Yes	Yes, definitely!	Yes, definitely!	Yes, definitely!	11	boy	Indian	Hindi, English and sometimes French	English
37	Yes	Not really	Not really	Yes	Yes, definitely!	Yes, definitely!	10	boy	Russian (mum is Ukraine)	Russian	English, Japanese, Russian
38	Not really	Yes	Not really	Yes, definitely!	Yes, definitely!	Yes, definitely!	11	girl	indian and croatian	Hindi, English	English
39	Yes	Not really	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	9	boy		English	French and English
40	Yes, definitely!	Yes	Yes	Yes, definitely!	Yes, definitely!	Yes	10	girl	American	English	English
41	Yes	Yes	Yes	Yes	Yes	Yes	11	boy	Brunei Darussalam	Malay	English
42	Yes	Not really	Not really	Yes	Yes	Not really	10	boy	Japanese	japanese sometimes English	English and Japanese (I speak Japanese to my Japanese friends)
43	Yes	Yes	Yes	Not at all	Yes	Yes	11	boy	Korean	Korean	English

	There should be more than one foreign language at school	French is linked to the other subject areas (maths, history, science...)	French is linked to the programme of inquiry	I think studying in this school will help me continuing my studies in a school in France	I think studying in this school will help me continuing my studies in another country.	I think that evaluation of our work and level in French is important.	How old are you ?	You are	What is your nationality ?	Which language(s) do you speak most at home with your family?	Which language(s) do you speak most at school with your friends?
44	Yes	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	10	boy	English	English (?)	English
45	Yes	Not really	Yes	Not at all	Yes	Not really	11	boy	Korean	Korean	English
46	Yes, definitely!	Not at all	Not really	Not at all	Not really	Yes	10	boy	American (grandpa Russian)	English and sometimes Hebrew	English
47	Not really	Yes	Yes	Yes, definitely!	Yes, definitely!	Yes, definitely!	9	boy	Yemen	English	English
48	Yes, definitely!	Yes	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	11	girl	French	Mostly French, English, Spanish	English
49	Yes	Not really	Yes	Not really	Yes	Yes	10	girl	French	French (sometimes English)	English
50	Yes, definitely!	Not really	Not really	Yes, definitely!	Yes, definitely!	Yes	11	girl	French	french with parents, English with friends	English
51	Not really	Yes, definitely!	Yes	Yes	Yes, definitely!	Yes, definitely!	11	girl	French, English, Jamaican	French and English	English more but a bit french
52	Yes, definitely!	Not really	Yes	Yes	Yes	Yes	10	girl	American, french	French, english (english the most)	French, english
53	Not really	Not really	Yes/not really	Not really	Yes	Yes, definitely!	10	boy	French	French	French, english
54	Yes	Yes	Yes	Yes	Yes	Yes	10	girl	French, senegalaise, scottish	French, english	French, english
55	Yes, definitely!	Not really	Yes	I am leaving so I will never go to a french school	Yes, definitely/ Yes	Yes/ not really	11	girl	Born in Milan, parents italian, went to France at 4 yrs-old, learn english	english, italian	english
56	Yes, definitely!	Yes	Yes	Yes	Yes, definitely!	Yes, definitely!	10	girl	malaysian	malay	english
57	Yes, definitely!	Yes	Not really	Yes, definitely!	Yes, definitely!	Yes	10	boy	Japanese	Japanese	English, Japanese, Russian
58	Not really	Yes	Yes, definitely!	Yes, definitely!	Yes	Yes	11	girl	Indian	English	English
59	Yes/not really	Yes/not really	Yes/not really	Yes	Yes	Yes	11	girl	half American, a quarter Swedish and a quarter Norwegian	English but sometimes German because I lived there for 7 years	english
60	Not at all	Not really	Not really	Not at all	Not at all	Not really	10	girl	American	All English	All english
61	Not really	Yes	Yes, definitely!	Yes, definitely!	Yes	Yes	10	girl	Gatar	Arabic	English
62	Yes	Not really	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	10	boy	Namibian	English and African	english
63	Yes, definitely!	Not really	Yes	Not really	Yes	Yes, definitely!	9	girl	kuwait USA	English and Arabic	English
64	Yes	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes	9	boy	Indian	Assamese and English	Hindi, Assamese, and France english

	There should be more than one foreign language at school	French is linked to the other subject areas (maths, history, science...)	French is linked to the programme of inquiry	I think studying in this school will help me continuing my studies in a school in France	I think studying in this school will help me continuing my studies in another country.	I think that evaluation of our work and level in French is important.	How old are you ?	You are	What is your nationality ?	Which language(s) do you speak most at home with your family?	Which language(s) do you speak most at school with your friends?
65	Not really	Not really	Yes	Yes/not really	Yes/not really	Yes	11	boy	Korean (went to the netherland before coming to France)	Korean	English
66	Yes, definitely!	Yes	Not really	Yes	Not really	Not really	9	boy	korean	korean	english
67	Yes	Yes	Yes	Yes	Yes	Not really	10	boy	American	english	english
68	Yes	Not really	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	10	boy	Indian and american	english	english
69	Yes	Not at all	Not at all	Yes	Yes	Yes	10	boy	Indian	Hindi	english
70	Not really	Not at all		Yes	Yes	Yes	10	girl	Dutch and american	Dutch (95%) and english (5%)	English
71	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	10	boy	American and canadian	english and spanish	english
72	Yes, definitely!	Yes, definitely!	Yes	Yes, definitely!	Yes, definitely!	Yes, definitely!	10	boy	american	english, spanish, french, chinese	english
73	Not really	Yes, definitely!	Yes, definitely!	Not really	Yes	Yes, definitely!	10	girl	half american, half german and a sliver irish	english and german	english
74	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	Yes, definitely!	9	boy	australian	english	english
75	Not at all	Not at all	Yes, definitely!	Yes	Yes	Yes, definitely!	10	boy	american	english	english

Tableau des réponses aux questionnaires des élèves de SPGS

	Learning Mandarin Chinese, for me, is	Why?	Do you like learning Mandarin Chinese?	Why?
1	important	1. Because one day you might want to go to China + if you have already learnt it, you won't have to spend time learning it	Yes	2. Because it is fun to learn other languages that you don't know about + you get to do fun things like learn about culture + play games
2	important	1. Because it is one of the world's most popular language	Sometimes	2. Because it can get a bit boring but sometimes we watch movies
3	very important	1. Because China is one of our trading partners so we have to learn to talk to them in their language	not really	2. I don't really like to learn it because our teacher doesn't help us
4	important	1. If, say you went to a chinese restaurant and they spoke mandarin to you, you would understand	Yes	2. Mandarin is a good language but not the easiest to learn
5	Not really important	1. I don't think I will use it in future. It might be good in some rare occasions	Sometimes	2. I sometimes like it because it is fun and sometimes it is really hard
6	important	1. Because if I go to China I know how to speak the language	Sometimes	2. Because sometimes we do fun things and sometimes not
7	Not really important	1. cause I don't think I need to learn it. I don't think I will go very far knowing chinese	Sometimes	2. cause sometimes it is soooooo boring and sometimes it is really fun
8	Not really important	1. Because I don't have any intention of going to China for whatever reason!	not really	2. The language is really hard to learn and not very interesting
9	Not really important	1. Because I don't think we are ever going to need to speak it in our lives	Yes	2. Because it is fun learning different languages
10	important	1. if you have a job that involves travelling you may need to learn the languages to speak and mandarin is a start	Sometimes	2. sometimes it can be boring when your teacher doesn't explain what you have to do
11	Not really important	1. I don't think I would ever actually use it	Sometimes	2. sometimes we do fun things and sometimes we do boring things
12	important	1. learning mandarin is important to me because I want to learn a different language and if I go to China or Taiwan I will need to know to speak the language	Yes, definitely	2. I like it because the teachers make it fun and it's so cool when you're writing words in a different language
13	Not really important	1. when we have to write in characters because I can not memorise how to write them	Sometimes	2. I like playing chinese games but not writing chinese
14	important	1. so if I go to China I know what to say and do	not really	2. because it's hard to learn and understand
15	Not really important	1. it is not like we will all of a sudden move to China, but it is nice to learn it!	Yes	2. I personally love different languages and cultures so it is fun to learn it
16	Not really important	1. well we don't use it anywhere but at school	Not really	2. it is really hard when we have to write in characters
17	Not really important	1. because I don't plan on going to China	Yes	2. Because it is fun sometimes
18	Not really important	1. I do not feel it necessary, especially because predictions of a Chinese superpower have been recently dismissed	Sometimes	2. I do not like writing solid chinese, but it can sometimes be fun
19	Not really important	1. Because I might not need to learn it because I probably will not go to China	Sometimes	2. Because sometimes it's easy and fun, sometimes it's boring or hard
20	Not really important	1. Learning chinese is not really important because when you already know the basics why learn all the other words	Sometimes	2. because sometimes we watch videos and things but other times we just write chinese words and things like that and it's not really exciting
21	important	1. It is important because if I do anything in china I need to know chinese	Sometimes	2. Sometimes because some things can be boring
22	Not really important	1. Because I don't think that I will ever use Mandarin chinese in everyday life	Yes, definitely	2. because it is fun to learn about the chinese culture, day to day life, etc and for me it's a hobby!
23	important	1. because if we+I go to china we+I can't do anything because you+I can't ask anyone	Yes, definitely	2. because I think it's fun to learn a different language
24	important	1. I think learning chinese is quite important because a lot of jobs are located in China or travel to China	Sometimes	2. sometimes can get a bit boring when I am very excited or something
25	important	1. because I get to learn another language at school	Sometimes	2. sometimes it is good sometimes it is bad
26	Not really important	1. 1) I don't like it, 2) I don't understand, 3) I came at Year 4, 4) I don't see the point	Not really	2. (idem)
27	Not really important	1. because I am not chinese	Not really	2. because I am not chinese, I am english
28	important	1. because I find it good to be able to tell another language and not many people get this opportunity	Sometimes	2. I find it annoying sometimes, the boys are really annoying and we do not get an opportunity to learn it
29	Not really important	1. because I don't learn chinese and it is really hard to understand	Sometimes	2. because it is hard to get use (youes) to because I find it hard sometimes
30	not important at all	1. it is not important at all because I don't need to know it	not at all	2. no because it takes a lot of time to learn
31	important	1. because it is better toknow more than one language so if you went somewhere and they don't speak your language then you will have to learn their language	Yes, definitely	2. because it feels like you are chinese
32	important	1. I think it is important because to experience different ways to speak and to learn more about different cultures rather than your own	Yes	2. I think it is fun because we learn different games to have a chinese day
33	important	1. because it gives us more education	Yes	2. because I learn more things and it is sometimes fun

	Learning Mandarin Chinese, for me, is	Why?	Do you like learning Mandarin Chinese?	Why?
34	important	1. It will help me speak chinese a bit better	Sometimes	
35	Not really important	1. I don't really know	Sometimes	2. sometimes it is fun and sometimes it is not
36	not important at all	1. I'm from Australia	Not really	2. It's hard because we speak English
37	important	1. because some people are chinese and they help people translate	Sometimes	2. because of the hard work
38	important	1. when we learn about culture in High school if it says something chinese we can understand it	Yes	2. because mandarin is very interesting and the eisteddfod is very fun to participate in
39	important	1. because I need to different languages	Not really	2. the teacher is grumpy
40	Not really important	1. I don't like it that much	Not really	2. it is difficult
41	Not really important	1. I don't like chinese, it is boring	Not really	2. I don't understand it
42	not important at all	1. it is boring and pointless	not at all	2. it is boring and pointless
43	important	1. because if I ever got to go to china I need to be able to talk in chinese	Not really	2. because I am not very good at it
44	important	1. because if we go to china we can talk their language	Sometimes	2. sometimes we get to learn the somethings
45	Not really important	1. sometimes I find it boring	Not really	2. sometimes I find it boring
46	important	1. it will help us if we go over there	Yes	2. to help us when we or if we go over there
47	Not really important	1. you don't need to learn it	Not really	2. it is boring
48	not important at all	1. it's boring	not at all	2. all it is either or (voide) or work
49	not important at all	1. we're not going to use it	not at all	2. it's boring and unfair
50	Not really important	1. I'm most likely not going to use it but imite so that's why I ticked that one (box)	Sometimes	2. sometimes we do really fun stuff sometimes it's boring
51	important	1. I think that learning Mandarin is important for me because if I ever go to China I can talk to people with the language they speak	Yes	2. because learning a different language feels like you know more words even though you know them in english
52	important	1. because I will know another langauge and because we probably not go to China	Yes	2. Sometimes it is easy and sometimes it is a challenge
53	not important at all	1. it's not useful	not at all	2. it's just too hard I think we should learn italian, I learnt how to say and what two words mean in three minutes
54	Not really important	1. It would be important if I go to China but I won't. I still like learning chinese though!	Yes, definitely	2. I like learning chinese because I can make my parents wrong for once!
55	very important	1. Because in year 6 will go to China and we will need to speak chinese	Yes, definitely	2. because it seems really exciting to learn a new language
56	Not really important	1. I'm not going to be a chinese teacher nor go to china. But I could still use it.	Sometimes	2. some activities are fun, and some aren't
57	important	1. because I might need it when older like a job	Yes	2. you get to learn another (alaugher) language that your not (than yours?)
58	important	1. because it is fun to learn	Sometimes	2. is if I am in the mood
59	very important	1. it gives me a chance to learn a new langauge	Yes, definitely	2. it lets me learn a second language
60	Not really important	1. because the job I want to have you don't need to learn chinese	Sometimes	2. because it depends
61	important	1. because when I am older I can go to China and understand what they are saying	Sometimes	2. because we basically do revision or stuff we know
62	not important at all	1. I think it is very boring to learn and I have been learning chinese for 6 years and can barely say anything. In Germany you learn French for two years and after that you can speak it fluently	not at all	2. Because it is mostly made up of boring games that teach you nothing at all
63	important	1. so if I need to speak it I know vaguely what to say	Sometimes	2. It's hard because I'm new this school this year and it's a bit different to my old school
64	very important	1. It is important because we might go to China next year with mrs Wu	Yes	2. because it is good to learn different langauges
65	important	1. Because I might be going to China	Yes	2, Because it's fun learning new cultures
66	not important at all	1. because I will never use it	Not really	2. because I am puzzled so much
67	not important at all	1. because I am not going to use it in life	not at all	2. because it can get very boring and we just learn the same things
68	not important at all	1. it is boring because you normally might get in trouble for no reason that's why it is boring	not at all	2. sometimes don't remember anything, rather sports
69	Not really important		Not really	2. because I don't see the point because I can't think of a place where we will use chinese

