Teacher Data

What is your gender?

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<tr>
<th></th>
<th>Male</th>
<th>Female</th>
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</table>

What is your age range at your current birthday?

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<thead>
<tr>
<th>Age Range</th>
<th>☐ 21-25</th>
<th>☐ 26-30</th>
<th>☐ 31-35</th>
<th>☐ 36-40</th>
<th>☐ 41-45</th>
<th>☐ 46-50</th>
<th>☐ 51-55</th>
<th>☐ 56-60</th>
<th>☐ 60+</th>
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What is your teaching qualification?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>☐ BEd</th>
<th>☐ DipEd</th>
<th>☐ BTeach</th>
<th>☐ TTC</th>
<th>☐ Other</th>
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</thead>
</table>

In my teacher training I received.....

<table>
<thead>
<tr>
<th>Training</th>
<th>☐ Generic LOTE methodology training</th>
<th>☐ Asian language specific methodology training</th>
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</thead>
</table>

What is your highest post-graduate qualification?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>☐ GradCert</th>
<th>☐ GradDip</th>
<th>☐ MEd</th>
<th>☐ PhD</th>
<th>☐ ED</th>
<th>☐ None</th>
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</table>

What post graduate learning are you undertaking at present?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>☐ GradCert</th>
<th>☐ GradDip</th>
<th>☐ MEd</th>
<th>☐ PhD</th>
<th>☐ ED</th>
<th>☐ None</th>
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</thead>
</table>

What is the major obstacle to postgraduate learning?

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>☐ Course relevance</th>
<th>☐ Time</th>
<th>☐ My perceived L2 ability</th>
<th>☐ School support and PD release</th>
<th>☐ Relevance to promotion &amp; salary</th>
<th>☐ Other</th>
</tr>
</thead>
</table>

How many years have you been teaching?

<table>
<thead>
<tr>
<th>Years</th>
<th>☐ 1-5</th>
<th>☐ 6-10</th>
<th>☐ 11-15</th>
<th>☐ 16-20</th>
<th>☐ 21-25</th>
<th>☐ 25+</th>
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</thead>
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Has teaching been your only career?

<table>
<thead>
<tr>
<th>Answer</th>
<th>☐ Yes, I have been teaching for my whole career.</th>
<th>☐ No, I came to teaching after doing another job. Please indicate</th>
</tr>
</thead>
</table>
What Asian languages do you teach at school?

- Chinese [ ]
- Japanese [ ]
- Indonesian [ ]

What Asian languages do you speak?

- Chinese [ ]
- Japanese [ ]
- Indonesian [ ]
- Korean [ ]

What is your teaching level?

- College [ ]
- High School [ ]
- Primary [ ]

At how many schools do you currently teach?

- 4 or more [ ]
- 3 [ ]
- 2 [ ]
- 1 [ ]

Do you teach any off-line classes?

- Yes - What language? [ ]
- No [ ]

What amount of your classroom workload is Asian language teaching?

- Less than 30% [ ]
- 30-50% [ ]
- 50-70% [ ]
- 80-100% [ ]

Are you a native speaker of the Asian language you teach?

- Yes [ ]
- No [ ]

Is your partner a native speaker of the language?

- Yes [ ]
- No [ ]

How many years do you plan to keep teaching?

- 1-2 [ ]
- 3-5 [ ]
- 6-10 [ ]
- 10-15 [ ]
- 15+ [ ]

How would you assess your language proficiency?

- Native or near native [ ]
- Fluent [ ]
- Very good [ ]
- Good [ ]
- Adequate [ ]
- Limited [ ]
What is the longest you have lived continuously in the L2 country?
- 2 years or more
- 1 year
- 6 months
- 3 months
- Less than 3 months

When did you last visit the L2 country for any reason?
- 2010
- 2009
- 2008
- 2007
- 2006
- 2005 or before

About how long did you stay there?
- 6 months or longer
- 3 months
- 1 month
- 2 weeks
- Less than 2 weeks

How often have you taken school trips to the L2 country?
- Never
- More than four times
- 3-4 times
- 1-2 times

When did you last supervise a pre-service language teacher?
- 2010
- 2009
- 2008
- 2007
- 2006
- 2005 or before

About how much is the annual budget for your language?
- $100-$200
- $300-$500
- $600-$1000
- $1100-$1500
- $1600-$2000
- $2000+

What Asian languages are taught at your school?
- Chinese
- Japanese
- Indonesian

My school

My school has an active sister school relationship in Asia
- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

My school encourages Asian language activities as part of wider school life
- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

My school is strongly supportive of Asian language learning
- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree
My school actively supports exchange activities

Strongly Disagree  Disagree  Neither Agree nor Disagree  Agree  Strongly Agree

My school views Asian language as just another subject option

Strongly Disagree  Disagree  Neither Agree nor Disagree  Agree  Strongly Agree

My school supports my L2 professional development

Strongly Disagree  Disagree  Neither Agree nor Disagree  Agree  Strongly Agree

My school provides sufficient contact hours for each level of L2 learning

Strongly Disagree  Disagree  Neither Agree nor Disagree  Agree  Strongly Agree

My school bases timetable decisions on efficiencies rather than pedagogical need

Strongly Disagree  Disagree  Neither Agree nor Disagree  Agree  Strongly Agree

My school cooperates with affiliated schools to maintain L2 viability

Strongly Disagree  Disagree  Neither Agree nor Disagree  Agree  Strongly Agree

My school values and acknowledges my efforts to promote Asian languages

Strongly Disagree  Disagree  Neither Agree nor Disagree  Agree  Strongly Agree

My school appreciates the positive contribution of L2 to literacy

Strongly Disagree  Disagree  Neither Agree nor Disagree  Agree  Strongly Agree

My school places NAPLAN outcomes ahead of L2 learning
### My school has undertaken a NALSSP project to advance Asian language learning

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### My school publicly celebrates Asian language learning achievements

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### In my school parents value and actively support the L2

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### In my school beginner and advanced students are often placed in the same class

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### In my school mixed grade Asian language classes are common

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<th>Strongly Disagree</th>
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### My school had a stronger European languages culture

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<th>Strongly Disagree</th>
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### My school colleagues are interested in Asian language learning and connections

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<th>Strongly Disagree</th>
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### Teaching Practices.

