



ICEPELL

Intercultural Citizenship Education in early English Language Learning (English)

A needs analysis survey

You are invited to participate in a survey, which is part of an ERASMUS + KA203 awarded project called Intercultural Citizenship Education through Picturebooks in early English Language Learning (ICEPELL), coordinated by Universidade Nova de Lisboa, Portugal and with the following consortium partners:

- Associação Portuguesa de Professores de Inglês, Portugal
- Nord Universitet, Norway
- Avans University of Applied Sciences, Netherlands
- Technische Universitaet Braunschweig, Germany
- USR Piemonte - Rete Sostenibilità, Italy.

The main aim of the survey is to collect information about teachers' opinions and practices related to the intercultural domain and citizenship education in English as a foreign language education in Europe with children from 5 to 12 years old.

We would be really grateful if you could help us by completing this survey. It should take about 25 minutes.

- You can stop the survey at any time, for any reason, and without any resulting impact.
- The generated survey data, complete or incomplete, will remain anonymous.
- It will be impossible to extract your response from the data set upon its completion.
- The results from this survey will be analysed and included in reports, publications, and other research outputs e.g. conference presentations.

If you have any queries please feel free to contact the project coordinator, Dr Sandie Mourão, at Universidade Nova de Lisboa, Portugal: [sandiemourao@fcsh.unl.pt]

Thank you!

The ICEPELL Project team



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Intercultural Citizenship Education in early English Language Learning (English)

Survey Consent Form

If you would like to participate in this survey please complete this electronic consent form.

Read the statements carefully:

- I have read and understood the project information in the introduction.
- I have been given the opportunity to ask questions about the project.
- I understand that my taking part is voluntary; I can withdraw from completing the survey at any time.
- I understand that my survey response will be anonymous and contribute to data that will be included in reports, publications, and other research outputs.
- I understand that whether I submit a complete survey or leave an incomplete survey it will be impossible to extract from the data set.

By clicking 'Yes' to the next question, you consent that these statements are true and that you are willing to answer the questions in this survey. You can then continue to the survey.

* Do you acknowledge that these statements are true?

☐ Yes

☐ No



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Part 1: Background information

This section collects a little information about your background

* Q1.1: What is your gender?

☐ Male

☐ Female

☐ Prefer not to say

*** Q1.2: How old are you?**

- ☐ 18-24
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55-64
- ☐ 65+

*** Q1.3: Select the statement which best suits your present situation**

- ☐ I am a teacher of English
- ☐ I am a teacher of English and a school librarian
- ☐ Other (please specify)

*** Q1.4: Which recruitment group(s) do you belong to at present?**

- ☐ 100
- ☐ 110
- ☐ 120
- ☐ 220
- ☐ 330
- ☐ Other (please specify)

*** Q1.5.1: Which qualification[s] do you have at this moment?**

- ☐ Degree
- ☐ Qualification to teach in recruitment group 120
- ☐ Masters
- ☐ Doctorate
- ☐ Other (please specify)

*** Q1.5.2: Please list the name and institution for your qualifications.**

For example:

Degree in English and German, (U Coimbra)

Degree in Basic Education, English and Portuguese, (ESE Lisboa)

British Council CiPELT (online)

Masters in teaching English in primary education, (IP Porto)

*** Q1.6: What is your nationality?**

*** Q1.7: What is your self-perceived level of English?**

- ☐ Beginner
- ☐ Elementary
- ☐ Intermediate
- ☐ Upper Intermediate
- ☐ Advanced



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Part 2: Your teaching context

This section collects a little information about your teaching context

* **Q2.1: Select the statement which is most correct for you:**

- ☐ I teach in a state school
- ☐ I teach in a private school
- ☐ Other (please specify)

* **Q2.2.1: Select the statement which is most correct for you**

(You can select up to two options)

- ☐ I teach English only
- ☐ I teach on the *Programa Escolas Bilingues* (PEBI)
- ☐ I teach some subjects in the curriculum, which includes English
- ☐ I teach all subjects in the curriculum, which includes English
- ☐ I teach some subjects in the curriculum through English (e.g. CLIL)
- ☐ I teach all subjects in the curriculum through English (e.g. an immersion context)

