**ROMtels November 2015**

**Teacher Attitude Survey**

To research teachers’ attitudes is a complex process as attitudes are always rooted in personal, professional, cultural and political backgrounds and expressed differently depending on social contexts. Like identities, attitudes are multiple, negotiated and fluid; different audiences and survey purposes inevitably bring out different emphases.

This attitude survey is developed around six statements by a bilingual pupil, a parent, a teacher, a bilingual teaching assistant and two politicians, and one photograph. The statements were genuinely expressed in and around English schools. The photograph is from a website and intended to be used in schools.

We intend to document possible changes in teachers’ attitudes during the project, and more specifically in relation to using and engaging with ROMtels resources. This kind of research method can be classified under the category of semi-structured interviews. Statements and photographs will act as prompts instead of questions. (Inspiration for this method comes from Mehmedbegovic, D. (2011) *A study in attitudes to minority languages in England and Wales.* Germany: Lambert Academic Publishing.)

The statements all relate to the overall aims of ROMtels project.

**An example of how to use the statements and the diagram:**

**Partly agree and disagree**

**Disagree**

**Agree**

2. I am unable to say because…

1. I do not have enough professional experience

**Unsure**

5. I disagree because…

4. Both because…

6.. Yes, because…

3. No, because in my experience…

**Statements 1-6 to be placed in the Venn diagram**

Do you agree with the principles espoused in each of these statements? Why or why not?

**Statement 1: A multilingual pupil**

*“I like to say things in my head. Sometimes I like to say it in English and sometimes in Polish. Sometimes it sounds better in Polish.”*

**Statement 2: A parent of a child starting school**

*“I explained to my son that when he starts school, teachers will not understand Cantonese or Mandarin, so he must not speak our languages to the teacher.”*

**Statement 3: Teacher**

*“Some children know more English that they let us know. They keep on talking in their home languages. They’re a bit lazy like that.”*

**Statement 4: A Bilingual Teaching Assistant:**

*“They need to learn English to get by and to be here. But at the same time keeping their home language alive wouldn’t hurt anybody really!”*

**Statement 5: A Member of the British Parliament**

*“Whatever people speak when they arrive here doesn’t matter. Lessons must always be taught in English – that’s just plain common sense.”*

**Statement 6: A politician and a member of the European Parliament**

*“Parts of Britain are becoming like a foreign land. I don't understand them* [other languages spoken in a rush hour train]. *I don't feel very comfortable in that situation and I don't think the majority of British people do."*

This is a typical welcome sign found in many schools in the UK. What do you think about signs such as these?

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Disagree

Partly agree and disagree

Agree

Unsure