	Learning Mandarin Chinese, for me, is	Why?	Do you like learning Mandarin Chinese?	Why?
70	Not really important	1. because no one in my family speaks chinese or any of my friends or cousins	Yes	2. because it is fun
71	Not really important	1. because if we're not going to live in China why do we need to speak the language	Sometimes	2. because sometimes I don't think it is very exciting but sometimes it's really funny
72	Not really important	1. because I don't speak it at home	Sometimes	2. because we sometimes have activities
73	very important	1. because my family speaks mandarin chinese to all relatives	Yes, definitely	1. because I can understand chinese so when my relatives speak chinese to me I can answer
74	important	1. so I can learn another language, which is good	Sometimes	2. because sometimes I don't understand it
75	important	1. because lots of exports come from China and you will need to communicate with them if you know chinese	Sometimes	2. sometimes it's fun when we watch movies talk about what it is like in china, etc. but the language is the lesset fun and writing
76	Not really important	1. because I don't ever want to go to Chhina	Sometimes	2. It is really hard especially characters
77	important	1. because if I want to go to China or encounter some chinese who cannot speak english, then I can talk to them	Sometimes	2. sometimes we have to do a lot of writing in characters which is kinda hard, I like answering questions verbally better
78	not important at all	1. because I don't even want to go to China or learn chinese but thank goodness I am going in to year 7 where they have a range of different languages	not at all	2. it's boring and I want to spanish since it is the world and most commonly spoken language and because I am half spanish
79	not really important	1. It would be helpful but it's not how I was taught to speak or what I want to speak	not at all	2. it's boring
80	not really important	1. For me it isn't that important because where are we going to use it and it's boring	not really	2. I don't like it much cause it's boring, hard and what are you going to do with it
81	not important at all	1. Because I'm not very interested in it. I don't like it	not really	2. Not good at it and it's boring
82	very important	1. if you were in China and you learnt it, it's hard to talk to the people	Sometimes	
83	not really important	1. Because I will most likely never use chinese language	Sometimes	2. because it can get boring and I will sometimes get myself into trouble
84	not important at all	1. because I don't want to go to China because it's population is overcrowded and their laws suck because you are only allowed to have 1 child	not at all	2. because it is a waste of time and no-one ever wants to go there that's why they come here
85	not really important	1. because I'm not interested to learn mandarin chinese	Sometimes	2. because sometimes it's fun and sometimes it's not
86	not important at all	1. because I hate it very much I would prefer French	not at all	2. because they just go on and on and it is boring
87	not really important	1. It is not important to me that much because I don't understand chinese language that much and it's too hard	Sometimes	It mainly depends because some of it is boring but some is quite interesting
88	not really important	1. because it's a language that we learn at school, not for our lives	not really	2. so many words to learn
89	not important at all	1. I don't think I will ever go to another country	not at all	2. I just don't
90	not important at all	1. because I never and not planning of going to China	not really	2. It's too hard with all the characters and we learn the same things every year. He can also be very mean and go too far
91	not important at all	1. because I don't care about Chinese	not at all	2. it is boring
92	important	1. because it is good to know a different language so you communicate with other people	Yes	2. because it is interesting and fun
93	important	1. Mandarin (Chinese) language is important because you never know when it will come in handy if a chinese person is lost and you can only speak chinese you can understand where they are trying to go so you can help them out	Sometimes	2. well Mr Chan is sometimes really, really boring and he doesn't pay attention and he doesn't do anything if he sees that we're bored and we want to do something else
94	not really important	1. because my dad wants me to learn chinese but I don't	not really	2. it's always boring
95	important	1. because if I go to China I can speak their language	Sometimes	2. Our teacher can be mean and over the top
96	not really important	1. we don't talk Mandarin in Australia but it would be good to learn a language	not at all	2. it's boring
97	important	1. because my great grandmother is chinese and it would be nice to talk to her	Sometimes	2. because it's not the funniest language to learn but it is ok
98	not really important	1. I won't be able to go to China at tis point of life and if I do go to China I will have forgotten chinese already	not really	2. our teacher isn't patient and yells also chinese is a language I don't want to learn or understand
99	not really important	1. it's sort of is though most people speak english	Yes, definitely	2. because it's nice to learn other languages and get an understanding of other people's cultures
100	not really important	1. well it is just a language and I do not go overseas much	Sometimes	2. well it depends on what we are doing
101	not really important	1. I might not even have to even use it plus I am very bad at remembering Mandarin	Sometimes	2. It might be fun learning but there is a time when I don't know the word and I struggle at it

	Learning Mandarin Chinese, for me, is	Why?	Do you like learning Mandarin Chinese?	Why?
102	important	1. because it is a good way to become more cultural and you never know maybe one day I will go	not really	2. because I would rather be playing sport or something and it is boring
103	important	1. because my family travels a lot and we go to China most of the time so people speak to us in chinese and we have to answer back	Sometimes	2. because sometimes we learn the same thing over and over again and it gets a bit boring but apart from that it's fun
104	very important	1. chinese is a language that a lot of people can speak	Yes, definitely	2. you can learn a different language and their culture
105	not really important	1. because I won't be using it in my life	Sometimes	2. because Mandarin is very hard and I can't remember the words
106	important	1. I think learning Mandarin chinese is important because the next most common international language is Asian languages (main chinese). There are a lot of chinese in Australia, so therefore in future, you may need to communicate with these people in your job, etc. so it is important	Sometimes	2. it depends what we learn in class, whether it is worthwhile to be learning it when we could be learning something more worthwhile
107	not really important	1. I don't need other languages in my vocabulary	not really	2. Mr Chan is snappy (our chinese teacher)
108	not really important	1. Well, I don't think it's very important because the chinese speak 4 different languages in their country. So even if I went to a province in China that spoke mandarin, there would still be many other provinces that didn't	Sometimes	2. well sometimes it is really confusing. With the pinyin and the characters and speaking it. and also our teacher is always cranky at every class
109	not really important	1. it's not really important for me because we are learning stuff that we have already done like some of the numbers we learnt that in kindergarten	Sometimes	2. it depends, when we are learning things that are new it is good but when we are learning things that we have already learnt, it is not so good
110	very important	1. because it is my nationality and it is enjoyable to learn about	Yes, definitely	2. because when you have tests it makes you remember it and it is great when you have a good teacher like Mr Chan and Mrs Wu, our chinese teachers
111	not really important	1. because I'm not really interested in chinese but I'm still grateful that I get to learn it. One day it might come in handy	not really	2. because sometimes I can get a bit confused and sometimes it can get boring
112	not important at all	1. well I don't feel I really need to do it. I find that since I won't ever go to China Why should I. Anyway, I would much rather learn German	not at all	2. it's just sooo boring and you always repeat what you already know
113	not really important	1. because chinese is just the same papers over and over again so I don't pay attention	not at all	2. some reason as above and Mr Chan keeps yelling a lot
114	not really important	1. I am not going to live in China when I grow up. I will live in Australia and speak english	Sometimes	2. sometimes we just write out words that we already know but some lessons are fun
115	not really important	1. because chinese is difficult to learn and I'm not really interested in learning chinese	not at all	2. I don't like learning chinese because I lose concentration and get sidetracked because it's boring
116	important	1. because even though it is good to experience to go through, I probably won't ever use it when I graduate	not really	2. because the teachers we have can sometimes be really strict and it can get very boring at times
117	not important at all	1. I would much rather learn French and Italian and Greek	not at all	2. idem
118	important	1. it is important because if for some reason I end up in China I could communicate with other people	Yes	2. Most times we have short quizzes on the 'smart board' and they are really easy
119	not really important	1. because I don't think I am ever really going to use it	not at all	2. because it is boring and not very enjoyable because we are not allowed to talk and it's very hard
120	not really important	1. because I have already been to China and I don't think I am going to go back	Sometimes	2. it depends on what teacher we have
121	not important at all	1. it is not important to me because I don't think I will ever need to use the language or I will ever go to China	not at all	2. because I don't enjoy learning it because it is confusing and boring. I don't really want or need to go to China where it would be useful to know
122	not really important	1. I usually get in trouble for not doing anything	not really	2. It wastes time
123	not really important	1. I'm not going to live in China so I don't have to know the language	Sometimes	2. It depends on who is your teacher and what they give you to do
124	not important at all	1. I live in Australia and I don't want to go to China	not at all	2. Because it's pretty boring and it's really hard and we're not allowed to laugh or have fun and stroke orders are really annoying because no matter how you right it, it's still the same
125	important	1. some of my family are chinese so it helps to communicate with those who can't speak english	Sometimes	2. sometimes it is interesting but other times it is boring and our teacher can get angry very easily
126	important	1. because it opens lots of opportunities	Yes	2. because you feel like you've achieved something when you learn a new thing
127	not important at all	1. Because I have done it since kindergarten	not at all	2. It can be very boring
128	not really important	1. because I am never going to go China and chinese is difficult and boring	not at all	2. no because it's too hard and I lose concentration because it's so boring
129	important	1. because it's a language you can take anywhere and you can get a lot of jobs with this language	Yes	2. I like learning chinese because I know later in life I can get a good job with it

	Learning Mandarin Chinese, for me, is	Why?	Do you like learning Mandarin Chinese?	Why?
130	important	1. because if we go to china we need to know how to talk to people like at the cash register you have to answer questions like cash, savings or credit	Sometimes	2. sometimes it can get boring with doing work and tests but when we watch movies it is fun to see their culture
131	not really important	1. It's not really important because I won't go to China because my parents don't like it there and I have relatives that don't speak mandarin they speak chinese	Sometimes	2. sometimes it depends is I like learning it but my teacher can get very grouchy and not nice
132	important	1. because it is good to learn other languages than english so if you do go to other countries you can speak to them	Sometimes	2. sometimes it is good but others it is bad when our teacher yells at us (but that only happened once or twice). Also it is bad when we are asked something and don't know the answer
133	not really important	1. it isn't important for I am staying in Australia for a while and not going to China anytime soon	Sometimes	2. It can be fun, it can be boring or it can be hard it depends on how our teacher is feeling
134	not really important	1. because I would rather spend my time learning a different language and cause china is boring, I probably won't ever go to China	Sometimes	2. because sometimes the teacher makes it fun
135	important	1. because my dad is chinese and I also learn mandarin out of school	Yes	because I find it not very hard
136	important	1. cause I always want to learn another language	Yes	2. cause it is fun learning
137	very important	1. it is important to me because you get to have the feeling of talking and bring in another culture	Yes, definitely	2. I like it because it's fun learning different words and meaning. It is fun because you feel like you are in a different country
138	important	1. because my grandma and her friends go to Hong Kong and China. They don't want to make a fool of themselves so I teach them chinese	Yes, definitely	2. Because I like learning and I like to learn about culture, for example chinese. I love chinese
139	important	1. because China is going to be a massive country and its population is going to be huge	Sometimes	2. it's alright but it could be better
140	not important at all	1. it is not important because I am not going to China	not at all	2. I don't like it because it is really hard to learn and write
141	not really important	1. because it's very hard	not at all	2. because it's very boring
142	not important at all	1. it's boring cause you don't understand what they're saying	not at all	2. because it's too hard
143	important	1. because it is important to learn a second language in case you go to that country	not really	2. I would like to learn latin instead but chinese can be good at times and the culture is important
144	very important	1. the languages of the world are vital for communication , our world, especially Australia is a very international country so you need to know to communicate with them. That's why learning chinese is important	Yes	2. learning another language is beneficial in the future. The best way to learn is to like it and learn it in a way you feel positive about
145	important	1. because I don't think I will ever go to China but the world is very much to do with china and I think it's good that we have an opportunity to learn it	Sometimes	2. sometimes I don't but if it's something I enjoy I'll give it a go
146	not really important	1. because I don't want to go to China and I find it hard because I have trouble with english	not really	2. because I don't get it
147	not really important	1. because I will never need to talk it if I go to a chinese country	not really	2. no because it is boring and it has a lot of words to learn compared to english
148	not really important	1. some people already know it	Yes	
149	not important at all	1. because it is silly to me and looks like some people just wanted to be different and made random lives and said they were words that are backwards	not at all	2. because it's no fun and I don't get it
150	very important	1. because if you had to speak to someone who is chinese you have to know what to say to them	Yes, definitely	2. because I love learning about different cultures
151	not really important	1. I don't really know very much chinese so I'm not really interested	Sometimes	2. I'm not very good at chinese so I guess that holds me back
152	important	1. I think that chinese is important and if you go to china town you know how to speak to more people. I also like learning a different language. I can speak in chinese to mum and she thinks it's cool	Yes	2. I enjoy it because I like asking and answering questions and saying sentences
153	very important	1. it is very important because in these holidays I will be going to china and I find chinese a very good language to learn, and I like learning two different languages at st paul's grammar	Yes, definitely	2. this is because I find it fun learning a different language when I am young so that way when I am older I can go to China and have a conversation in chinese with a chinese person
154	not really important	1. because I plan to stay in Australia all my life	not really	2. because
155	not important at all	1. because the people who don't like chinese will probably not go to China anyway	not really	2. because it can be boring and annoying
156	not important at all	1. because if I wanted to learn a language I would learn it after school	not really	2. because we forget over holidays and we are expected to still know and some teachers are angry
157	not really important	1. some of it is fascinating but I do not really like it. I would rather another language	not really	2. it is hard and it is so different to english. It seems in a way something I do because I need to

	Learning Mandarin Chinese, for me, is	Why?	Do you like learning Mandarin Chinese?	Why?
158	not really important	1. chinese is not really important to me because I don't really like chinese, I'm really excited about learning chinese and sometimes I find it a bit boring	not really	2. to me chinese is not the key thing for me to learn because I do not have much interest in it but, I am still thankful that I can learn a language
159	not really important	1. because chinese is too hard to learn when the teacher tries to teach 10 things in 3 minutes and get angry if we can't remember something	not really	2. because it is boring and I don't understand it at all and I don't think it is useful
160	important	1. it is important to me because if I want to go to China such as Beijing, Shanghai, etc. I can speak to them in their normal language	Yes	2. I like it because it makes questions in your head and it gives you an idea of how they speak
161	very important	1. because it is good to learn a second language and you should take any opportunities to learn a second language	Yes, definitely	2. because it is fun and I enjoy learning Mandarin
162	not important at all	1. I will never go to China because I like Australia better	not at all	2. it is too hard pronounce what the word is and chinese characters are to hard to write

	Being able to speak with Chinese people	Having fun in the classroom	Knowing more about the Chinese culture (traditions, food, music, religion...)	Finding a good job when I am older in which I may need to speak Mandarin	Travelling to China	Getting good marks	Knowing some words in Chinese	Other
1	very important	Not really important	very important	very important	important	very important	important	
2	important	important	important	important	very important	important	important	
3	important	very important	very important	important	important	very important	very important	
4	important	very important	important	important	very important	very important	important	
5	Not really important	Not really important	important	important	important	important	Not really important	
6	important	very important	important	very important	very important	very important	very important	
7	Not really important	very important	important	not important at all	Not really important	very important	important	
8	Not really important	very important	important	Not really important		very important	Not really important	
9	Not really important	important	important	important	important	important	Not really important	
10	important	very important	important	Not really important	Not really important	very important	important	3. playing educational games
11	important	very important	important	very important	very important	important	Not really important	
12	important	very important	very important	very important	important	very important	very important	
13	Not really important	important	very important	Not really important	Not really important	very important	important	
14	important	very important		very important	important	very important	very important	
15	important	very important	very important	Not really important	very important	Not really important	very important	
16	Not really important	very important	Not really important	important	Not really important	very important	important	
17	important	important	very important	Not really important	Not really important	very important	very important	
18	Not really important	very important	important	very important	important	very important	important	
19	Not really important	very important	Not really important	important	Not really important	important	important	
20	Not really important	important	important	very important	Not really important	important	Not really important	
21	very important	very important	very important	very important	important	very important	Not really important	3. being faster at characters and pinyin