Q2.2.2 If you selected 'I teach some subjects in the curriculum, which includes English', please list the other subjects you teach.

e.g. citizenship education and Portuguese

* **Q2.3: To which age groups do you teach English as a foreign language?**

(You can select more than one option)

- ☐ Pre-primary (ie. 3 to 6 year olds)
- ☐ Grades 1 or 2
- ☐ Grades 3 or 4
- ☐ Grades 5 or 6
- ☐ Other (please specify)

*** Q2.4: How long have you been teaching English to children under 12 years old?**

- ☐ <1 year
- ☐ 1 to 5 years
- ☐ 6 to 10 years
- ☐ 10 to 15 years
- ☐ 16 to 20 years
- ☐ More than 20 years

*** Q2.5: Do your students have an English course book for their English lessons?**

	I do not teach this age group	Yes	No
Pre-primary (ie 3 to 6 year olds)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades 1 and / or 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades 3 and / or 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades 5 and / or 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Part 3: Your opinion

This section asks for your opinion related to the skills and domains of language learning, as well as activities and resources.

For parts 3 and 4 of this survey, you should focus on English lessons with just one age group. You must indicate which age group this is before continuing.

If you teach several age groups, and would like to complete the survey for each of them, you will be given this opportunity at the end of part 4.

* Indicate which age group you will focus on to complete the following parts of the survey:

- ☐ Pre-primary (ie. 3 to 6 year olds)
- ☐ Grades 1 and / or 2
- ☐ Grades 3 and / or 4
- ☐ Grades 5 and / or 6

* Q3.1: In English lessons how important do you think it is for children to do the following?

	Not at all important	Low importance	Moderate importance	Extremely important
Develop language skills (listening, reading, speaking and writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use and understand English grammar and lexis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an intercultural awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop as democratic citizens through English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Q3.2: In English lessons how important do you think is for children to do the following?

	Not at all important	Low importance	Moderate importance	Extremely important
Discover and learn about British or American culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discover and learn about different English- speaking cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discover and learn about own culture(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discover and learn about other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discover and learn about and compare own and other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* **Q3.3: In English lessons how important do you think is for you to use the following?**

	Not at all important	Low importance	Moderate importance	Extremely important
Children's songs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional children's rhymes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional children's games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contemporary children's literature / picturebooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional stories and legends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* **Q3.4: Where should these songs, rhymes, games and stories come from?**

- ☐ The UK or USA cultures only
- ☐ All English-speaking cultures
- ☐ Any culture (including own culture(s))

* **Q3.5 : In English lessons how important do you think it is to include activities that develop the following?**

	Not at all important	Low importance	Moderate importance	Extremely important
Being open and respectful towards others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to cope with unexpected situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking the perspective of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing a positive relationship with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being analytical and critical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valuing diversity and human rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.6: To what extent do you agree with the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree
Teaching culture is as important as teaching the foreign language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural skills cannot be acquired at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning English at school can enhance students' understanding of their own cultural identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural education reinforces students' already existing stereotypes of other peoples and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The more pupils know about different cultures, the more tolerant they will become.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citizenship education can be taught through English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning English at school can enhance students' understanding of their own cultural identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching of English should make reference to other cultures, not just English-speaking cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English and Portuguese can be used to develop the intercultural and citizenship domains in English lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Part 4: Your actual classroom practices

This section asks for information about what you actually do in the classroom when teaching English.

Remember which age groups you have selected and keep these children in mind.