In my classroom teaching practices, I...(Choose multiple)

- [ ] Have regular access to a native speaker
- [ ] Primarily use one textbook set
Mainly use publisher workbook exercises and tests
- Design the majority of my own worksheets and tests
- Have a dedicated L2 focused classroom
- Use corporate computer learning programs extensively in class
- Connect the L2 to normal computer programs, such as WP and email
- Play a lot of games
- Sing songs often
- Modify traditional tales into plays using a mixture of L1/L2
- Regularly participate in speech, calligraphy and other competitions
- Regularly utilize smartboards and other new technologies
- Adapt computer resources based on the classroom needs of my students
- Maintain a simple low technology teaching approach
- Invent alternative labels/explanations/methodologies for grammar structures
- Tend to progress my classes in line with the textbook and associated resources
- Apply intercultural language learning principles in all my classes
- Prepare written lesson plans for every lesson
- Adjust the direction of units and lessons in response to student interest/motivation
- Regularly give homework and ensure it is completed
- Feel confident teaching different ability levels in each class
- Hold L2 events such as festivals and sports days

Professional Attitudes & Opinions

As an Asian language teacher, I.... (Choose multiple)
- Feel I have strong support for L2 learning from the Department of Education
- Am an active member of local L2 professional associations such as MLTAT or JATNET
- Am an active member of L2 community organisations
- Regularly meet with members of the L2 community using my language
- Often share teaching approaches with colleague language teachers
- Regularly watch movies in the target language
- Use my L2 in emails or social networking
- Attend fluency professional development regularly
- Access the internet in L2
- Have tried to initiate a NALSSP project in my school to promote L2 learning
- Regularly discuss teaching methodology with teachers in other schools
- Participate in local L2 cultural activities such as dancing, tai-chi, music groups
- Am aware of UTAS opportunities to increase my L2 skills
- Am overloaded with additional duties not directly related to teaching my L2
- Stay abreast of professional research into L2 teaching
- Have to fight to maintain L2 interest in my school
- Get little support from other school members, despite policies such as NALSSP
- Have a clear understanding of L2 learning in schools above and below me
- Interact with feeder and upper school colleagues to facilitate student continuation of L2
- Have a strong understanding of national Asian language objectives
- Have participated in language upgrade programs conducted by the L2 government
- Am actively working in my school to establish connections between L2 and other learning areas
- Am implementing a strategic plan to enhance the profile of Asian L2 in my school
- Feel professionally isolated most of the time
- Consider the status of L2 has been damaged by an excessive focus on core subject literacy and numeracy
- Feel I don't have the energy to meet all the demands placed on L2 teachers
- Feel that core subject teachers have to do far less to maintain their classes
- Feel a strong professional influence from the School of Asian Languages and Studies at UTas
- Feel that the School of Education at UTas is relevant to the improvement of my pedagogy
- Use the Tasmanian Teaching Standards to monitor my teaching proficiency ands plan for improvement

**Perceptions of students.**

**My students find it hard to apply themselves to vocabulary and grammar learning**

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<th>Strongly Disagree</th>
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<th>Neither Agree nor Disagree</th>
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**My students say lessons are boring unless there are games and food**

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<th>Strongly Disagree</th>
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**My students clearly see the relevance of Asian languages**

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**My students are drawn away by other easier "fun" subjects**

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**My students prefer the better marks they can achieve in English-based subjects**

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**My students make subject decisions based more on the movement of friendship groups**

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My students understand the role of homework to internalize language

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My students are committed to subjects requiring effort such as languages

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<th>Strongly Disagree</th>
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My students see Asian languages relevant to their future.

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<th>Strongly Disagree</th>
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My students have a good understanding of LOTE pathways

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<th>Strongly Disagree</th>
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My students drop LOTE learning if they elect a VET pathway

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<th>Strongly Disagree</th>
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My students are interested in engaging with Asia and Asian people

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<th>Strongly Disagree</th>
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My students demonstrate increasing levels of conservatism regarding Asia

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My students consider L2 learning a subject only for the brightest students

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<tr>
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Professional perspectives
Asian language education policy is clear and well managed

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

Asian language assessment is fair and well managed

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

Students learning Asian languages received a fair return for their learning efforts

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

I am confident that there is an effective policy for the supply of Asian language teachers in Tasmania

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

The contribution of Asian language teachers is undervalued in schools

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

There is a career path for Asian language teachers

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

The policy and resource outlook for Asian languages is bright and optimistic

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

Asian language curriculum frameworks in Tasmania are well managed and easy to apply to teaching

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

Asian language teachers are adequately compensated for trips and other subject promotion activities
<table>
<thead>
<tr>
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**The place of language teaching in literacy learning is well understood by administrators**

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**Do you have any additional points to make about...**

- [ ] Your school
- [ ] Your professional practices
- [ ] Your classroom practices
- [ ] Students
- [ ] Asian language policy
- [ ] Asian language learning in general