	Being able to speak with Chinese people	Having fun in the classroom	Knowing more about the Chinese culture (traditions, food, music, religion...)	Finding a good job when I am older in which I may need to speak Mandarin	Travelling to China	Getting good marks	Knowing some words in Chinese	Other
22	very important	very important	very important	very important	very important	very important	very important	3. being better at writing characters
23	very important	important	very important	very important	important	very important	important	
24	very important	very important	important	very important	important	very important	important	3. knowing if I had to leave immediately to China, I would know a bit
25	important	important	very important	very important	very important	very important	important	3. I get to know more about China
26	important/not really	very important	important	Not really important	not important at all	very important	Not really important	
27	Not really important	important	Not really important	important	Not really important	important	Not really important	
28	important/not really	important	Not really important	Not really important	important	very important	important	
29	Not really important	important	important	important	Not really important	important	important	
30	Not really important	not important at all	Not really important	not important at all	Not really important	important	Not really important	
31	very important	important	very important	very important	important	Not really important	very important	
32	important	very important	very important	Not really important	important/not really	important	important	3. reading and knowing what they are saying
33	Not really important		important	very important	Not really important	very important	important	
34	Not really important	Not really important	important	very important	Not really important	very important	important	
35	Not really important	important	important	Not really important	Not really important	important	important/not really	
36	Not really important	important	important	important	Not really important	very important	Not really important	
37	Not really important	not important at all	very important	important	Not really important	very important	very important	
38	very important	very important	very important	very important	very important	very important	very important	3. rex learning for any situation
39	Not really important	very important	Not really important	very important	important	very important	important	
40	Not really important	Not really important	important	very important	Not really important	important	important	
41	Not really important	important	Not really important	Not really important	Not really important	Not really important	Not really important	3. learning a bit more
42	Not really important	Not really important	Not really important	important	not important at all	Not really important	not important at all	
43	important	Not really important	important	very important	important	important	very important	
44	important	important	important	Not really important	important	important	important	
45	important	very important	important	Not really important	Not really important	important		
46	important	important	important	very important	very important	very important	very important	
47	Not really important	important	important	important	important	important	important	
48	not important at all	not important at all	not important at all	not important at all	Not really important	not important at all	Not really important	
49	not important at all	not important at all	not important at all	important	not important at all	not important at all	not important at all	
50	important	important	important	important	important	important/not really	Not really important	
51	important	very important	very important	very important	Not really important	very important	important	

	Being able to speak with Chinese people	Having fun in the classroom	Knowing more about the Chinese culture (traditions, food, music, religion...)	Finding a good job when I am older in which I may need to speak Mandarin	Travelling to China	Getting good marks	Knowing some words in Chinese	Other
52						very important		
53	Not really important	very important	very important	Not really important	important	not important at all	Not really important	3. I don't care about the marks I'm learning italian
54	not important at all	important	very important	not important at all	not important at all	very important	very important	
55	very important	very important	very important	important	very important	very important	very important	3. ask a chinese person a question and understanding what they say
56	Not really important	very important	Not really important	Not really important	Not really important	very important	very important	
57	important	very important	important	very important	important	very important	important	
58	important	important	important	very important	very important	very important	important	
59	very important	very important	very important	important	very important	very important	very important	
60	Not really important	very important	Not really important	very important	Not really important	very important	Not really important	
61	important	very important	Not really important	Not really important	important	very important	very important	
62	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	
63	important	very important	important	important	Not really important	very important	very important	
64	important	very important	very important	important	important	very important	very important	
65	Not really important	very important	very important	Not really important	very important	very important	important	
66	not important at all	not important at all	Not really important	not important at all	not important at all	important	Not really important	
67	Not really important	very important	important	not important at all	not important at all	very important	not important at all	
68	not important at all	Not really important	Not really important	not important at all	not important at all	not important at all	not important at all	
69	very important	very important	Not really important	very important	Not really important	very important	important	
70	Not really important	important	very important	very important	very important	important	important	
71	important	very important	important	Not really important	Not really important	very important	important	
72	Not really important	important	important	important	important	important	important	
73	very important	important	Not really important	very important	very important	very important	very important	
74	important	very important	very important	Not really important	very important	very important	very important	
75	important	very important	important	important	very important	important	very important	
76	Not really important	important	important	important	Not really important	important	Not really important	
77	very important	very important	important	very important	very important	very important	very important	
78	not important at all	important	not important at all	not really important	not important at all	not important at all	not really important	3. a) because they're rude and try and act cool, other) it is not life or death if you don't get good marks in chinese
79	not really important	very important	not really important	important	not really important	not important at all	not really important	
80	important	important	not important at all	not really important	not really important	very important	not important at all	

	Being able to speak with Chinese people	Having fun in the classroom	Knowing more about the Chinese culture (traditions, food, music, religion...)	Finding a good job when I am older in which I may need to speak Mandarin	Travelling to China	Getting good marks	Knowing some words in Chinese	Other
81	not important at all	important	not really important	important	important	important	not really important	
82	important	very important	very important	very important	very important	very important	very important	3. also if your grandparents don't know english and they speak chinese, that's easier
83	not really important	not really important	not really important	important	not really important	important	not really important	
84	not important at all	not important at all	important	not really important	not important at all	not important at all	not important at all	
85	not really important	important	important	very important	not really important	important	important	
86	important	very important	not important at all	important	very important	important	important	
87	not really important	very important	important	not really important	not really important	important	important	
88	important	very important	important	very important	important	not really important	important	
89	not important at all	very important	not really important	not important at all	not important at all	very important	very important	
90	important	not important at all	important	not important at all	not important at all	not really important	not really important	
91	not important at all	important	not important at all	not important at all	important	important	not important at all	
92	very important	very important	very important	important	very important	very important	important	
93	important	very important	important	very important	important	very important	important	
94	not really important	very important	not really important	important	very important	important	important	
95	very important	not really important	very important	very important	very important	very important	very important	
96	not really important	important	important	important	not really important	not important at all	not really important	
97	important	very important	important	not really important	not really important	important	very important	
98	not really important	not really important	important	not important at all	not important at all	very important	not really important	
99	important	not really important	very important	very important	very important	important	important	
100	important	important	important	not really important	not important at all	very important	very important	
101	not important at all	not really important	not really important	not important at all	not important at all	important	not really important	
102	not important at all	important	not important at all	important	not important at all	very important	not really important	
103	very important	important	important	very important	very important	important	important	
104	very important	very important	very important	very important	very important	very important	very important	
105	not really important	important	important	very important	important	important	important	
106	important	important	very important	very important	important	important	very important	
107	not really important	very important	not really important	not really important	important	important	not really important	
108	important	not really important	important	not really important	not really important	important	important	
109	important	very important	not really important	very important	not really important	not really important	not really important	

	Being able to speak with Chinese people	Having fun in the classroom	Knowing more about the Chinese culture (traditions, food, music, religion...)	Finding a good job when I am older in which I may need to speak Mandarin	Travelling to China	Getting good marks	Knowing some words in Chinese	Other
110	important	very important	very important	important	very important	very important	very important	
111	not really important	not really important	not really important	not really important	not really important	not really important	not really important	
112	not important at all	not important at all	not important at all	not important at all	not important at all	important	not important at all	
113	not really important	important	not really important	not important at all	not important at all	important	not really important	
114	not important at all	very important	not really important	not important at all	not really important	important	important	
115	not really important	very important	not really important	not really important	important	not really important	not really important	
116	not really important	important	important	important	important	very important	not really important	
117	very important	not important at all	not really important	important	very important	important	not important at all	
118	important	very important	important	very important	very important	very important	important	
119	not really important	very important	important	not really important	not really important	very important	important	
120	not really important	very important	not really important	important	not really important	very important	important	
121	not important at all	not really important	not really important	not important at all	not important at all	not important at all	not really important	
122	not important at all	important	not really important	not really important	not really important	not really important	not really important	
123	not really important	very important	not really important	important	not really important	important	not really important	
124	very important	important	important	important	not really important	very important	not important at all	
125	important	important	important	not really important	very important	important	important	
126	important	important	important	very important	very important	important	important	
127	not important at all	very important	not really important	not important at all	not important at all	not really important	not important at all	
128	not really important	very important	not important at all	not really important	important	not really important	not really important	
129	important	very important	important	very important	important	very important	very important	
130	important	very important	important	very important	not really important	important	important	
131	not really important	important	important	not really important	not important at all	not really important	not really important	
132	important	very important	important	not really important	very important	very important	very important	
133	not really important	very important	not really important	not really important	important/not really	not really important	important	
134	not really important	very important	important	not really important	not really important	very important	not really important	
135	important	not really important	important	not really important	not really important	important	important	
136	important	important	very important	not really important	not really important	not really important	not really important	
137	important	important	important	very important	very important	important	important	
138	very important	very important	very important	important	very important	very important	very important	

	Being able to speak with Chinese people	Having fun in the classroom	Knowing more about the Chinese culture (traditions, food, music, religion...)	Finding a good job when I am older in which I may need to speak Mandarin	Travelling to China	Getting good marks	Knowing some words in Chinese	Other
139	important	important	very important	important	very important	important	very important	
140	not important at all	very important	not important at all	not important at all	not important at all	not important at all	not important at all	
141	not really important	important	not important at all	important	not important at all	important	not really important	
142	not really important	not important at all	not really important	not important at all	not important at all	not important at all	important	
143	important	important	very important	very important	not really important	important	important	
144	important	important	important	important	important	important	important	
145	important	important	very important	not really important	not really important	important	very important	
146	important	very important	very important/not really important	important	not really important	very important	not really important	
147	not really important	not really important	important	not important at all	not really important	not really important	important	
148	not really important	important	not really important	not really important	important	very important	not really important	
149	not important at all	not really important	not important at all	not important at all	not really important	important	not important at all	
150	very important	not really important	very important	important	important	very important	very important	
151	not really important	important	important	not really important	not really important	important	important	
152	not really important	not really important	important	not really important	important	important	important	
153	very important	very important	very important	very important	very important	very important	very important	3. What I also find important is how in kindergarten was when I first started learning chinese and now that I am older I can speak mandarin very well and can answer a lot of chinese questions!
154	not really important	very important	important	not important at all	not really important	important	important	
155	not really important	very important	not really important	not really important	important	very important	not really important	
156	very important	very important	important	not important at all	not important at all	very important	not really important	
157	important	important	important	not really important	important	not really important	not really important	
158	not really important	important	not really important	important	important	very important	not really important	
159	not really important							
160	important	important	very important	important	not really important	very important	very important	
161	very important	not really important	important	important	important	very important	very important	
162	not really important	very important	not really important	not important at all	important	not really important	not important at all	

	At home, do your parents (mum, dad, brothers or sisters) help you with your Chinese (homework or revision)?	How many cds in Chinese do you have at home?	How many dvds in Chinese do you have at home?	How many books/magazines in Chinese do you have at home?	How many computer games or video games in Chinese do you have at home?	Other things you may have in Chinese
1		about 1 to 5	about 1 to 5	0	about 1 to 5	
2		about 1 to 5	about 1 to 5	0	0	
3		0	0	0	about 1 to 5	
4	always	about 1 to 5	more than 20	about 6 to 20	about 1 to 5	5. we have a chinese calendar and a chinese tv
5		0	0	0	0	
6		0	about 1 to 5	0	0	
7		about 1 to 5	about 1 to 5	about 1 to 5	0	5. clothing
8		0	0	0	0	
9		0	0	0	0	
10		about 1 to 5	0	0	0	
11		about 1 to 5	0	0	0	
12	often	about 1 to 5	about 1 to 5	about 1 to 5	about 1 to 5	
13		0	0	0	0	
14	sometimes	0	0	about 1 to 5	0	5. clothes
15		about 1 to 5	0	0	0	
16		0	0	about 1 to 5	0	
17		0	0	0	0	
18		0	0	0	0	
19		0	0	0	0	
20		0	0	0	0	5. I have chinese/japanese blow up balloons
21		0	0	0	0	5. games
22		0	0	0	about 1 to 5	5. board games or books
23		0	0	0	0	
24	rarely	0	0	0	0	5. food
25		0	about 1 to 5	about 1 to 5	about 1 to 5	
26	often	about 1 to 5	0	more than 20	about 1 to 5	
27		0	0	0	0	
28		0	0	0	0	
29		0	0	0	0	
30		0	0	0	0	
31	sometimes	about 1 to 5	more than 20	about 1 to 5	about 1 to 5	
32		0	about 1 to 5	about 1 to 5	0	5. toys from china
33		about 1 to 5	0	0	about 1 to 5	5. clothes
34	sometimes	about 1 to 5	0	0	about 1 to 5	
35		0	0	0	0	5. umbrelus-2 (two umbrellas?)
36		0	0	0	0	
37		0	about 1 to 5	about 6 to 20	about 1 to 5	
38		0	0	0	0	
39		about 1 to 5	0	0	0	
40		0	about 6 to 20	0	0	5. flags
41		0	0	0	0	
42		0	0	0	0	

	At home, do your parents (mum, dad, brothers or sisters) help you with your Chinese (homework or revision)?	How many cds in Chinese do you have at home?	How many dvds in Chinese do you have at home?	How many books/magazines in Chinese do you have at home?	How many computer games or video games in Chinese do you have at home?	Other things you may have in Chinese
43	sometimes	about 6 to 20	0	0	0	5. clothes accessories
44		about 1 to 5	about 1 to 5	0	0	
45		0	about 1 to 5	0	about 1 to 5	
46		0	0	0	about 1 to 5	
47		0	0	0	about 1 to 5	
48		0	0	0	about 1 to 5	J'UTILISE QUAND MEME
49		0	0	0	0	
50		0	0	0	about 1 to 5	
51		0	0	0	about 1 to 5	
52	always	about 1 to 5	0	about 1 to 5	about 1 to 5	
53		0	0	0		
54		about 1 to 5	0	0	0	
55	sometimes	about 6 to 20	about 1 to 5	0	0	5. tapes and poems and a speech and worksheets
56		0	0	0	0	
57		0	0	0	0	
58		0	0	0	about 1 to 5	
59		0	0	0	more than 20	
60		0	about 1 to 5	0	0	
61		about 1 to 5	0	0	0	
62		0	0	0	0	
63		0	0	0	0	
64		0	0	0	0	
65		0	0	0	0	
66		0	0	0	0	
67		0	about 1 to 5	0	0	5. clothes
68		0	0	0	0	
69		0	0	0	0	
70		about 1 to 5	about 1 to 5	about 1 to 5	about 1 to 5	
71	rarely	0	about 1 to 5	0	about 1 to 5	5. chinese figures and toys
72		0	about 1 to 5	about 1 to 5	more than 20	
73	always	about 6 to 20	more than 20	about 6 to 20	about 6 to 20	5. chinese books
74		0	0	0	0	
75		0	0	0	0	
76		0	0	0	0	
77	rarely	about 1 to 5	0	about 1 to 5	0	
78		0	0	0	0	6. About culture (2 last statements): "we don't even live in China!"
79		0	0	0	0	
80		0	0	0	0	
81		0	about 1 to 5	0	0	
82	always	about 6 to 20	more than 20	about 6 to 20	about 1 to 5	5. we have at home is chairs and food
83		0	0	0	0	

	At home, do your parents (mum, dad, brothers or sisters) help you with your Chinese (homework or revision)?	How many cds in Chinese do you have at home?	How many dvds in Chinese do you have at home?	How many books/magazines in Chinese do you have at home?	How many computer games or video games in Chinese do you have at home?	Other things you may have in Chinese
84		0	0	0	0	
85		0	0	0	about 1 to 5	
86		0	about 1 to 5	0	0	
87	sometimes	more than 20	about 6 to 20	about 6 to 20	0	5. (I have a chinese student at home)
88		0	0	0	0	
89		0	0	0	0	
90		0	about 1 to 5	0	0	
91		0	0	0	0	
92		about 1 to 5	about 1 to 5	about 6 to 20	0	
93	rarely	0	0	about 1 to 5	0	
94	always	about 1 to 5	0	about 1 to 5	0	
95		0	0	0	0	5. book mark, calendar
96		0	0	0	0	
97		0	0	0	0	
98	often	about 1 to 5	about 1 to 5	0	about 1 to 5	5. clothing
99	often	0	0	0	0	
100		0	0	0	0	
101		0	0	0	0	
102		0	0	0	0	5. DS game that comes from China
103	sometimes	about 1 to 5	0	about 1 to 5	about 1 to 5	5. souvenirs, games, more
104	always	about 1 to 5	about 6 to 20	about 1 to 5	0	
105		0	0	0	0	
106		about 1 to 5	0	0	0	
107	rarely	0	0	0	0	
108	always	0	0	0	0	
109		about 1 to 5	0	about 1 to 5	0	
110	often	about 6 to 20	about 6 to 20	0	0	5. they aren't really mine because they are my grandparent's because they are chinese, but I listen to them every now and then (cds +dvds)/ My grand parents own a TV that has satellite tv so we watch chinese tv
111		0	0	0	0	
112	rarely	0	0	0	0	
113		0	0	0	about 1 to 5	
114		about 1 to 5	0	0	0	
115		0	0	0	0	
116		0	0	0	0	
117		0	0	0	0	
118	rarely	about 1 to 5	0	about 1 to 5	0	5. homework/poems
119		0	0	0	0	
120		0	0	0	0	
121		0	0	0	0	
122	rarely	0	0	0	0	
123		0	0	0	0	