* Q4.1: In English lessons how often do you include activities that develop the following skills or domains:

	Never	Almost never	Sometimes	Almost every lesson	Every lesson
Listening and speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading and writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lexis and grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.2: In English lessons how often do you use the following resources?**

	Never	Almost never	Sometimes	Almost every lesson	Every lesson
Children's songs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional children's rhymes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional children's games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional stories and legends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contemporary storybooks / picturebooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.3: In English lessons how often do you include activities that develop the following attitudes?**

	Never	Almost never	Sometimes	Almost every lesson	Every lesson
Being open and respectful towards others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to cope with unexpected situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking the perspective of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing a positive relationship with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being analytical and critical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valuing diversity and human rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.4.1: Have you ever included the following topics in your English lessons?**

	Yes	No
Forms of greetings	<input type="radio"/>	<input type="radio"/>
Patterns of politeness	<input type="radio"/>	<input type="radio"/>
Celebration of holidays and special days	<input type="radio"/>	<input type="radio"/>
Meals and eating practices	<input type="radio"/>	<input type="radio"/>
Favourite playtime and recreational activities	<input type="radio"/>	<input type="radio"/>
Home and school life	<input type="radio"/>	<input type="radio"/>
Family structures (eg nuclear family /single parent families)	<input type="radio"/>	<input type="radio"/>
Traditional clothing and outfits	<input type="radio"/>	<input type="radio"/>

*** Q4.4.2: Which cultures do these topics usually focus on?**

- ☐ The UK or USA cultures only
- ☐ All English-speaking cultures (ie in Europe, North America, Australasia, Africa, Asia ...)
- ☐ Any culture (including own culture(s))

*** Q4.5.1: How confident are you about the term 'intercultural' in relation to language learning?**

Not at all confident	A little confident	Confident	Very confident
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.5.2: How confident are you about developing the intercultural domain in your English lessons?**

Not at all confident	A little confident	Confident	Very confident
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.6.1: How difficult is it to find resources that you consider suitable for developing the intercultural domain of language learning?**

I do not look for any	Very difficult	Difficult	Neither difficult nor easy	Easy	Very easy
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.6.2 If you have been successful in developing the intercultural domain of language learning, can you describe an example?

E.g. a brief description of what you did (and the resource if you used one) and how successful it was for developing the intercultural domain of language learning.

*** 4.7 How do you assess the development of your students' intercultural awareness in your English lessons?**

- ☐ I do not include the intercultural domain in my English lessons
- ☐ I do not assess the intercultural domain in my English lessons
- ☐ I assess the intercultural domain through tests
- ☐ I assess the intercultural domain through observations
- ☐ I assess the intercultural domain using student self-assessment activities

Other (please specify)

*** Q4.8 What would be most useful in supporting you in successfully including the intercultural domain in your English lessons?**

[You can chose up to three options]

- ☐ Nothing would be useful
- ☐ More access to face-to-face in-service training
- ☐ More guidelines in the national curriculum
- ☐ More activities in the course book
- ☐ More time for English in the curriculum
- ☐ Other (please specify)

*** Q4.9: Have you ever included the following topics in your English lessons?**

	Yes	No
Refugees	<input type="radio"/>	<input type="radio"/>
Migration	<input type="radio"/>	<input type="radio"/>
The environment	<input type="radio"/>	<input type="radio"/>
Gender roles in society	<input type="radio"/>	<input type="radio"/>
Sustainable development issues (ie natural resources, climate change)	<input type="radio"/>	<input type="radio"/>
Diversity in age, gender, race or ethnicity	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>
Poverty and or financial hardship	<input type="radio"/>	<input type="radio"/>

*** Q4.10.1: How confident are you about the term 'citizenship' in education?**

Not at all confident	A little confident	Confident	Very confident
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.10.2: How confident are you about including citizenship education in your English lessons?**

Not at all confident	A little confident	Confident	Very confident
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 4.11.1 How difficult is it to find resources that you consider suitable for integrating citizenship education into language learning?**

I do not look for any	Very difficult	Difficult	Neither difficult nor easy	Easy	Very easy
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.11.2 If you have been successful in integrating citizenship education into language learning, can you describe an example?

E.g. A brief description of what you did (and the resource if you used one) and its success in bringing citizenship education into your English lessons.

