

GUIDELINES

The interview is carried out in the learner's L1.

It is important that the young learner feels relaxed. To create a relaxed atmosphere the interviewer can, if necessary, start with informal questions (for example, *How are you today?*). The interviewer should approach the learner in as friendly a way as possible.

The learner should be given enough time to answer each question. With children who seem indecisive it may be helpful to repeat or reformulate the question, or to add a prompt such as *If you are not sure, tell me what you think about this?*

Recording the interview would be the best option for future analysis. If for some reason this is not possible, the interviewer will need to take notes. It is useful to prepare a form to fill in the data for each learner. However, note-taking during the interview should not be too extensive because this might make the learner nervous; it might be a good idea to jot down the key information during the interview and, after the learner has left and the information is still well remembered, to fill in the details. It may also be useful to note down information about how the interview goes along (e.g. whether the learner was more talkative than others, distracted, shy etc.).

At the end, the interviewer thanks the learner. The learner should leave the room with a positive feeling.

INTERVIEW SCHEDULE

For each year of the Study changes were introduced to the Year 1 questions in order to make them age-appropriate and to adjust them to the focus at hand.

Below are the questions used in Year 1, followed by adjustments in Year 2 and/or Year 3.

NOTE: E/F/S = English/French/Spanish

Box 1

Year 1

Which is your favourite school subject this year?

Years 2 & 3

Which is your favourite school subject this year?

If S says E/F/S, we prompt: **Why?**

If S doesn't say E/F/S, we prompt: **What about E/F/S? Why?**

Box 2

Year 1

What do you like best in E/F/S this year?

Years 2 & 3

What do you like best in E/F/S this year? Why?

Box 3

Year 1

What do you dislike most in E/F/S this year?

Years 2 and 3

What do you dislike most in E/F/S this year? Why?

Box 4

Year 1

Do you think that you learn E/F/S as fast as other children in class, faster, or slower?

Year 2

Do you think that you learn E/F/S as fast as other children in class, faster, or slower? How do you know?

Year 3

Compare yourself to others in the class. How good do you feel you are at E/F/S? Better, about the same, not so good.

How do you know?

Box 5

Year 1

Is E/F/S easier or more difficult for you this year than it was last year?

Years 2 & 3

How do you find E/F/S this year: easy or difficult? In what ways?

Box 6

Do you like your E/F/S classes this year more, the same or less than last year? Why? (used only in Year 1)

Box 7

Year 1

Are your E/F/S classes different this year than last year? How?

Years 2 & 3

Are your E/F/S classes similar to last year? In what ways?

Box 8

Year 1

Are your parents happy with what you are learning in E/F/S?

Years 2 & 3

Are your parents happy with what you are learning in E/F/S? How do you know?

Box 9

Year 1

Do your parents / bothers / sisters help you with your E/F/S? How do they help you?

Years 2 & 3

Do your parents / brothers / sisters help you with your E/F/S? How do they help you? How often do they help you?