	At home, do your parents (mum, dad, brothers or sisters) help you with your Chinese (homework or revision)?	How many cds in Chinese do you have at home?	How many dvds in Chinese do you have at home?	How many books/magazines in Chinese do you have at home?	How many computer games or video games in Chinese do you have at home?	Other things you may have in Chinese
124		0	0	0	0	
125	sometimes	about 1 to 5	0	about 1 to 5	about 1 to 5	
126		0	0	0	0	
127		0	0	0	0	
128		0	0	0	0	
129	rarely	about 1 to 5	0	0	0	5. clothing
130		0	0	0	0	5. souvenirs
131		0	0	0	0	
132	rarely	0	about 1 to 5	0	about 1 to 5	
133	rarely	about 1 to 5	0	0	0	
134		0	0	0	0	
135	sometimes	about 1 to 5	about 1 to 5	about 1 to 5	about 1 to 5	5. food, cutlery, clothing, shoes
136	rarely	about 6 to 20	about 1 to 5	about 1 to 5	about 1 to 5	
137	often	about 1 to 5	0	0	0	
138		about 1 to 5	0	0	0	
139		0	0	0	about 1 to 5	
140		0	0	0	0	
141	always	about 6 to 20	about 6 to 20	about 6 to 20	about 1 to 5	
142		0	0	0	0	
143		0	about 1 to 5	0	about 1 to 5	
144	sometimes	about 1 to 5	0	about 1 to 5	0	
145		0	0	0	0	5.chinese ornaments
146		0	0	0	0	5. all food products
147		0	0	0	0	5. my mum has chinese movies
148		0	0	0	0	
149		0	0	0	0	5. collectables that were made in China
150		about 1 to 5	0	0	0	5. my name on a jade necklace
151		0	0	0	0	5. souvenirs
152	rarely	about 1 to 5	0	0	0	5. chinese things in your hair, food, cutlery, clothing
153	sometimes	about 6 to 20	about 6 to 20	about 1 to 5	about 1 to 5	5. poems and 1 speech
154		0	0	0	0	5. plates
155		0	0	0	0	
156		0	0	0	0	5. a chinese teacher
157		0	0	0	0	
158		0	0	0	0	
159		0	0	0	0	
160		about 1 to 5	0	0	0	5. a little bear and 3 fans
161	sometimes	about 1 to 5	about 1 to 5	about 1 to 5	0	5. dictionaries
162		0	0	0	0	

	Reading in Mandarin Chinese is...	Speaking in Mandarin Chinese is...	Writing in Mandarin Chinese is...	Understanding when someone speaks Mandarin Chinese is...	Learning vocabulary in Mandarin Chinese is...	Learning the structure of the sentence (grammar) in Mandarin Chinese is...	Learning how to pronounce words in Mandarin Chinese is...	Learning how to write Chinese characters is...	Learning the culture in China (...) is...	Learning the History and Geography of China is...
1	very important	very important	very important	very important	very important	very important	very important	very important	very important	very important
2	important	very important	important	very important	important	important	very important	important	important	not really important
3	important	important	very important	important	important	very important	important		very important	very important
4	important	important	important	very important	very important	very important	very important	important	important	very important
5	Not really important	Not really important	Not really important	important	Not really important	important	Not really important	Not really important	important	important
6	important	important	important	important	important	important	important	very important	important	important
7	Not really important	important	Not really important	important	Not really important	important	important	Not really important	important	important
8	not important at all	not important at all	not important at all	Not really important	Not really important	Not really important	Not really important	Not really important	important	very important
9	important	important	Not really important	Not really important	Not really important	important	Not really important	important	important	important
10	important	important	important	very important	Not really important	important	important	important	Not really important	Not really important
11	Not really important	Not really important	Not really important	important	Not really important	Not really important	Not really important	Not really important	important	important
12	important	very important	important	very important	very important	very important	very important	very important	very important	very important
13	important	important	Not really important	important	Not really important	important	important	not important at all	important	Not really important
14	important	very important	Not really important	important	Not really important	important	very important	very important	important	important
15	important	very important	very important	very important	important	very important	very important	very important	very important	very important
16	Not really important	Not really important	Not really important	not important at all	Not really important	Not really important	important	Not really important	very important	Not really important
17	important	very important	very important	very important	very important	important	very important	important	very important	very important
18	important	important	Not really important	important	Not really important	not important at all	Not really important	important	Not really important	important
19	Not really important	Not really important	important	important	important	Not really important	Not really important	important	Not really important	important
20	Not really important	Not really important	Not really important	important	Not really important	important	important	Not really important	important	Not really important
21	very important	very important	very important	very important	very important	very important	very important	very important	very important	important
22	very important	very important	very important	very important	very important	very important	very important	very important	very important	very important
23	important	important	important	important	Not really important	Not really important	important	very important	very important	important
24	important	important	important	important	important	very important	important	Not really important	Not really important	Not really important
25	important	important	important	very important	important	very important	very important	important	important	important
26	Not really important	Not really important	important	important	not important at all	very important	Not really important	not important at all	important/not really	not important at all
27	Not really important	Not really important	Not really important	Not really important	Not really important	Not really important	important	Not really important	Not really important	Not really important
28	Not really important	Not really important	not important at all	important	Not really important	Not really important	Not really important	Not really important	not important at all	not important at all
29	Not really important	Not really important	Not really important	Not really important	Not really important	Not really important	Not really important	important	Not really important	Not really important
30	Not really important	Not really important	Not really important	Not really important	Not really important	Not really important	Not really important	Not really important	important	Not really important

	Reading in Mandarin Chinese is...	Speaking in Mandarin Chinese is...	Writing in Mandarin Chinese is...	Understanding when someone speaks Mandarin Chinese is...	Learning vocabulary in Mandarin Chinese is...	Learning the structure of the sentence (grammar) in Mandarin Chinese is...	Learning how to pronounce words in Mandarin Chinese is...	Learning how to write Chinese characters is...	Learning the culture in China (...) is...	Learning the History and Geography of China is...
31	important	very important	important	very important	important	very important	important	very important	very important	important
32	important	important	very important	important	important	important	important	very important	very important	very important
33	very important	Not really important	very important	important	important	very important	important	important	important	very important
34	important	Not really important	important	Not really important						
35	Not really important	Not really important	Not really important	important/not really	important/not really	Not really important	Not really important	Not really important	important	important/not really
36	Not really important	Not really important	Not really important	Not really important						
37	very important	important	very important	very important	Not really important	important	very important	very important	very important	very important
38	very important	very important	very important	very important	very important	very important	very important	very important	very important	very important
39	Not really important	important		very important	Not really important	important	Not really important	very important	very important	important
40	very important	important	very important	very important	important	very important	important	very important	very important	important
41	Not really important	Not really important	Not really important	Not really important	Not really important	Not really important	Not really important	Not really important	Not really important	important
42	not important at all	Not really important	not important at all	Not really important	Not really important	not important at all	not important at all	not important at all	not important at all	Not really important
43	Not really important	very important	important	very important	important	important	Not really important	important	Not really important	Not really important
44	important	important	important	important	important	important	important	important	important	important
45	Not really important	Not really important	important	Not really important	Not really important	Not really important	important	important	important	important
46	very important	very important	very important	very important	important	very important/i mportant	very important	very important	very important	important
47	important	important	Not really important	important	important	Not really important	important	Not really important	very important	very important
48	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all
49	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all		not important at all	not important at all
50	important	Not really important	important/not really	important	important	important	important	very important	important/not really	Not really important
51	important	important	important	very important	important	very important	very important	very important	very important	very important
52	important	very important	very important	very important	very important	very important	very important	very important	important	important
53	not important at all	Not really important	not important at all	important	not important at all	not important at all	important	not important at all	very important	very important
54	not important at all	not important at all	Not really important	very important	very important	very important	important	important	very important	very important
55	very important	very important	very important	very important	very important	very important	very important	very important	very important	important
56	Not really important	Not really important	Not really important	Not really important	Not really important	Not really important	important	important	Not really important	Not really important
57	important	very important	important	very important	important	very important	important	very important	important	important
58	important	very important	important	very important	important	very important	important	important	important	very important
59	very important	very important	very important	very important	very important	very important	very important	very important	very important	very important
60	Not really important	Not really important	Not really important	very important	Not really important	Not really important	Not really important	Not really important	very important	Not really important
61	important	important	important	important	important	important	important	important	important	important

	Reading in Mandarin Chinese is...	Speaking in Mandarin Chinese is...	Writing in Mandarin Chinese is...	Understanding when someone speaks Mandarin Chinese is...	Learning vocabulary in Mandarin Chinese is...	Learning the structure of the sentence (grammar) in Mandarin Chinese is...	Learning how to pronounce words in Mandarin Chinese is...	Learning how to write Chinese characters is...	Learning the culture in China (...) is...	Learning the History and Geography of China is...
62	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all
63	Not really important	important	Not really important	important	important	important	very important	important	important	important
64	Not really important	Not really important	Not really important	important	important	important	important	important	important	important
65	Not really important	important	Not really important	important	important	Not really important	very important	Not really important	important	Not really important
66	not important at all	not important at all	not important at all	Not really important	not important at all	not important at all	not important at all	not important at all	Not really important	not important at all
67	not important at all	not important at all	not important at all	Not really important	not important at all	not important at all	Not really important	Not really important	important	important
68	not important at all	not important at all	not important at all	not important at all	Not really important	not important at all	very important/ not important at all	Not really important	not important at all	Not really important
69	Not really important	Not really important	Not really important	important	important	important	important	important	very important	very important
70	important	very important	important	very important	important	very important	very important	important	very important	very important
71	important	Not really important	important	very important	Not really important	important	important	important	very important	Not really important
72	Not really important	important	important	very important	important	important	important	important	important	important
73	very important	very important	very important	very important	very important	very important	very important	very important	Not really important	Not really important
74	very important	important	important	very important	very important	very important	very important	important	very important	Not really important
75	important	Not really important	Not really important	very important	important	very important	important	very important	Not really important	important
76	Not really important	Not really important	Not really important	important	Not really important	Not really important	not important at all	not important at all	important	Not really important
77	important	important	important	very important	very important	very important	very important	important	very important	Not really important
78	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all
79	not important at all	not really important	not important at all	important	not important at all	not important at all	not really important	not important at all	not important at all	important
80	not really important	not really important	not really important	important	not really important	not important at all	not really important	not really important	not really important	important
81	not really important	not really important	not really important	important	not really important	important	not really important	not really important	not really important	not important at all
82	important	important	important	important	very important	important	important	important	very important	very important
83	not really important	not really important	not really important	not really important	not really important	not really important	not really important	not really important	not really important	not really important
84	important	not important at all	not important at all	important	not important at all	not important at all	not really important	not important at all	important	not really important
85	important	important	important	important	important	important	very important	very important	important	not really important
86	important	important	not really important	important	not really important	not really important	important	important	important	not really important
87	not really important	not really important	not really important	not really important	not really important	not really important	not really important	not really important	not really important	not really important
88	very important	very important	important	very important	important	important	very important	very important	important	important

	Reading in Mandarin Chinese is...	Speaking in Mandarin Chinese is...	Writing in Mandarin Chinese is...	Understanding when someone speaks Mandarin Chinese is...	Learning vocabulary in Mandarin Chinese is...	Learning the structure of the sentence (grammar) in Mandarin Chinese is...	Learning how to pronounce words in Mandarin Chinese is...	Learning how to write Chinese characters is...	Learning the culture in China (...) is...	Learning the History and Geography of China is...
89	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all
90	not really important	not important at all	not really important	not really important	important	not important at all	not really important	not really important	important	very important
91	not important at all	not important at all	not important at all	important	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all
92	very important	very important	very important	very important	important	very important	very important	very important	very important	important
93	important	important	important	very important	important	important	important	important	very important	important
94	important	not really important	important	important	not really important	not really important	not really important	not really important	not really important	not really important
95	very important	very important	very important	very important	very important	very important	very important	very important	important	not really important
96	not important at all	not important at all		important	not really important	important	important	important	important	very important
97	not really important	very important	important	important	important	not important at all	important	important	not really important	very important
98	not really important	not really important	not really important	important	not really important	not really important	not really important	not really important	important	very important
99	important	very important	very important	very important	important	very important	important	very important	very important	important
100	important	important	important	important	important	important	important	important	not really important	important
101	not really important	not important at all	not important at all	important	not really important	not important at all	not really important	not really important	not really important	not really important
102	not really important	not really important	not really important	important	not really important	not really important	not really important	not really important	not really important	not really important
103	very important	very important	important	very important	important	important	very important	important	important	important
104	very important	very important	very important	very important	very important	very important	very important	very important	very important	very important
105	not really important	not really important	not really important	not really important	important	important	important	important	not really important	not really important
106	not really important	important	important	very important	important	important	important	important	important	not really important
107	not really important	important	not really important	important	important	not important at all	very important	not important at all	important	not important at all
108	not really important	important	not really important	important						
109	important	important	important	important	important	important	important	important	not really important	not really important
110	important	very important	very important	important	important	very important	very important	very important	very important	important
111	not really important	not really important	not really important	important	not really important	not really important	not really important	not really important	not really important	not really important
112	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not really important
113	not really important	not really important	not really important	important	not really important	not really important	important	not really important	important	very important
114	not really important	not really important	not really important	important	not really important	not really important	not really important	not really important	not really important	not really important
115	not important at all	not really important	not really important	not really important	not important at all	not really important	not really important	not really important	not really important	not really important
116	not really important	important	not really important	important	not really important	important	not really important	not really important	important	not really important
117	not really important	not really important	not really important	not really important	important	important	important	important	not really important	important

	Reading in Mandarin Chinese is...	Speaking in Mandarin Chinese is...	Writing in Mandarin Chinese is...	Understanding when someone speaks Mandarin Chinese is...	Learning vocabulary in Mandarin Chinese is...	Learning the structure of the sentence (grammar) in Mandarin Chinese is...	Learning how to pronounce words in Mandarin Chinese is...	Learning how to write Chinese characters is...	Learning the culture in China (...) is...	Learning the History and Geography of China is...
118	important	important	important	very important	very important	important	very important	important	important	important
119	not really important	not really important	not really important	important	not really important	not really important	not really important	not really important	important	important
120	not really important	not really important	not really important	important	not really important	not really important	not really important	not really important	not really important	not really important
121	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all
122	not important at all	not really important	not really important	not really important	not really important	not really important	not really important	not really important	not really important	not really important
123	not really important	not really important	not really important	not really important	not really important	not really important	not really important	important	important	important
124	not important at all	not really important	not important at all	not really important	not really important	not really important	not really important	not really important	not really important	not really important
125	not really important	important	important	important	important	very important	important	important	important	not really important
126	important	very important	important	very important	important	important	very important	important	important	important
127	not really important	not important at all	not really important	not important at all	not important at all	not important at all	not important at all	not really important	not important at all	not really important
128	not important at all	not important at all	not important at all	not really important	not important at all	not really important	not really important	not important at all	not important at all	not important at all
129	important	important	important	important	important	important	important	important	not really important	not really important
130	important	very important	important	very important	important	important	not really important	not really important	not really important	not really important
131	not really important	not really important	not really important	important	not really important	not really important	important	not really important	important	important
132	important	important	important	important	important	important	important	important	important	important
133	not really important	important	not really important	important/not really important	not really important	not really important	not really important	not really important	not really important	not really important
134	not really important	not really important	not really important	not really important	not really important	not really important	not really important	not really important	not really important	important
135	important	important	important	important	important	important	important	important	not really important	not really important
136	important	important	important	important	important	important	important	important	important	important
137	important	important	important	important	important	important	important	important	important	important
138	very important	very important	very important	very important	very important	very important	very important	very important	very important	very important
139	important	very important	important	very important	very important	very important	very important	very important	very important	important
140	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	important	important
141	not really important	not really important	not really important	important	important	not really important	important	not really important	not really important	not really important
142	not really important	not important at all	not really important	not really important	not important at all	not important at all	not important at all	not really important	not important at all	important
143	important	important	important	very important	important	very important	important	not really important	very important	important
144	very important	very important	very important	very important	very important	very important	very important	very important	very important	very important
145	not really important	important	not really important	important	not really important	important	important	not really important	important	important
146	not really important	important	not really important	important	not really important	important	important	not really important	not really important	important
147	not really important	important	not really important	not really important	not really important	not really important	not important at all	not important at all	important	not really important