*** 4.12 How do you assess the development of citizenship in your English lessons?**

- ☐ I do not include citizenship education in my English lessons
- ☐ I do not assess citizenship education in my English lessons
- ☐ I assess citizenship education through tests
- ☐ I assess citizenship education through observations
- ☐ I assess citizenship education using student self-assessment activities

Other (please specify)

*** 4.13 What would be most useful in supporting you in successfully including citizenship education in your English lessons?**

- ☐ Nothing would be useful
- ☐ More access to face-to-face in-service training
- ☐ More guidelines in the national curriculum
- ☐ More time for English in the curriculum
- ☐ More articulation between English and other subject teachers

Other (please specify)

4.14 If there is anything you would like to tell us about the intercultural domain or citizenship education and your experience teaching English to children in the age group you have focussed on, please use this space.

*** Q15: Would you like to repeat Part 4 with a focus on a different age group?**

- ☐ Yes
- ☐ No



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Part 4 R1: Your actual classroom practices

Thank you for wanting to do this part of the survey a second time.

This section asks for information about what you actually do in the classroom when teaching English.

- You should select an age group which is different to the one you focussed on the first time you completed parts 3 and 4 of the survey.
- You must indicate which age group this is before continuing.

* Indicate which age group you will focus on to complete this part of the survey:

- ☐ Pre-primary (3 – 5/6 year olds)
- ☐ Grades 1 and/or 2
- ☐ Grades 3 and/or 4
- ☐ Grades 5 or 6

*** Q4.1: In English lessons how often do you include activities that develop the following skills or domains:**

	Never	Almost never	Sometimes	Almost every lesson	Every lesson
Listening and speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading and writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lexis and grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.2: In English lessons how often do you use the following resources?**

	Never	Almost never	Sometimes	Almost every lesson	Every lesson
Children's songs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional children's rhymes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional children's games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional stories and legends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contemporary storybooks / picturebooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.3: In English lessons how often do you include activities that develop the following attitudes?**

	Never	Almost never	Sometimes	Almost every lesson	Every lesson
Being open and respectful towards others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to cope with unexpected situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking the perspective of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing a positive relationship with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being analytical and critical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valuing diversity and human rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.4.1: Have you ever included the following topics in your English lessons?**

	Yes	No
Forms of greetings	<input type="radio"/>	<input type="radio"/>
Patterns of politeness	<input type="radio"/>	<input type="radio"/>
Celebration of holidays and special days	<input type="radio"/>	<input type="radio"/>
Meals and eating practices	<input type="radio"/>	<input type="radio"/>
Favourite playtime and recreational activities	<input type="radio"/>	<input type="radio"/>
Home and school life	<input type="radio"/>	<input type="radio"/>
Family structures (eg nuclear family /single parent families)	<input type="radio"/>	<input type="radio"/>
Traditional clothing and outfits	<input type="radio"/>	<input type="radio"/>

*** Q4.4.2: Which cultures do these topics usually focus on?**

- ☐ The UK or USA cultures only
- ☐ All English-speaking cultures (ie in Europe, North America, Australasia, Africa, Asia ...)
- ☐ Any culture (including own culture(s))

*** Q4.5.1: How confident are you about the term 'intercultural' in relation to language learning?**

Not at all confident	A little confident	Confident	Very confident
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.5.2: How confident are you about developing the intercultural domain in your English lessons?**

Not at all confident	A little confident	Confident	Very confident
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.6.1: How difficult is it to find resources that you consider suitable for developing the intercultural domain of language learning?**

I do not look for any	Very difficult	Difficult	Neither difficult nor easy	Easy	Very easy
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.6.2 If you have been successful in developing the intercultural domain of language learning, can you describe an example?

E.g. a brief description of what you did (and the resource if you used one) and how successful it was for developing the intercultural domain of language learning.

*** 4.7 How do you assess the development of your students' intercultural awareness in your English lessons?**

- ☐ I do not include the intercultural domain in my English lessons
- ☐ I do not assess the intercultural domain in my English lessons
- ☐ I assess the intercultural domain through tests
- ☐ I assess the intercultural domain through observations
- ☐ I assess the intercultural domain using student self-assessment activities

Other (please specify)

*** Q4.8 What would be most useful in supporting you in successfully including the intercultural domain in your English lessons?**

[You can chose up to three options]

- ☐ Nothing would be useful
- ☐ More access to face-to-face in-service training
- ☐ More guidelines in the national curriculum
- ☐ More activities in the course book
- ☐ More time for English in the curriculum
- ☐ Other (please specify)