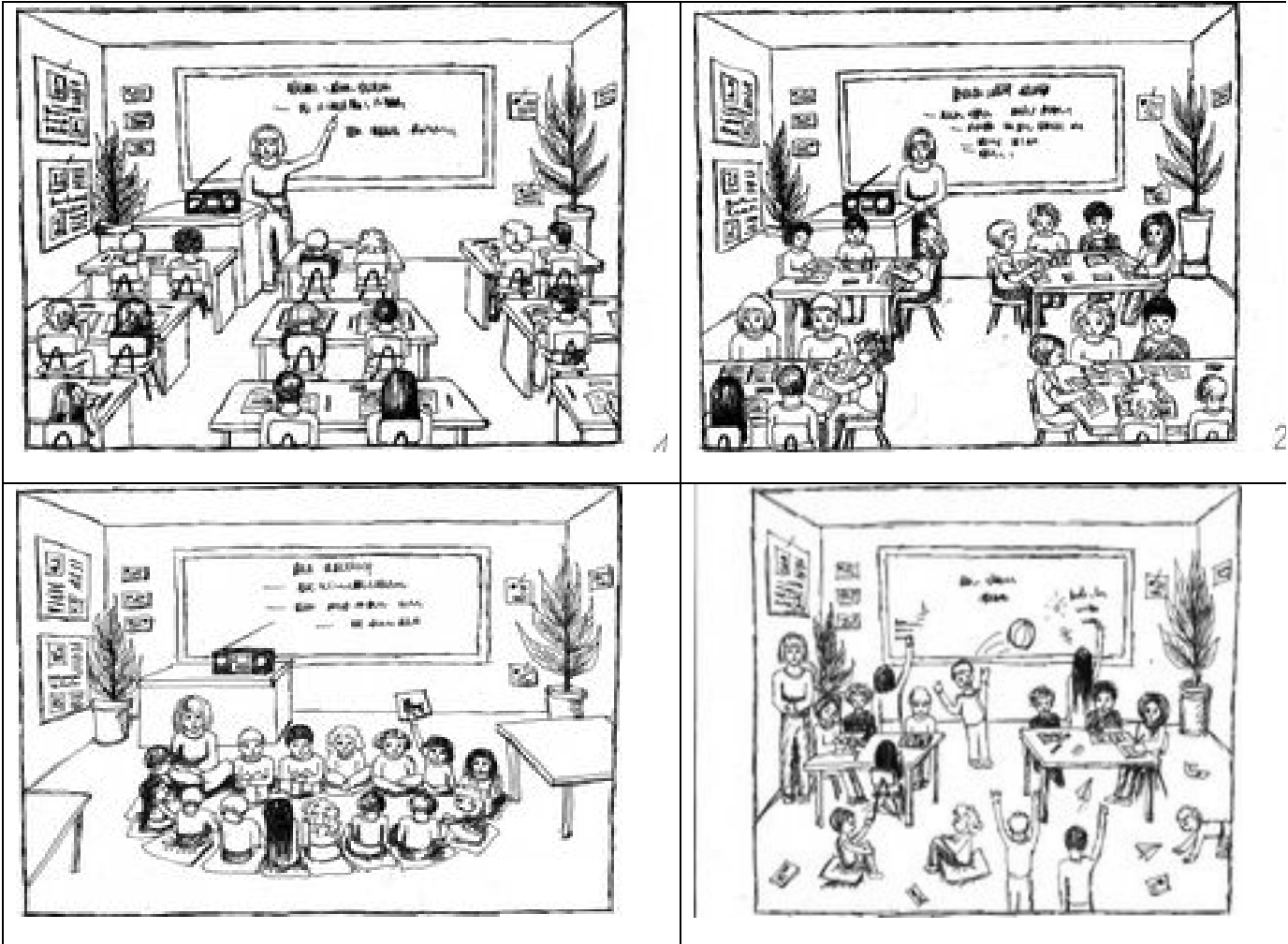
Box 10

Have you ever met someone who doesn't speak Croatian / Dutch / English / Italian / Polish / Spanish / Swedish?* Could you say something to him/her in E/F/S? Did you understand something? How did it feel?

NOTE: The list refers to the young learner's national language.

Look at these pictures of E/F/S classes.

(The idea is to find out how the learner feels about classroom atmosphere, teaching styles, classroom activities, etc.)



Acknowledgement: Artwork by Ivana Režek.

Box 11

Year 1

In which of these would you learn E/F/S best? Why?

Years 2 & 3

In which of these would you learn E/F/S best? Why?

In which of these would you learn E/F/S worst? Why?

CHANGES MADE OVER THE THREE YEARS

In the second year, the following new questions were introduced, some of which were modified in Year 3, as indicated below where appropriate:

Box 12

Year 2 & 3

Do you ever hear E/F/S at home? For example, on the radio, TV, CD or DVD? What do you listen to? How often?

Box 13

Year 2

Do you have books in E/F/S at home? Do you ever use them? How?

Year 3

Do you have books (e.g. storybooks, Fun Activity books, dictionaries, etc.) in E/F/S at home? What kind of books? Do you ever use them? How?

Box 14

Year 2 & 3

Do you have access to the Internet? How much time do you spend using E/F/S on the Internet every day? What do you do?

One additional question was introduced only in Year 3

Box 15

Year 3

How much time do you spend on your E/F/S homework each week? How do you do it?

Very speedily

With care

Very carefully

DATA ANALYSIS

Quantitative data were statistically processed (using SPSS), while qualitative data was used to get deeper insight into how young learners perceived a particular issue.

The following answer sheet developed in Year 3 was found useful during data analysis.

Focal Learner Interview 2010

Before administering the smiley questionnaire we should try to make sure all our questions, when translated into Croatian/Dutch/Italian/Polish/Spanish/Swedish, mean the same:

-we translate each question from English into Croatian/Dutch/Italian/Polish/Spanish/Swedish

-we ask someone else to translate the questions back into English

-we compare the original English formulation and the back-translated one to see if there are differences in meaning

Explanation						
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6. This year, are your E/F/S classes similar to last year? In what ways?

Pupil code						
Similar?	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Explanation						

7. Are your parents happy with what you are learning in E/F/S? How do you know?

Pupil code						
Happy?	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Explanation						

8. Do your parents / brothers / sisters help you with your E/F/S? How do they help you? How often do they help you?

Pupil code						
Help?	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
How?						
How often?						

9. Have you ever met someone who doesn't speak Croatian/Dutch/English/Italian/Polish/Spanish/Swedish? Could you say something to him/her in E/F/S? Did you understand something? How did it feel?

Pupil code						
met someb.	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
say someth.	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No

Understand	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
How did it feel?						

10. Do you ever hear E/F/S at home? For example, on the radio, TV, CD or DVD? What do you listen to? How often?

Pupil code						
Hear?	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
What?						
How often?						

11. Do you have books (e.g. storybooks, Fun Activity books, dictionaries, etc.) in E/F/S at home? What kind of books? Do you ever use them? How?

Pupil code						
Have books?	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
What kind?						
Use them?	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
How?						

12. Do you have access to the Internet? How much time do you spend using E/F/S on the Internet every day? What do you do?

Pupil code						
Have access?	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No

How much time?						
What?						

13 How much time do you spend on your E/F/S homework each week? How do you do it?

Pupil code						
How much time?						
How do you do it?	Very speedily With care Very carefully	Very speedily With care Very carefully	Very speedily With care Very carefully	Very speedily With care Very carefully	Very speedily With care Very carefully	Very speedily With care Very carefully
PART II (5 mins)						

P is presented with four different classroom scenes. We ask the P to look at the four pictures and then ask the two questions below.

Key:

1. Traditional classroom
2. Learners are doing group work
3. Learners are sitting on the floor
4. There are lots of different things happening

In which of these would you learn E/F/S best? Why?

Pupil code	Class room	Reasons

In which of these would you learn worst? Why?

Pupil code	Class room	Reasons