	Reading in Mandarin Chinese is...	Speaking in Mandarin Chinese is...	Writing in Mandarin Chinese is...	Understanding when someone speaks Mandarin Chinese is...	Learning vocabulary in Mandarin Chinese is...	Learning the structure of the sentence (grammar) in Mandarin Chinese is...	Learning how to pronounce words in Mandarin Chinese is...	Learning how to write Chinese characters is...	Learning the culture in China (...) is...	Learning the History and Geography of China is...
148	not really important	important	not really important	important	not really important	not really important	not really important	not really important	not really important	important
149	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all
150	important	very important	very important	very important	very important	important	very important	very important	very important	very important
151	not really important	not really important	not really important	important	not really important	not really important	not really important	not really important	important	not really important
152	important	important	important	important	important	important	not really important	important	not really important	not really important
153	very important	very important	very important	very important	very important	very important	very important	very important	very important	very important
154	not really important	not really important	not really important	not really important	not really important	not really important	not really important	not really important	important	not really important
155	not really important	not really important	not important at all	not really important	not really important	not really important	not really important	not important at all	not really important	not important at all
156	not really important	not really important	not really important	important	not really important	not important at all	not important at all	important	not really important	not important at all
157	important	not really important	important	important	not really important	not really important	not really important	important	not really important	important
158	important	not really important	important	not really important	not really important	important	not really important	important	not really important	not important at all
159	not really important	not really important	not really important	not really important	not really important	important	not really important	not really important	important	not really important
160	important	important	important	important	important	important	important	important	important	important
161	important	very important	very important	very important	important	important	very important	very important	important	very important
162	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	not important at all	important	important

	I feel proud of myself when I say to other people that I learn Chinese	Chinese language is a very respectable language	English language is a very respectable language	My mother tongue is a very respectable language What is your mother tongue? (choice between English and other)	At school, the Chinese lesson is important	At school, the English lesson is important	There should be more than one foreign language at school
1	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	not really
2	Yes	Yes	Yes, definitely	Yes, definitely (english)	Yes	Yes, definitely	not really
3	Yes	Yes, definitely	Yes, definitely	Yes, definitely (english)	Yes	Yes, definitely	Yes
4	Yes	Yes, definitely	Yes	Yes, definitely (mandarin)	Yes	Yes	not really
5	Yes	Yes, definitely	Yes, definitely	Yes, definitely (english and kanada (indian), most comfortable with english)	Yes, definitely	Yes, definitely	Yes, definitely
6	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	Yes
7	Yes, definitely	Yes	Yes	Yes (english and italian)	Yes	not really	Yes
8	not really	Yes	Yes	Yes (english)	not really	Yes	Yes, definitely
9	not really	Yes	Yes	Yes (english)	Yes	Yes, definitely	Yes

	I feel proud of myself when I say to other people that I learn Chinese	Chinese language is a very respectable language	English language is a very respectable language	My mother tongue is a very respectable language What is your mother tongue? (choice between English and other)	At school, the Chinese lesson is important	At school, the English lesson is important	There should be more than one foreign language at school
10	not really	not really	Yes	Yes, definitely (English)	Yes	Yes, definitely	Yes, definitely
11	Yes	Yes, definitely	Yes	Yes (english)	Yes	Yes, definitely	Yes
12	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes, definitely	Yes, definitely	Yes, definitely
13	Yes, definitely	Yes	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	Yes, definitely
14	not really	Yes	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	Yes, definitely
15	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes, definitely	Yes, definitely	Yes, definitely
16	not really	Yes	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	Yes
17	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes	Yes	Yes, definitely
18	not really	Yes	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	not at all
19	not really	Yes	Yes	Yes, definitely (English)	Yes	Yes	not really
20	Yes	Yes	Yes	Yes (english)	Yes	Yes	not really
21	not really	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes	not really	Yes
22	not really	Yes, definitely	Yes, definitely	Yes, definitely (English) + Tamil and Malay	Yes, definitely	Yes, definitely	not at all
23	Yes	Yes	Yes, definitely	Yes, definitely (English)	Yes, definitely	Yes, definitely	Yes, definitely
24	Yes	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	Yes
25	Yes, definitely	Yes	Yes	Yes, definitely (English)	Yes	Yes	Yes, definitely
26	not at all	not really/not at all	Yes, definitely	Yes (chise???)	not really	Yes	not at all
27	not really	not really	Yes	Yes (english)	not really	Yes	Yes, definitely
28	not really	not at all	Yes, definitely	Yes, definitely (English) +Egyptian	not really	Yes, definitely	not at all
29	not really	not really	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	Yes
30	not really	Yes	Yes, definitely	English	not really	Yes	not really
31	Yes, definitely	Yes, definitely	Yes	Yes, definitely (Irish)	Yes	Yes	not really
32	Yes, definitely	Yes, definitely	Yes	Yes (english)	Yes	Yes, definitely	Yes
33	Yes	Yes	Yes, definitely	Yes, definitely (English)	Yes, definitely	Yes, definitely	Yes, definitely
34				Yes, definitely	Yes	Yes	Yes
35	not really	Yes	Yes	Yes, definitely (English)	important/not really	Yes	not really
36				Yes (english)	not really	Yes	not really
37	Yes, definitely	Yes, definitely	Yes, definitely	Yes (english)	Yes	Yes	not at all
38	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes, definitely	Yes, definitely	Yes
39	not really	Yes	Yes, definitely	Yes, definitely (English)	Yes	not really	not really
40	Yes	Yes	Yes, definitely				
41	not really	Yes	Yes	Yes, definitely (English)	not really	Yes, definitely	not at all
42	not at all	not at all	Yes, definitely	Yes, definitely (English)	not at all	Yes, definitely	not at all
43	Yes	Yes	not really	Yes (english)	Yes	Yes	not really
44	Yes	Yes	Yes, definitely	Yes (english)	Yes	Yes, definitely	Yes, definitely

	I feel proud of myself when I say to other people that I learn Chinese	Chinese language is a very respectable language	English language is a very respectable language	My mother tongue is a very respectable language What is your mother tongue? (choice between English and other)	At school, the Chinese lesson is important	At school, the English lesson is important	There should be more than one foreign language at school
45	not really	Yes, definitely	Yes, definitely	Yes, definitely (English)	not really	Yes	not really
46	Yes	Yes	Yes, definitely	Yes, definitely (English)	Yes, definitely	Yes, definitely	Yes, definitely
47	not really	Yes	Yes	Yes (english)	Yes	Yes	Yes, definitely
48	not at all	not at all	not at all	not at all	not at all	not at all	Yes
49	not at all	not really	Yes, definitely	Yes, definitely (English)	not at all	Yes, definitely	Yes, definitely
50	not really	Yes	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	Yes, definitely
51	Yes, definitely	Yes	Yes	Yes, definitely (English)	Yes	Yes, definitely	Yes, definitely
52	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes, definitely	not really	Yes
53	not at all	not at all	Yes, definitely	Yes, definitely (English)	not at all	Yes, definitely	Yes
54	Yes, definitely	Yes	Yes	Yes (english)	Yes	not at all	Yes
55	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes, definitely	Yes	Yes
56	Yes	Yes	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	not at all
57	Yes	Yes, definitely	Yes	Yes, definitely (English)	Yes	Yes, definitely	Yes
58	Yes, definitely	Yes	Yes, definitely	Yes, definitely (English and South Africa)	Yes	Yes, definitely	Yes
59	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes, definitely	Yes, definitely	Yes, definitely
60	not really	not really	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	not really
61	Yes	Yes	Yes	Yes, definitely (English)	Yes	Yes	Yes
62	not at all	not at all	not really	German	not at all	not really	
63	not really	Yes	Yes, definitely	Yes, definitely (English)	Yes, definitely	Yes, definitely	not really
64	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes, definitely	Yes, definitely	not really
65	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely (French)	Yes	Yes, definitely	not at all
66	not at all	not at all	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	not really/not at all
67	Not really	Yes	not at all	not at all (English)	not really	Yes, definitely	Yes, definitely
68	not at all	Not really important	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	not at all
69	Yes, definitely	Not really important	Yes, definitely	Yes, definitely (English)	Yes, definitely	Yes	Yes, definitely
70	Yes	Yes	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	Yes
71	Yes	Yes, definitely	Yes, definitely	not really (english)	Yes	Yes, definitely	Yes, definitely
72	Not really	Yes	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	Yes, definitely
73	Yes, definitely	Yes, definitely	Yes	Chinese and Russian	Yes, definitely	not at all	Yes, definitely
74	Yes	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	not really
75	Yes	Yes	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	Yes, definitely
76	Not really	Yes	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	Yes
77	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	Yes, definitely
78	not at all	not really	Yes, definitely	english (and spanish)	not at all	Yes, definitely	Yes, definitely

	I feel proud of myself when I say to other people that I learn Chinese	Chinese language is a very respectable language	English language is a very respectable language	My mother tongue is a very respectable language What is your mother tongue? (choice between English and other)	At school, the Chinese lesson is important	At school, the English lesson is important	There should be more than one foreign language at school
79	not really	not at all	Yes, definitely	Yes, definitely (English)	not at all	Yes, definitely	not at all
80	not at all	Yes	Yes, definitely	Yes, definitely (English)	not at all	Yes, definitely	Yes, definitely
81	not at all	not really	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	not really
82	Yes	Yes	Yes, definitely	Yes, definitely (Khmer)	not really	Yes, definitely	Yes, definitely
83	not really	Yes	Yes	Yes, definitely (English)	not really	not really	Yes
84	not at all	Yes	not really	Yes (english)	not at all	not at all	Yes, definitely
85	not at all	Yes	Yes, definitely	Yes, definitely (English)	Yes	Yes	Yes, definitely
86	not really	not really	Yes, definitely	Yes, definitely (English)	Yes, definitely	Yes	Yes, definitely
87	Yes	Yes	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	Yes, definitely
88	not really	Yes	Yes	Yes, definitely (English)	not really	not really	Yes
89	not at all	Yes, definitely	Yes, definitely	Yes, definitely (English)	not at all	not at all	not at all
90	not really	Yes	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	Yes
91	not really	not really	Yes, definitely	english	not at all	Yes, definitely	not at all
92	Yes, definitely	Yes	Yes	Yes, definitely (English)	Yes, definitely	Yes, definitely	Yes, definitely
93	Yes	Yes	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	Yes, definitely
94	Yes	Yes	Yes, definitely	Yes, definitely (English)	Yes	not at all	not at all
95	not really	Yes, definitely	Yes, definitely	Yes, definitely (English)	yes/not really	Yes	not really
96	not really	Yes	Yes	Yes, definitely (English)	not really	Yes, definitely	Yes, definitely
97	Yes	not really	Yes, definitely	Yes (english)	Yes	not really	Yes
98	Yes	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	Yes, definitely
99	Yes	Yes, definitely	Yes, definitely	Yes, definitely (German)	not really	Yes, definitely	Yes, definitely
100	not really	Yes, definitely	Yes, definitely	english	Yes	Yes, definitely	not at all
101	Yes	not really	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	Yes
102	not at all	not at all	Yes, definitely	Yes, definitely (English)	not at all	Yes	not at all
103	Yes	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes, definitely	Yes, definitely	Yes, definitely
104	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely (vietnamese)	Yes, definitely	Yes, definitely	Yes, definitely
105	not really	not really	Yes, definitely	Yes, definitely (English)	not really	Yes	Yes, definitely
106	not really	Yes	not really	Yes (arabic)	Yes	Yes	Yes
107	not at all	Yes	Yes, definitely	Yes, definitely (English)	Yes	Yes	Yes, definitely
108							
109	not really	Yes	Yes	Yes, definitely (English)	not really	Yes	Yes
110	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely (English and chinese)	Yes, definitely	Yes	Yes
111	Yes	not really	Yes, definitely	Yes, definitely (English)	not really	Yes	not really
112	not at all	not really	not really	Yes (english and sometimes japanese)	not at all	Yes	Yes, definitely

	I feel proud of myself when I say to other people that I learn Chinese	Chinese language is a very respectable language	English language is a very respectable language	My mother tongue is a very respectable language What is your mother tongue? (choice between English and other)	At school, the Chinese lesson is important	At school, the English lesson is important	There should be more than one foreign language at school
113	not at all	not really	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	Yes, definitely
114	not really	not really	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	not at all
115	not at all	not really	Yes, definitely	Yes, definitely (English)	not at all	Yes, definitely	not at all
116	Yes	Yes	Yes	Yes (english)	Yes	Yes, definitely	not really
117	Yes	not really	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	Yes, definitely
118	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely (English and greek)	Yes	Yes, definitely	Yes, definitely
119	not really	Yes	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	not at all
120	Yes	Yes	Yes, definitely	Yes (english)	Yes	Yes	not really
121	not at all	not really	Yes, definitely	Yes, definitely (English)	not at all	Yes, definitely	not at all
122	not at all	not really	Yes	not really (english)	not at all	Yes	not really
123	Yes	not really	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	Yes
124	not really	not really	Yes, definitely	Yes, definitely (English)	not at all	Yes, definitely	Yes, definitely
125	not really	Yes	Yes	Yes, definitely (English)	Yes	not really	not really
126	Yes	Yes	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	not really
127	not at all	not at all	not at all	english	not at all	not at all	not at all
128	not at all	not really	Yes, definitely	Yes, definitely (English)	not at all	Yes, definitely	not at all
129	not really	Yes	Yes	Yes, definitely (English)	Yes	Yes	not really
130	Yes	not really	Yes	Yes, definitely (English)	Yes	Yes, definitely	not really
131	not really	Yes	Yes, definitely	Yes, definitely (english and chinese)	Yes	Yes, definitely	Yes
132	not really	Yes	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	not really
133	not really	Yes	Yes, definitely	Yes (english)	not really	not really	not at all
134	not really	Yes	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	not really
135	not really	Yes	Yes	Yes (english)	not really	Yes	not really
136	Yes	Yes	Yes	Yes, definitely (Korean)	not really	Yes	Yes, definitely
137	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes, definitely	Yes, definitely	Yes
138	Yes	Yes, definitely	Yes, definitely	Yes, definitely (English)	Yes, definitely	Yes	Yes, definitely
139	Yes	Yes	Yes	Yes (english)	Yes	Yes, definitely	not really
140	not really	not really	Yes, definitely	Yes, definitely (English)	not at all	Yes, definitely	not really
141	not really	not really	Yes	not really (chinese or malay?)	not really	not really	not really
142	not at all	not really	Yes	Yes, definitely (English)	not at all	Yes	not at all
143	not really	Yes	Yes, definitely	Yes, definitely (English)	not really	Yes	Yes, definitely
144	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely (english and korean)	Yes, definitely	Yes, definitely	Yes
145	Yes	Yes	Yes	Yes (english)	Yes	Yes	Yes
146	not really	Yes	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	Yes, definitely