*** Q4.9: Have you ever included the following topics in your English lessons?**

	Yes	No
Refugees	<input type="radio"/>	<input type="radio"/>
Migration	<input type="radio"/>	<input type="radio"/>
The environment	<input type="radio"/>	<input type="radio"/>
Gender roles in society	<input type="radio"/>	<input type="radio"/>
Sustainable development issues (ie natural resources, climate change)	<input type="radio"/>	<input type="radio"/>
Diversity in age, gender, race or ethnicity	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>
Poverty and or financial hardship	<input type="radio"/>	<input type="radio"/>

*** Q4.10.1: How confident are you about the term 'citizenship' in education?**

Not at all confident	A little confident	Confident	Very confident
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.10.2: How confident are you about including citizenship education in your English lessons?**

Not at all confident	A little confident	Confident	Very confident
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 4.11.1 How difficult is it to find resources that you consider suitable for integrating citizenship education into language learning?**

I do not look for any	Very difficult	Difficult	Neither difficult nor easy	Easy	Very easy
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.11.2 If you have been successful in integrating citizenship education into language learning, can you describe an example?

E.g. A brief description of what you did (and the resource if you used one) and its success in bringing citizenship education into your English lessons.

*** 4.12 How do you assess the development of citizenship in your English lessons?**

- ☐ I do not include citizenship education in my English lessons
- ☐ I do not assess citizenship education in my English lessons
- ☐ I assess citizenship education through tests
- ☐ I assess citizenship education through observations
- ☐ I assess citizenship education using student self-assessment activities

Other (please specify)

*** 4.13 What would be most useful in supporting you in successfully including citizenship education in your English lessons?**

- ☐ Nothing would be useful
- ☐ More access to face-to-face in-service training
- ☐ More guidelines in the national curriculum
- ☐ More time for English in the curriculum
- ☐ More articulation between English and other subject teachers

Other (please specify)

4.14 If there is anything you would like to tell us about the intercultural domain or citizenship education and your experience teaching English to children in the age group you have focussed on, please use this space.

*** Q15: Would you like to repeat Part 4 with a focus on a different age group?**

- ☐ Yes
- ☐ No



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Part 4 R2: Your actual classroom practices

Thank you for wanting to do this part of the survey a third time.

This section asks for information about what you actually do in the classroom when teaching English.

- You should select an age group which is different to the one you focussed on the first and second times you completed parts 3 and 4 of the survey.
- You must indicate which age group this is before continuing.

* Indicate which age group you will focus on to complete this part of the survey:

- ☐ Pre-primary (3 – 5/6 year olds)
- ☐ Grades 1 and/or 2
- ☐ Grades 3 and/or 4
- ☐ Grades 5 or 6

*** Q4.1: In English lessons how often do you include activities that develop the following skills or domains:**

	Never	Almost never	Sometimes	Almost every lesson	Every lesson
Listening and speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading and writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lexis and grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.2: In English lessons how often do you use the following resources?**

	Never	Almost never	Sometimes	Almost every lesson	Every lesson
Children's songs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional children's rhymes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional children's games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traditional stories and legends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contemporary storybooks / picturebooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.3: In English lessons how often do you include activities that develop the following attitudes?**

	Never	Almost never	Sometimes	Almost every lesson	Every lesson
Being open and respectful towards others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to cope with unexpected situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking the perspective of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing a positive relationship with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being analytical and critical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valuing diversity and human rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.4.1: Have you ever included the following topics in your English lessons?**

	Yes	No
Forms of greetings	<input type="radio"/>	<input type="radio"/>
Patterns of politeness	<input type="radio"/>	<input type="radio"/>
Celebration of holidays and special days	<input type="radio"/>	<input type="radio"/>
Meals and eating practices	<input type="radio"/>	<input type="radio"/>
Favourite playtime and recreational activities	<input type="radio"/>	<input type="radio"/>
Home and school life	<input type="radio"/>	<input type="radio"/>
Family structures (eg nuclear family /single parent families)	<input type="radio"/>	<input type="radio"/>
Traditional clothing and outfits	<input type="radio"/>	<input type="radio"/>