	I feel proud of myself when I say to other people that I learn Chinese	Chinese language is a very respectable language	English language is a very respectable language	My mother tongue is a very respectable language What is your mother tongue? (choice between English and other)	At school, the Chinese lesson is important	At school, the English lesson is important	There should be more than one foreign language at school
147	not really	not at all	Yes, definitely	not at all (english)	not really	Yes, definitely	Yes, definitely
148	not really	Yes	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	not really
149	not really	not really	Yes	Yes (english)	not really	Yes	not really
150	Yes, definitely	Yes	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	Yes, definitely
151	Yes	Yes	Yes, definitely	Yes, definitely (English)	Yes	Yes, definitely	not really
152	not really	Yes	Yes	Yes, definitely (English)	Yes	Yes	
153	Yes, definitely	Yes, definitely	Yes	Yes, definitely (English)	Yes, definitely	Yes, definitely	Yes, definitely
154	Yes	Yes	Yes	Yes, definitely (English)	not really	Yes, definitely	Yes, definitely
155	not really	not really	Yes, definitely	Yes, definitely (English)	not at all	Yes, definitely	Yes, definitely
156	not really	not at all	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	Yes, definitely
157	not really	not really	Yes	Yes, definitely (English)	not really	Yes, definitely	Yes, definitely
158	not really	Yes	Yes, definitely	Yes, definitely (English)	not at all	Yes, definitely	Yes
159	not really	Yes	Yes, definitely	Yes, definitely (English)	not really	Yes	not really
160	Yes	Yes	Yes	Yes (english)	Yes	Yes	Yes
161	Yes, definitely	Yes, definitely	Yes	Yes, definitely (Mandarin)	Yes	Yes, definitely	not really
162	not really	Yes	Yes, definitely	Yes, definitely (English)	not really	Yes, definitely	not really

	Chinese is linked to the other subject areas (maths, history, science...)	Chinese is linked to the programme of inquiry	I think studying in this school will help me continuing my studies in a school in Australia	I think studying in this school will help me continuing my studies in another country.	I think that evaluation of our work and level in Chinese is important.	How old are you?	You are	What is your nationality?	Which language(s) do you speak most at home with your family?	Which language(s) do you speak most at school with your friends?
1	not really	yes	Yes, definitely	Yes, definitely	Yes, definitely	10		Australian (and Italian)	English	English
2	not at all	yes	yes	yes	yes	11	girl	Australian (and english)	English	English
3	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely	yes	10	boy	Australian	English	English
4	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely	10	girl	Australian (and Mandarin)	English and Mandarin	English
5	not really	Yes, definitely	Yes, definitely	yes	Yes, definitely	10	boy	Australian (parents are indian)	English and Kanada (indian)	English
6	not really	Yes, definitely	Yes, definitely	Yes, definitely	yes	10	boy	Australian	English	English
7	not really	not really	not really	yes	not really	10	girl	Italian and Maltese	English (some italian and maltese)	English
8	not really	not really	yes	yes	not really	9	girl	Australian (english dad)	English	English
9	not really	Yes, definitely	Yes, definitely	yes	yes	10	boy	Australian	English	English
10	not at all	not really	yes	yes	not really	10	girl	Australian (half lebanese)	English (dad sometimes speak lebanese)	English
11	not at all	not really	Yes, definitely	Yes, definitely	yes	10	boy	Australian and Indian	English	English (sometimes chinese)

	Chinese is linked to the other subject areas (maths, history, science...)	Chinese is linked to the programme of inquiry	I think studying in this school will help me continuing my studies in a school in Australia	I think studying in this school will help me continuing my studies in another country.	I think that evaluation of our work and level in Chinese is important.	How old are you?	You are	What is your nationality?	Which language(s) do you speak most at home with your family?	Which language(s) do you speak most at school with your friends?
12	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely	10	girl	Australian	English	English
13	not really	not at all	Yes, definitely	yes	not at all	10	girl	Italian and Greek	English	English
14	Yes	not really	Yes, definitely	Yes, definitely	yes	10	boy	Australian	English	English
15	not really	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely	10	girl	Australian	English	English
16	not at all	not at all	not at all	not really	not really	10	girl	Australian	English	English
17	not really	Yes, definitely	Yes	not really	Yes	10	girl	Australian (American and Canadian)	English	English
18	not really	not really	Yes, definitely	yes	not really	10	boy	Australian (Italian, New-Zealander)	English	English
19	not really	Yes	Yes	Yes	Yes	10	boy	Australian	English	English
20	Yes	Yes	Yes, definitely	not really	Yes	10	boy	Australian (part Indian and Sri Lankan)	English	English
21	not at all	Yes	Yes, definitely	Yes, definitely	Yes	11	boy	Australian	English	English
22	Yes	Yes	Yes, definitely	Yes, definitely	Yes, definitely	10	boy	Australian, Baranni, indian	English and Tamil	English
23	not really	not really	Yes, definitely	Yes, definitely	Yes, definitely	10	girl	Australian	English	English
24	not really	Yes, definitely	Yes	Yes	Yes	10	girl	Australian	English	English
25	Yes	Yes, definitely	Yes	Yes	Yes	11	boy	Australian	English	English
26	Yes, definitely	not at all	Yes, definitely	yes/not really	Yes	11	boy		Feash ???	Feash ???
27	not really	not really	Yes	Yes	not really	10	girl	Australian	English	English
28	not really	not at all	not really	not at all	not really	10	girl	Australian (and Egyptian)	English and arabic	English
29	not really	Yes	not really	not really	not really	10	boy	English, Greek	English	English
30	not at all	Yes	Yes	not really	Yes, definitely	10	boy	Australian	English	English
31		Yes, definitely	Yes, definitely	Yes	Yes, definitely	10	girl	Australian, Irish, American	English	English
32	Yes	Yes	not really	Yes, definitely	Yes	10	girl			
33	Yes, definitely	Yes	Yes, definitely	Yes, definitely	Yes, definitely	10	girl	Australian	English	English
34	Yes, definitely	Yes	Yes, definitely	Yes	Yes					
35	not really	not really	not really	Yes	not really	10	girl	Australian	English	English
36	Yes	not really	Yes	not at all	not really	10	girl			
37	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely	Yes	11	boy	Australian (half Maltese)	English	English
38	not really	Yes	Yes, definitely	Yes, definitely	Yes, definitely	9	girl	Polish, Australian (+ aboriginal blood)	English	English
39	not at all	not really	Yes		not really	10	boy	English, Australian	English	English
40								Iland ????	English	English
41	not really	not really	Yes	Yes	not really		boy	Australian	English	English
42	not at all	not at all	Yes, definitely	not at all	not at all			Australian	English	English
43		Yes, definitely	Yes	Yes	Yes	10	girl	Australian	English	English
44	not really	Yes	Yes, definitely	Yes, definitely	Yes	10	boy	Australian	English	English
45	not at all	Yes	not really	Yes	not really	11	boy	Australian and English	English	English

	Chinese is linked to the other subject areas (maths, history, science...)	Chinese is linked to the programme of inquiry	I think studying in this school will help me continuing my studies in a school in Australia	I think studying in this school will help me continuing my studies in another country.	I think that evaluation of our work and level in Chinese is important.	How old are you?	You are	What is your nationality?	Which language(s) do you speak most at home with your family?	Which language(s) do you speak most at school with your friends?
46	Yes, definitely	not really	Yes, definitely	Yes, definitely	Yes	10	boy	Australian	English	English
47	Yes	not really	Yes, definitely	Yes, definitely	Yes	10	boy	Australian (Canadian, Scottish, German)	English	English
48	not at all	not at all	not really	not at all	not at all	10	boy	?	English	English
49	not at all	not at all	Yes, definitely	not at all	not at all	10	boy	English	English	English
50	Yes	Yes	Yes	Yes	Yes	10	boy		English	English
51	Yes	not really	Yes	Yes, definitely	Yes	10	girl	Australian, french and Irish	English	English
52	not really	not really	Yes	Yes	Yes	10	girl	Australian	English	English
53	not at all	Yes	Yes, definitely	Yes, definitely	not at all	10	boy	Australian	English	English
54	Yes, definitely	Yes, definitely	Yes	Yes	not really			Australian and New Zealander	English	English and Spanish
55	Yes	Yes	not really	Yes, definitely	Yes, definitely	10	girl	Australian (part German)	English	English and part Chinese
56	not at all	not really	Yes	Yes	Yes	10	boy	English	English	English
57	not at all	Yes, definitely	Yes, definitely	Yes	Yes, definitely	10	girl	Australian	English	English
58	Yes	Yes	Yes	Yes	Yes	10	boy	South African 1/2 German 90% English	South African	English
59	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely	10	girl	English	English	English
60	not really	not really	not really	not really	not really	10	boy	Australian	English	English
61	not really	not really	Yes	Yes	Yes	9	girl	Australian (part Hungarian)	English	English
62	not at all	not at all	not at all	not at all	not at all	10	boy	German	German	English
63	Yes	?	Yes		?	10	girl	Australian (dad german)	English (dad sometimes teach german)	English
64	Yes, definitely	Yes	Yes, definitely	Yes	Yes, definitely	11	girl	Irish, Australian, (latin)	English (Irish accent)	English (Irish accent)
65	Yes	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely	10	girl	French	English	English
66		not really	not at all	not at all	not really	10	boy	American and Australian	English	English
67	not at all	Yes, definitely	not really	not really	not really	10	boy			
68	not at all	not at all	not at all	not at all	not at all	11	boy	can't remember	English	English
69	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely	not at all	10	boy	Australian	English	English
70	not really	Yes, definitely	Yes, definitely	Yes, definitely	Yes	10	boy	Australian	English	English
71	Yes	Yes	not really	Yes	not at all			American	English	English
72	not really	not really	Yes	Yes	Yes	11	boy	English	English	English
73	not really	Yes, definitely	Yes	Yes, definitely	Yes, definitely	10	girl	Chinese, Russian, Vietnamese	Chinese	English
74	not at all	Yes	Yes, definitely	Yes	Yes, definitely	10	boy	Maltese	English	English
75	not really	not really	Yes	Yes, definitely	Yes	10	boy	British, New Zealand and Australia	English	English
76	not really	not at all	Yes	Yes	not really	9	girl	Australian	English	English
77	not really	Yes	Yes	Yes, definitely	Yes	10	girl	English, Australian	English	English

	Chinese is linked to the other subject areas (maths, history, science...)	Chinese is linked to the programme of inquiry	I think studying in this school will help me continuing my studies in a school in Australia	I think studying in this school will help me continuing my studies in another country.	I think that evaluation of our work and level in Chinese is important.	How old are you?	You are	What is your nationality?	Which language(s) do you speak most at home with your family?	Which language(s) do you speak most at school with your friends?
78	not at all	not at all	Yes, definitely	Yes, definitely	not at all	12	girl	part aussie part spanish	english (but never in the world chinese)	english (but never in the world chinese)
79	not at all	not really	Yes, definitely	not at all	not at all	11	boy	Australian	english	english
80	not at all	not at all	not at all	not at all	not at all	11	boy	Australian	english	english
81	not really	not at all	Yes	Yes	not really	11	boy	Australian (Bolivian)	english	english
82	Yes, definitely	Yes, definitely	Yes	not really	not really	11	girl	Khmer, Chinese and Vietnamese	Khmer	english
83	not really	not really	Yes	Yes	not really	11	boy	Australian	english	english
84	not really	not at all	Yes, definitely	Yes, definitely	not really	11	boy	Half Australian and half Italian	english	english
85	Yes	not really	not really	not really	Yes	11	boy	Australian, Russian, English	english	english
86	not at all	not at all	Yes, definitely	Yes	not at all	9	girl	Australian	english	english
87	not really	Yes	Yes	Yes	Yes	11	girl	Australian, a bit of Irish, Scottish, French, British	english	english
88	not really	not really	Yes	Yes	Yes	11	boy	Australian	english	english
89	not at all	not at all	not at all	not at all	not at all	11	boy	Australian	english	english
90	not really	not at all	Yes	Yes	not at all	12	boy	Australian	english	english
91	not at all	not really	Yes	Yes	not at all	11	boy	Australian	english	english
92	Yes	yes/not really	Yes, definitely	Yes, definitely	Yes, definitely	11	girl	Australian	english	english
93	Yes	Yes	Yes, definitely	Yes, definitely	Yes	11	girl	Australian, German, Scottish	english	english
94	not really	not really	not really	not really	not really	11	boy	Australian/American	english	english
95	not at all	not at all	Yes	Yes, definitely	Yes	11	boy	Australian	english	english
96	Yes	not really	Yes, definitely	not really	not really	11	girl	Australian	english	english
97	not at all	not really	Yes	not really	not at all	12	girl	Australian, southern american, irish and antimen	english and a bit of spanish	english
98	Yes	not at all	Yes, definitely	not at all	not really	10	girl	Lebanese and english	english	english
99	Yes	Yes	Yes, definitely	Yes, definitely	Yes	10	girl	German, New zealander	German	english
100	Yes	not really	Yes, definitely	not at all	Yes	11	girl	english	english	english
101	not at all	not at all	Yes	not at all	not really	10	boy	Australian	english	english
102	not at all	not at all	Yes, definitely	Yes, definitely	not at all	11	girl	Australian (english background)	english	english
103	Yes	Yes	Yes, definitely	Yes, definitely	Yes, definitely	11	girl	Australian	english	english
104	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely	10	girl	Vietnamese	vietnamese	english
105	Yes	Yes	Yes	Yes	yes/not really	11	boy	Australian, Dutch, Croatian	english	english
106	not really	Yes	Yes	yes/not really	Yes	11	girl	Egyptian/Sudanese born in Australia	English/arabic	english
107	not really	not really	not really	not at all	Yes, definitely	10	boy	Australian	english	english

	Chinese is linked to the other subject areas (maths, history, science...)	Chinese is linked to the programme of inquiry	I think studying in this school will help me continuing my studies in a school in Australia	I think studying in this school will help me continuing my studies in another country.	I think that evaluation of our work and level in Chinese is important.	How old are you?	You are	What is your nationality?	Which language(s) do you speak most at home with your family?	Which language(s) do you speak most at school with your friends?
108								Australian/ British/ Irish/ Scottish/ Welsh	english	english
109	not really	not really	Yes	Yes	not really	11	boy	1/2 chinese and australian (dad chinese but can't speak it, mum australian)	english	english
110	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely	10	girl	Australian, Chinese, German and Indonesian	Mostly english but sometimes chinese	english sometimes chinese with the chinese teachers
111	not really	Yes	Yes, definitely	Yes	not really	11	girl	Australian	English	english
112	not at all	not at all	Yes, definitely	Yes	not at all	10	girl	Australian, German, Japanese	Japanese, english	english
113	Yes	not at all	Yes	not really	not at all	12	boy	Australian	english	english
114	not at all	not at all	not really	not at all	not really	11	boy	Australian	English	english
115	not at all	not at all	Yes	not really	not at all	11	girl	Australian	english	english
116	not really	Yes	Yes	Yes	Yes	11	girl	Australian	english	english
117	Yes, definitely	not really	Yes	Yes, definitely	Yes, definitely	12	boy	Australian, English	english	english
118	not really	not really	Yes	Yes, definitely	Yes, definitely	12	boy	Australian (greek and cypriot background)	greek and english	english
119	not at all	not really	Yes, definitely	Yes	not really	11	girl	Australian	English	english
120	not really	Yes	Yes, definitely	Yes	not really	11	boy	Australian	english	english
121	not at all	Yes	Yes	Yes	not at all	11	girl	Australian	english	english
122	not at all	not at all	Yes	not really	not at all	12	boy	Australian/ chilean	english	english
123	not at all	not really	Yes	Yes	Yes	11	boy	Australian	english	english
124	not at all	not at all	Yes, definitely	Yes, definitely	not at all	11	girl	Australian	english	english
125	not really	Yes	Yes		Yes	11	girl	Australian (dad chinese)	English	english
126	not really	Yes	Yes	not really	not really	10	girl	Australian	english	english
127	not really	not at all	Yes	Yes	not at all	11	boy	Australian	english	english
128	Yes, definitely	not really	not really	not really	not at all	11	girl	Australian/english/irish	english	english
129	not at all	not at all	Yes	Yes, definitely	Yes	10	girl	Australian	english	english
130	Yes, definitely	Yes, definitely	Yes	Yes	Yes	11	girl	Australian/ Danish	english	english
131	not really	Yes, definitely	Yes	Yes	Yes	10	girl	Australian, english and chinese	english	english
132	Yes, definitely	not really	Yes, definitely	Yes, definitely	Yes	11	boy	Australian	english	english
133	not really	yes/not really	not really	not really	not at all	12	boy	Australian	english	english
134	not really	not really	Yes, definitely	Yes, definitely	not really	11	girl	Australian	english	english
135	Yes	not really	Yes	Yes	Yes	11	girl	Australian (dad chinese)	english	english
136	not really	not really	Yes	Yes	Yes	11	girl	Korean and Australian	English and Korean	English and Korean
137	Yes	Yes	Yes	Yes	Yes	11	girl	Australian	english	english

	Chinese is linked to the other subject areas (maths, history, science...)	Chinese is linked to the programme of inquiry	I think studying in this school will help me continuing my studies in a school in Australia	I think studying in this school will help me continuing my studies in another country.	I think that evaluation of our work and level in Chinese is important.	How old are you?	You are	What is your nationality?	Which language(s) do you speak most at home with your family?	Which language(s) do you speak most at school with your friends?
138	not really	not really	Yes, definitely	Yes, definitely	Yes, definitely	11	girl		english	english
139	not really	not really	Yes	Yes, definitely	Yes	11	boy	Australian, Irish, scottish, english, canadian, german	english	english
140	not at all	not at all	Yes	Yes, definitely	not at all	12	boy	Australian, english	english	english
141	not really	not really	Yes	Yes	Yes	11	boy	malaysian	malay, english	english
142	not really	not at all	not at all	not really	not really	11	boy	australian	english	(french?)
143	not at all	Yes, definitely	Yes	not really	Yes	11	boy	australian	english	english
144	Yes	Yes, definitely	Yes, definitely	Yes, definitely	Yes, definitely	11	girl	Korean, New zealander, and australian	korean	english
145	not really	Yes	Yes	Yes	not really	11	girl	English (UK)	english	english
146	not at all	Yes	not really	Yes	Yes	11	girl	english, french	english	english
147	not at all	not really	Yes, definitely	not really	not really	11	boy	Australian	english	english
148	Yes	not really	Yes, definitely	not really	not really	11	girl	Australian	english	english
149	not at all	not at all	Yes	Yes	Yes	12	boy	Australian	english	english
150	not really	Yes	Yes, definitely	not really	Yes	11	girl	Australian	English (french, Italian)	english
151	not at all	not at all	not really	Yes	not really		girl	Asutralian	english	english
152	not really	Yes	Yes	Yes	Yes	11	girl	Australian, english	english	english
153	Yes, definitely	Yes	Yes, definitely	Yes, definitely	Yes, definitely	11	girl	Australian	english and a tiny chinese	english
154	not at all	not at all	not at all	not really	not really	11	girl	Australian	english	english
155	not at all	not at all	Yes, definitely	not really	not really	11	boy	Australian	english	english
156	not at all	not at all	not at all	Yes	not really			Australian	english	english
157	not really	not really	Yes	Yes	not really	11	boy	Australian	english	english
158	not at all	not at all	Yes	not really	not really	12	boy	Australian (half scottish)	english	english
159	not really	not really	Yes	not really	not really	12	boy	Australian	english	english
160	not at all	Yes	Yes, definitely	Yes	Yes	11	boy	Australian and British	english	english
161	not really	not really	Yes	Yes	Yes	11	girl	Singaporean	english and chinese	english
162	Yes	not really	Yes	Yes, definitely	not really	11	boy	Australian, english, scottish	english	english

Annexe 10. Lettres d'autorisation des deux écoles (chapitre 6, p. 149)

Lettre d'autorisation de l'ISP

Lettre d'autorisation de SPGS



International School of Paris
96 Bis Rue du Ranelagh
75016 Paris, France
Tel-0033 1 24 42 43 40
Fax-0033 1 24 42 69 14
www.isparis.edu

20th June 2008

Letter of permission

We give permission to Marlène Lebreton, who is currently a PhD candidate at the University of Sydney in Australia and the University of Nantes in France, to conduct a research on “Additional language teaching within the International Baccalaureate Primary Years Programme” at the International School of Paris.

We are aware of the procedures involved in this project and we hope this research will contribute to language teaching in an internationalized context.

Yours faithfully,

DBeaulieu

Danielle Beaulieu

Primary School Principal

The International School of Paris

'Where the world goes to school'

Email- dbeaulieu@isparis.edu





52 Taylor Rd Cranebrook
Locked Bag 16
Penrith, NSW 2751
Australia

Phone: 02 4777 4888
Fax: 02 4777 4841

info@stpauls.nsw.edu.au
www.stpauls.nsw.edu.au

Junior School
Phone: 02 4777 4861
Fax: 02 4777 5224
jnrsch@stpauls.nsw.edu.au

Development Office
Phone: 02 4777 5013
enrol@stpauls.nsw.edu.au

16/9/08

Letter of permission

I, Nigel Walker authorize Marlène Lebreton, PhD candidate at the University of Sydney (Australia) and the University of Nantes (France), to conduct her research on "Additional language teaching within the International Baccalaureate Primary Years Programme" at St Paul's Grammar School.

I am aware of the procedures involved in this project.

Yours faithfully,

Nigel Walker

Head of Junior School

St Paul's Grammar School – Junior School



Annexe 11. Autorisation du comité d'éthique de conduire notre recherche (chapitre 6, p. 149)

Inbox

02 November 2011 04:28

Dear Dr Bagnall

Title: Additional language teaching within the International Baccalaureate Primary Years Programme: a comparative study of the International School of Paris and St Paul's Grammar School, Sydney

Protocol No: 11341

First Approval Date: 11 November, 2008

Thank you for forwarding the Annual Report Form for the above study. Your protocol has been renewed to **30 November, 2012**.

Please note that if your project is not completed within four (4) years from the first approval date, you will have to submit a Modification Form requesting an extension. Please refer to the guidelines on extension of ethics approval which is available on the website at:

http://sydney.edu.au/research_support/ethics/human/extension.

Any amendments/modifications to the protocol must be approved by the Human Research Ethics Committee (HREC) [refer to the website at: http://sydney.edu.au/research_support/ethics/human/forms for a Modification Form].

Please do not hesitate to contact the Research Integrity (Human Ethics) should you require further information or clarification.

Yours sincerely

Human Research Ethics Committee
The University of Sydney

Annexe 12. Formulaire d'information et de consentement (chapitre 6, p. 150)

Formulaire d'information et de consentement destinés aux parents d'élèves

Formulaire d'information et de consentement destinés aux enseignants

Formulaire d'information et de consentement destinés aux principaux d'école et aux coordinateurs du PP



PARENT INFORMATION STATEMENT
Research Project

Title: Additional Language Teaching within the International Baccalaureate Primary Years Programme

(1) What is the study about?

The study is about the purpose and role of additional language teaching within the Primary Years Programme (PYP). It also investigates teaching strategies in the PYP additional language classroom.

(2) Who is carrying out the study?

The study is being conducted by Marlène Lebreton, PhD Candidate. It will form the basis for the degree of Doctor of Philosophy in Education at The University of Sydney under the supervision of Dr. Nigel Fraser Bagnall, and the degree of Doctor of Philosophy in Foreign Language Didactics at the Université de Nantes (France) under the supervision of Prof. Jacqueline Feuillet.

(3) What does the study involve?

The study involves questionnaires to parents and to students in Year 5 and Year 6. The parents' questionnaire will be put online, the students' questionnaire will be in hard copy format and handed to the students in the classroom (in presence of the teacher).

(4) How much time will the study take?

About 20 minutes will be allocated for the students' questionnaire (e.g. at the end of the lesson if permitted by the teacher). The parents' questionnaires will be put online (about 15-20 minutes to complete).

(5) Can I withdraw from the study?

Being in this study is completely voluntary and you are not under any obligation to consent to complete the questionnaire/survey. Submitting a completed questionnaire/survey is an indication

of your consent to participate in the study. You can withdraw any time prior to submitting your completed questionnaire/survey. Once you have submitted your questionnaire/survey anonymously, your responses cannot be withdrawn.

Your decision whether or not to permit your child to participate will not prejudice you or your child's future relations with the University of Sydney or the Université de Nantes (France) or the researchers. Once your child has submitted his/her questionnaire, he/she cannot withdraw from the study.

(6) Will anyone else know the results?

All aspects of the study, including results, will be strictly confidential and only the researchers will have access to information on participants. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

(7) Will the study benefit me?

This study evaluates the needs of community members regarding the purpose and role of additional language teaching within the Primary Years Programme (PYP). It also investigates teaching strategies in the PYP additional language classroom.

This study will therefore benefit you as it helps schools and higher authorities to match these needs with the curriculum, teaching material as well as teachers' training. This research is therefore highly significant for international education policies and teaching practices in L2 within the PYP.

(8) Can I tell other people about the study?

You are welcome to tell other people about the study.

(9) What if I require further information?

When you have read this information, Marlène Lebreton will discuss it with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact Nigel Bagnall, Chief Investigator/ Supervisor on (02) 9351 6356 (Australia), or Jacqueline Feuillet, Chief Investigator/ Supervisor on (001133) 2 4014 1245 (France), or Marlène Lebreton, PhD Candidate/ Investigator and Interviewer on (001133) 647290465 (France), email address: m.lebreton@edfac.usyd.edu.au.

(10) What if I have a complaint or concerns?

Any person with concerns or complaints about the conduct of a research study can contact the Senior Ethics Officer, Ethics Administration, University of Sydney on (02) 9351 4811 (Telephone); (02) 9351 6706 (Facsimile) or qbriody@usyd.edu.au (Email).

This information sheet is for you to keep



Dr. Nigel Fraser Bagnall
Senior Lecturer

Prof. Jacqueline Feuillet
Professor of University

Faculty of Education and Social Work
Room 528
Building A35
University of Sydney NSW 2006
AUSTRALIA
Ph: (+61) 2 9351 6356
Fax: (+61) 2 935 14580
Email: n.bagnall@edfac.usyd.edu.au
Web: www.usyd.edu.au/

CIL (Centre International des Langues) - CRINI
Université de Nantes
Chemin de la Censive du Tertre
BP 81227, 44312 Nantes Cedex 3
FRANCE
Ph : (001133) 24014 1245
Fax: (001133) 24014 1406
Email : Jacqueline.Feuillet@univ-nantes.fr
Web: www.univ-nantes.fr

PARENTAL (OR GUARDIAN) CONSENT FORM

I, agree to permit, who is aged years, to participate in the research project –

TITLE: Additional Language Teaching within the International Baccalaureate Primary Years Programme

In giving my consent I acknowledge that:

1. I have read the Information Statement and the time involved for my child's participation in the project. The researcher/s has given me the opportunity to discuss the information and ask any questions I have about the project and they have been answered to my satisfaction.
2. I understand that I can withdraw my child from the study at any time without prejudice to my or my child's relationship with the researcher/s now or in the future.
3. I agree that research data gathered from the results of the study may be published provided that neither my child nor I can be identified.
4. I understand that if I have any questions relating to my child's participation in this research I may contact the researcher/s who will be happy to answer them.
5. I acknowledge receipt of the Information Statement.
6. I have explained the study and its purpose to my child.

.....
Signature of Parent/Guardian

.....
Signature of Child

.....
Please PRINT name

.....
Please PRINT name

.....
Date

.....
Date



TEACHERS INFORMATION STATEMENT

Research Project

Title: Additional Language Teaching within the International Baccalaureate Primary Years Programme

(1) What is the study about?

The study is about the purpose and role of additional language teaching within the Primary Years Programme (PYP). It also investigates teaching strategies in the PYP additional language classroom.

(2) Who is carrying out the study?

The study is being conducted by Marlène Lebreton, PhD Candidate. It will form the basis for the degree of Doctor of Philosophy in Education at The University of Sydney under the supervision of Dr. Nigel Fraser Bagnall, and the degree of Doctor of Philosophy in Foreign Language Didactics at the Université de Nantes (France) under the supervision of Prof. Jacqueline Feuillet.

(3) What does the study involve?

The study involves interviews with additional language teachers and classroom teachers. The interviews will be conducted in the school (teachers' room or teachers' classroom as preferred by the interviewee).

(4) How much time will the study take?

One (1) hour to 1h30 will be allocated for interviews. Interviews will be recorded with a digital recorder.

(5) Can I withdraw from the study?

Being in this study is completely voluntary - you are not under any obligation to consent and - if you do consent - you can withdraw at any time without prejudice or penalty.

You may stop the interview at any time if you do not wish to continue. Any information you may have given to the interviewer up to that point will be destroyed.

(6) Will anyone else know the results?

All aspects of the study, including results, will be strictly confidential and only the researchers will have access to information on participants. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

(7) Will the study benefit me?

This study evaluates the needs of community members regarding the purpose and role of additional language teaching within the Primary Years Programme (PYP). It also investigates teaching strategies in the PYP additional language classroom.

This study will therefore benefit you as it helps schools and higher authorities to match these needs with the curriculum, teaching material as well as teachers' training. This research is therefore highly significant for international education policies and teaching practices in L2 within the PYP.

(8) Can I tell other people about the study?

You are welcome to tell other people about the study.

(9) What if I require further information?

When you have read this information, Marlène Lebreton will discuss it with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact Nigel Bagnall, Chief Investigator/ Supervisor on (02) 9351 6356 (Australia), or Jacqueline Feuillet, Chief Investigator/ Supervisor on (001133) 2 4014 1245 (France), or Marlène Lebreton, PhD Candidate/ Investigator and Interviewer on (001133) 647290465 (France), email address: m.lebreton@edfac.usyd.edu.au.

(10) What if I have a complaint or concerns?

Any person with concerns or complaints about the conduct of a research study can contact the Senior Ethics Officer, Ethics Administration, University of Sydney on (02) 9351 4811 (Telephone); (02) 9351 6706 (Facsimile) or gabriody@usyd.edu.au (Email).

This information sheet is for you to keep



Faculty of Education and Social Work
Room 528
Building A35
University of Sydney NSW 2006
AUSTRALIA
Ph: (+61) 2 9351 6356
Fax: (+61) 2 935 14580
Email: n.bagnall@edfac.usyd.edu.au
Web: www.usyd.edu.au/



CIL (Centre International des Langues) - CRINI
Université de Nantes
Chemin de la Censive du Tertre
BP 81227, 44312 Nantes Cedex 3
FRANCE
Ph : (001133) 24014 1245
Fax: (001133) 24014 1406
Email : Jacqueline.Feuillet@univ-nantes.fr
Web: www.univ-nantes.fr

TEACHERS CONSENT FORM

I, [PRINT NAME], give consent to my participation in the research project

TITLE: Additional Language Teaching within the International Baccalaureate Primary Years Programme

In giving my consent I acknowledge that:

1. The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.
2. I have read the Participant Information Statement and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s.
3. I understand that I can withdraw from the study at any time, without affecting my relationship with the researcher(s) or the University of Sydney/ Université de Nantes now or in the future.
4. I understand that my involvement is strictly confidential and no information about me will be used in any way that reveals my identity.
5. I understand that being in this study is completely voluntary – I am not under any obligation to consent.
6. I understand that I can stop the interview at any time if I do not wish to continue, the audio recording will be erased and the information provided will not be included in the study.