*** Q4.4.2: Which cultures do these topics usually focus on?**

- ☐ The UK or USA cultures only
- ☐ All English-speaking cultures (ie in Europe, North America, Australasia, Africa, Asia ...)
- ☐ Any culture (including own culture(s))

*** Q4.5.1: How confident are you about the term 'intercultural' in relation to language learning?**

Not at all confident	A little confident	Confident	Very confident
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.5.2: How confident are you about developing the intercultural domain in your English lessons?**

Not at all confident	A little confident	Confident	Very confident
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.6.1: How difficult is it to find resources that you consider suitable for developing the intercultural domain of language learning?**

I do not look for any	Very difficult	Difficult	Neither difficult nor easy	Easy	Very easy
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.6.2 If you have been successful in developing the intercultural domain of language learning, can you describe an example?

E.g. a brief description of what you did (and the resource if you used one) and how successful it was for developing the intercultural domain of language learning.

*** 4.7 How do you assess the development of your students' intercultural awareness in your English lessons?**

- ☐ I do not include the intercultural domain in my English lessons
- ☐ I do not assess the intercultural domain in my English lessons
- ☐ I assess the intercultural domain through tests
- ☐ I assess the intercultural domain through observations
- ☐ I assess the intercultural domain using student self-assessment activities

Other (please specify)

*** Q4.8 What would be most useful in supporting you in successfully including the intercultural domain in your English lessons?**

[You can chose up to three options]

- ☐ Nothing would be useful
- ☐ More access to face-to-face in-service training
- ☐ More guidelines in the national curriculum
- ☐ More activities in the course book
- ☐ More time for English in the curriculum
- ☐ Other (please specify)

*** Q4.9: Have you ever included the following topics in your English lessons?**

	Yes	No
Refugees	<input type="radio"/>	<input type="radio"/>
Migration	<input type="radio"/>	<input type="radio"/>
The environment	<input type="radio"/>	<input type="radio"/>
Gender roles in society	<input type="radio"/>	<input type="radio"/>
Sustainable development issues (ie natural resources, climate change)	<input type="radio"/>	<input type="radio"/>
Diversity in age, gender, race or ethnicity	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>
Poverty and or financial hardship	<input type="radio"/>	<input type="radio"/>

*** Q4.10.1: How confident are you about the term 'citizenship' in education?**

Not at all confident	A little confident	Confident	Very confident
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Q4.10.2: How confident are you about including citizenship education in your English lessons?**

Not at all confident	A little confident	Confident	Very confident
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 4.11.1 How difficult is it to find resources that you consider suitable for integrating citizenship education into language learning?**

I do not look for any	Very difficult	Difficult	Neither difficult nor easy	Easy	Very easy
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.11.2 If you have been successful in integrating citizenship education into language learning, can you describe an example?

E.g. A brief description of what you did (and the resource if you used one) and its success in bringing citizenship education into your English lessons.

*** 4.12 How do you assess the development of citizenship in your English lessons?**

- ☐ I do not include citizenship education in my English lessons
- ☐ I do not assess citizenship education in my English lessons
- ☐ I assess citizenship education through tests
- ☐ I assess citizenship education through observations
- ☐ I assess citizenship education using student self-assessment activities

Other (please specify)

*** 4.13 What would be most useful in supporting you in successfully including citizenship education in your English lessons?**

- ☐ Nothing would be useful
- ☐ More access to face-to-face in-service training
- ☐ More guidelines in the national curriculum
- ☐ More time for English in the curriculum
- ☐ More articulation between English and other subject teachers

Other (please specify)

4.14 If there is anything you would like to tell us about the intercultural domain or citizenship education and your experience teaching English to children in the age group you have focussed on, please use this space.



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Thank you!

Thank you for giving your time to complete the survey. The ICEPELL project consortium are very grateful.

If you have any queries about the project, or would like to be sent details of the results of this survey, please feel free to contact the project coordinator, Dr Sandie Mourão, at Universidade Nova de Lisboa, Portugal: sandiemourao@fcsh.unl.pt