7. I consent to –

- i) Audio-taping YES NO
ii) Receiving Feedback YES NO

If YES, please provide your details i.e. mailing address, email address at the bottom of the page.

Signed:

Name:

Date:

Feedback Option

Address: _____

Email Address: _____



PRINCIPAL AND PYP COORDINATOR
INFORMATION STATEMENT

Research Project

Title: Additional Language Teaching within the International Baccalaureate Primary Years Programme

(1) What is the study about?

The study is about the purpose and role of additional language teaching within the Primary Years Programme (PYP). It also investigates teaching strategies in the PYP additional language classroom.

(2) Who is carrying out the study?

The study is being conducted by Marlène Lebreton, PhD Candidate. It will form the basis for the degree of Doctor of Philosophy in Education at The University of Sydney under the supervision of Dr. Nigel Fraser Bagnall, and the degree of Doctor of Philosophy in Foreign Language Didactics at the Université de Nantes (France) under the supervision of Prof. Jacqueline Feuillet.

(3) What does the study involve?

The study involves interviews with the school principal and the PYP coordinator. The interviews will be conducted in the school (interviewee's office or elsewhere as preferred by the interviewee).

(4) How much time will the study take?

One (1) hour to 1h30 will be allocated for interviews. Interviews will be recorded with a digital recorder.

(5) Can I withdraw from the study?

Being in this study is completely voluntary - you are not under any obligation to consent and - if

you do consent - you can withdraw at any time without prejudice or penalty.

You may stop the interview at any time if you do not wish to continue. Any information you may have given to the interviewer up to that point will be destroyed.

(6) Will anyone else know the results?

All aspects of the study, including results, will be strictly confidential and only the researchers will have access to information on participants. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

(7) Will the study benefit me?

This study evaluates the needs of community members regarding the purpose and role of additional language teaching within the Primary Years Programme (PYP). It also investigates teaching strategies in the PYP additional language classroom.

This study will therefore benefit you as it helps schools and higher authorities to match these needs with the curriculum, teaching material as well as teachers' training. This research is therefore highly significant for international education policies and teaching practices in L2 within the PYP.

(8) Can I tell other people about the study?

You are welcome to tell other people about the study.

(9) What if I require further information?

When you have read this information, Marlène Lebreton will discuss it with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact Nigel Bagnall, Chief Investigator/ Supervisor on (02) 9351 6356 (Australia), or Jacqueline Feuillet, Chief Investigator/ Supervisor on (001133) 2 4014 1245 (France), or Marlène Lebreton, PhD Candidate/ Investigator and Interviewer on (001133) 647290465 (France), email address: m.lebreton@edfac.usyd.edu.au.

(10) What if I have a complaint or concerns?

Any person with concerns or complaints about the conduct of a research study can contact the Senior Ethics Officer, Ethics Administration, University of Sydney on (02) 9351 4811 (Telephone); (02) 9351 6706 (Facsimile) or gbriody@usyd.edu.au (Email).

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Faculty of Education and Social Work
Room 528
Building A35
University of Sydney NSW 2006
AUSTRALIA
Ph: (+61) 2 9351 6356
Fax: (+61) 2 935 14580
Email: n.bagnall@edfac.usyd.edu.au
Web: www.usyd.edu.au/



CIL (Centre International des Langues) - CRINI
Université de Nantes
Chemin de la Censive du Tertre
BP 81227, 44312 Nantes Cedex 3
FRANCE
Ph : (001133) 24014 1245
Fax: (001133) 24014 1406
Email : Jacqueline.Feuillet@univ-nantes.fr
Web: www.univ-nantes.fr

PRINCIPAL and PYP COORDINATOR
CONSENT FORM

I, [PRINT NAME], give consent to my participation in the research project

TITLE: Additional Language Teaching within the International Baccalaureate Primary Years Programme

In giving my consent I acknowledge that:

1. The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.
2. I have read the Participant Information Statement and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s.
3. I understand that I can withdraw from the study at any time, without affecting my relationship with the researcher(s) or the University of Sydney/ Université de Nantes now or in the future.
4. I understand that my involvement is strictly confidential and no information about me will be used in any way that reveals my identity.
5. I understand that being in this study is completely voluntary – I am not under any obligation to consent.
6. I understand that I can stop the interview at any time if I do not wish to continue, the audio recording will be erased and the information provided will not be included in the study.

7. I consent to –

- | | | | | |
|------------------------|-----|--------------------------|----|--------------------------|
| i) Audio-taping | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| ii) Receiving Feedback | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |

If YES, please provide your details i.e. mailing address, email address at the bottom of the page.

Signed:

Name:

Date:

Feedback Option

Address: _____

Email Address: _____

Annexe 13. Profil de l'apprenant de l'IB (chapitre 7, p. 171)

IBO. (2006). *Présentation du profil de l'apprenant du BI*. Cardiff: IBO.

Présentation du profil de l'apprenant du BI

Profil de l'apprenant du BI

Tous les programmes de l'IBO ont pour but de former des personnes sensibles à la réalité internationale, conscientes des liens qui unissent entre eux les humains, soucieuses de la responsabilité de chacun envers la planète et désireuses de contribuer à l'édification d'un monde meilleur et plus paisible.

Les apprenants du BI s'efforcent d'être :

Des Investigateurs	Ils développent leur curiosité naturelle. Ils acquièrent les compétences nécessaires à la conduite d'investigations et de recherches et font preuve d'autonomie dans leur apprentissage. Ils ont vraiment envie d'apprendre et ce plaisir d'apprendre les accompagnera tout au long de leur vie.
Informés et Instruits	Ils explorent des concepts, des idées et des problèmes qui sont d'importance à l'échelle locale et mondiale. Ce faisant, ils acquièrent des connaissances approfondies et développent une bonne compréhension dans un éventail de disciplines vaste et équilibré.
Des penseurs	Ils s'exercent à appliquer leurs capacités de réflexion de façon critique et créative, afin d'identifier et d'aborder des problèmes complexes et de prendre des décisions réfléchies et éthiques.
Des communicateurs	Ils comprennent et expriment des idées et des connaissances avec assurance et créativité dans plus d'une langue ou d'un langage et en utilisant une variété de modes de communication. Ils collaborent efficacement et volontairement avec les autres.
Intègres	Ils adhèrent à des principes d'intégrité et d'honnêteté, et possèdent un sens profond de l'équité, de la justice et du respect de la dignité de chaque individu, des groupes et des communautés. Ils sont responsables de leurs actes et de leurs conséquences.
Ouverts d'esprit	Ils comprennent et apprécient leurs propres cultures, racines et vécus, mais n'en sont pas moins réceptifs aux points de vue, valeurs et traditions d'autres individus et communautés. Ils ont l'habitude de rechercher et d'évaluer un éventail de points de vue et sont disposés à en tirer des enrichissements.
Altruistes	Ils font preuve d'empathie, de compassion et de respect envers les besoins et sentiments des autres. Ils accordent une grande importance au service et ils œuvrent concrètement à l'amélioration de l'existence d'autrui et de l'état de l'environnement.
Audacieux	Ils abordent situations inhabituelles et incertitudes avec courage et discernement et ils ont l'indépendance d'esprit nécessaire pour explorer de nouveaux rôles, idées et stratégies. Ils sont courageux et savent défendre leurs convictions avec éloquence.
Equilibrés	Ils comprennent l'importance d'un bon équilibre intellectuel, physique et affectif dans l'atteinte de leur bien-être personnel et de celui des autres.
Réfléchis	Ils opèrent un retour sur eux-mêmes et examinent de façon critique leur propre apprentissage et leurs expériences. Ils sont capables d'évaluer et de comprendre leurs points forts et leurs limites afin d'appuyer leur apprentissage et leur développement personnel.

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Annexe 14. Contenu du programme de français à l'ISP (chapitre 7, p. 182)

1. Débute en français	2. Acquiert les bases	3. Se familiarise
<ul style="list-style-type: none"> <input type="checkbox"/> Écoute attentivement un francophone avec l'aide du professeur. <input type="checkbox"/> Suit des instructions simples. <input type="checkbox"/> Réagit adéquatement aux consignes de la classe. <input type="checkbox"/> Répond aux salutations par des signes de tête et par des gestes. <input type="checkbox"/> Répond en français aux questions directes avec l'aide du professeur. <input type="checkbox"/> Formule ses demandes par des mots isolés ponctués de gestes. <input type="checkbox"/> Participe aux discussions de la classe par des signes de tête et par des gestes. <input type="checkbox"/> Participe non-verbalement en classe. <input type="checkbox"/> Nomme des objets usuels avec l'aide du professeur. <input type="checkbox"/> Répète des mots et des expressions avec l'aide du professeur. <input type="checkbox"/> Reproduit des mots isolés et des expressions. <input type="checkbox"/> Formule avec l'aide du professeur des mots isolés et/ou des expressions idiomatiques. <input type="checkbox"/> Manifeste de l'enthousiasme dans l'apprentissage du français. 	<ul style="list-style-type: none"> <input type="checkbox"/> Commence à appliquer les instructions de la classe et à suivre des histoires illustrées. <input type="checkbox"/> Suit des instructions contenant deux directives. <input type="checkbox"/> Répond à des salutations par des mots isolés et/ou par des expressions. <input type="checkbox"/> Commence à répondre à des questions simples par des mots isolés. <input type="checkbox"/> Commence à formuler ses demandes et à communiquer une information élémentaire. <input type="checkbox"/> Ex : « je suis content » ou « mon livre ». <input type="checkbox"/> Participe oralement aux conversations de la classe avec l'aide du professeur. <input type="checkbox"/> Utilise un vocabulaire élémentaire. <input type="checkbox"/> Comprend les expressions usuelles de la classe et des matières enseignées. <input type="checkbox"/> Commence à répéter distinctement des nouveaux mots et des nouvelles expressions. <input type="checkbox"/> Commence à communiquer au moyen de phrases et d'expressions simples de style télégraphique. Ex : « je manger bonbon ». <input type="checkbox"/> Utilise spontanément des nouveaux mots et des nouvelles expressions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Écoute attentivement un francophone. <input type="checkbox"/> Suit des instructions à plusieurs directives. <input type="checkbox"/> Commence à utiliser le français en situation de vie réelle. <input type="checkbox"/> Réponds aux salutations avec des expressions idiomatiques. <input type="checkbox"/> Réponds à des questions simples en utilisant une locution. <input type="checkbox"/> Utilise les différentes fonctions du langage avec l'aide du professeur. Ex : « prédire et décrire ». <input type="checkbox"/> Participe aux discussions de la classe, réagit et donne son opinion avec l'aide du professeur. <input type="checkbox"/> Commence à comprendre le langage de la classe et celui des matières enseignées. <input type="checkbox"/> Commence à enrichir son vocabulaire de façon indépendante. <input type="checkbox"/> Commence à parler français de manière intelligible. <input type="checkbox"/> Communique en utilisant des expressions et des structures simples. <input type="checkbox"/> Commence à ordonner logiquement les éléments de son discours. <input type="checkbox"/> Ex : « Hier, je aller piscine et j'ai nagé ».
4. Acquiert les compétences de communication	5. Devient compétent et comprend la langue	6. Maîtrise la langue française
<ul style="list-style-type: none"> <input type="checkbox"/> Commence à participer aux conversations et à échanger ses opinions et ses points de vue. <input type="checkbox"/> Paraphrase des informations orales avec l'aide du professeur. <input type="checkbox"/> Utilise le français en situation de vie réelle. <input type="checkbox"/> Commence à répondre à des questions complexes. <input type="checkbox"/> Formule ses demandes et ses informations sans aide extérieure. <input type="checkbox"/> Commence à poser des questions afin de clarifier le contenu et le sens du langage. <input type="checkbox"/> Commence à utiliser un langage plus complexe dans un contexte académique (hypothèses et raisonnements). <input type="checkbox"/> Commence à élargir son vocabulaire en y incluant des mots abstraits et spécifiques aux matières enseignées. <input type="checkbox"/> Comprend le langage spécifique aux matières enseignées grâce à des répétitions et des reformulations. <input type="checkbox"/> Parle français de manière intelligible. <input type="checkbox"/> Élabore des phrases longues et complexes incluant des expressions, des propositions subordonnées et des mots de liaison. <input type="checkbox"/> Commence à formuler correctement des questions. <input type="checkbox"/> Commence à utiliser des formes verbales correctes pour s'exprimer au présent, au passé et au futur. <input type="checkbox"/> Est désireux d'améliorer et d'approfondir ses compétences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Écoute attentivement un francophone. <input type="checkbox"/> Suit une conversation, réagit et donne son opinion. <input type="checkbox"/> Commence à paraphraser des informations orales. <input type="checkbox"/> Utilise correctement le langage en fonction de l'objectif et de l'auditoire. <input type="checkbox"/> Répond seul à des questions complexes. <input type="checkbox"/> Pose des questions afin de clarifier le sens et le contenu du langage. <input type="checkbox"/> Prend conscience des différentes tournures de style et des différents niveaux de langues correspondant à des objectifs et des auditoires spécifiques. <input type="checkbox"/> Commence à parler avec aisance face à un groupe <input type="checkbox"/> Utilise indépendamment un vocabulaire plus complexe en y incluant des mots abstraits et spécifiques à la matière enseignée <input type="checkbox"/> Comprend le langage de la classe et des matières enseignées quand l'enseignant s'exprime avec une locution normale. <input type="checkbox"/> Parle français presque couramment. Les éventuelles hésitations n'entravent en rien la communication. <input type="checkbox"/> Commence à varier son discours par l'intonation et l'utilisation correcte des accents toniques. <input type="checkbox"/> Formule correctement les questions. <input type="checkbox"/> Parle avec aisance et utilise spontanément le nouveau vocabulaire. 	<ul style="list-style-type: none"> <input type="checkbox"/> Contribue activement aux discussions de groupe en émettant des idées et des suggestions pertinentes. <input type="checkbox"/> Paraphrase seul des informations orales. <input type="checkbox"/> Communique avec compétence dans tout environnement social ou académique. <input type="checkbox"/> Participe et s'exprime avec compétence dans les matières enseignées. <input type="checkbox"/> Emploie seul une grande variété d'expressions idiomatiques et abstraites. <input type="checkbox"/> Parle avec aisance face à un groupe. <input type="checkbox"/> Comprend une grande variété de sujets concernant le cours et les thèmes abordés. <input type="checkbox"/> Utilise le vocabulaire proche de celui d'un francophone <input type="checkbox"/> Parle français couramment. <input type="checkbox"/> Utilise dans son discours les intonations et les accents toniques adéquats. <input type="checkbox"/> Utilise correctement la concordance des temps et la syntaxe pour créer une logique du discours.

Annexe 15. Fiche d'autoévaluation en français à l'ISP (chapitre 8, p. 216)

AUTO EVALUATION					
	OUI, Je l'ai fait à chaque fois	J'ai oublié quelquefois	Non, je ne maîtrise pas cette notion	Non applicable à cet exercice	Commentaires
J'ai respecté la ponctuation					
J'ai mis les accents qui conviennent					
J'ai fait la différence entre CE et SE					
J'ai fait la différence entre ON et ONT					
J'ai fait la différence entre C'EST et S'EST / CES et SES					
J'ai fait la différence entre A et à					
J'ai fait la différence entre ET et EST					
J'ai fait la différence entre SON et SONT					
J'ai fait la différence entre OU et Où					
J'ai respecté l'orthographe des mots invariables					
J'ai accordé les noms en genre et en nombre					
J'ai accordé les adjectifs avec les noms					
J'ai accordé les verbes avec le sujet					
J'ai conjugué les verbes en fonction du temps					
J'ai accordé les participes passés en fonction de l'auxiliaire					

