

APPENDIX 1

Vivienne Wire
Communication Disorder Unit
“Mountfield” Secondary School
GLASGOW

February 2001

Dear Colleague

MSc Research Project

“The Modern Foreign Language: Everyone’s Right or Not Right for Everyone?”

I am a post graduate student at the University of Strathclyde carrying out research at MSc level on – “The Modern Foreign Language: Everyone’s Right, or Not Right for Everyone?” This is with reference to Secondary pupils with Communication Disorders such as Asperger Syndrome/Higher Functioning Autism and a combination of this with Dyslexia. With inclusion for SEN pupils very much on the agenda, I feel it is a useful exercise to assess the current situation.

Enclosed with this letter is a brief questionnaire on this topic. I would be immensely grateful if you could return it to me with any further comments as appropriate. An SAE is enclosed for you to use.

Also, it would be helpful you could give me the names of any particular Schools/Modern Languages departments in your Area I could obtain more information from – positive or negative, in order to build up a picture, and to answer any questions which you may have been unable to complete.

An early response would be appreciated

Yours sincerely

Vivienne E Wire

MSc RESEARCH QUESTIONNAIRE

QUESTIONNAIRE

A MODERN FOREIGN LANGUAGE FOR COMMUNICATION DISORDERED PUPILS – EVERYONES RIGHT OR NOT RIGHT FOR EVERYONE?

I WOULD BE GRATEFUL IF YOU COULD RESPOND TO THE QUESTIONS BELOW ABOUT SECONDARY AGED C.D. PUPILS IN YOUR REGION

NB even if you are unable to answer all the questions, I would be grateful if you would still return the questionnaire.

1. How many pupils have been diagnosed with A.S. or High Functioning Autism

Diagnosed	Record of Needs
-----------	-----------------

2. Are you aware of others who are suspected of having AS/HFA [AS/HFA/DYSLEXIC]

Yes	Approx. Numbers	No
-----	-----------------	----

3. Have you any suspected / diagnosed with Dyslexia as well as AS / HFA?

Yes	No
-----	----

4. Are they all in Mainstream Secondary Modern Language classes? If YES, tick which, either AS, HFA or Dyslexic

		AS	HFA	DYSLEXIC
S1/S2	NO / YES			
S3/S4	NO / YES			

5. If YES to 4 above, are they Supported or Unsupported in class?

Supported
Unsupported

If supported, please tick by whom

Learning Support Teacher
Specialist ASD Teacher
Auxiliary

6. Are you aware of any difficulties arising from Teaching this group MFL?

Please comment:

MSc RESEARCH QUESTIONNAIRE

7. In the last 5 years, can you give some / any examples of high achievements in MFL by pupils diagnosed / suspected as in this group.

Please comment if any differentiation was used to achieve this.

Please comment:

8. If NO to 4 above, are they in [most] other Mainstream secondary classes?

S1/S2	YES	NO
-------	-----	----

S3/S4	YES	NO
-------	-----	----

Do they receive any of their classes in a Special Unit/School?

YES	NO	OTHER
-----	----	-------

If they have been withdrawn from the MFL Classes, was it for any of the following reasons?

- Reluctance to speak MFL in class
- Rude/Disruptive behaviour
- Lack of concentration
- Social interaction problem
- Dyslexia related difficulties
- Other [Specify]

Any further comments you may have are very welcome!

Thank you very much for your co-operation!

MSc RESEARCH QUESTIONNAIRE

Please return in the enclosed SAE

MSc RESEARCH QUESTIONNAIRE

"Mountfield" Secondary School CDU Glasgow

October 2001

Dear Colleague

I am a teacher in the above Communication Disorder Unit [Secondary] and am currently undertaking MSc Research [University of Strathclyde] on: "Learning a Second Language – Everyone's Right or Not Right for Everyone?" with reference to Communication Disordered Secondary pupils in Scotland whose first language is English. [I have a range of responsibilities in this CDU, but my specialist subject is French]

I would greatly appreciate it if you could take a short while to complete the enclosed questionnaire which would help me to build a picture of what kind of experience CD pupils across Scotland have in learning a second language.

I would be delighted if you wish to add anything extra which you think could be useful. Many thanks in advance!

Yours sincerely

Vivienne E Wire

NB:

Please return the completed survey to the above address at your earliest convenience

MSc RESEARCH QUESTIONNAIRE

1 How many pupils do you have with:-	
Asperger syndrome/HFA	
AS/HFA and Dyslexia	
Autism & MLD	
Autism +	
Other	

2 Learning a second language – How many pupils learn a Modern Foreign Language? [MFL]					
S1		S2	S3	S4	S5/6
Total pupils					
Unit					
Mainstream					

- Are any now withdrawn from mainstream Yes/No

3 Are you aware of any particular barriers to learning a second language [as opposed to any other subject]? Please tick as appropriate or add your own			
		Yes	Only MFL class
a	Reluctance to speak MFL		
b	Rude/Disruptive behaviour		
c	Lack of concentration or interest		
d	Social interaction problem		
e	Dyslexia related difficulties		
f	High anxiety		
g	Difficulty getting started [finished]		
h	Pace & transitions between activities causing stress		
i	Challenged because of lower cognitive ability		
j	Other		

MSc RESEARCH QUESTIONNAIRE

4 How helpful do you feel additional resources/learning support are in tackling any of these barriers?

What are your strategies to reduce some of these barriers

5 How strongly do you agree or disagree that on balance learning a second language is beneficial for most CD pupils?

1 2 3 4 5 6 7 8 9 10

Disagree
Agree

If you are at one 'extreme' can you elaborate?

6 What do you expect to be the highest level achieved by most of your pupils in the MFL? [give either Numbers or %]

Access 2/3	Standard Grade/Intermediate	Higher
------------	-----------------------------	--------

MSc RESEARCH QUESTIONNAIRE

7 Do you feel learning a MFL is a more difficult subject for most CD pupils or is their performance in this subject similar to any other? [Please tick]	
More difficult	The same

Finally, please tick if:

- a you would like a copy of any conclusions I reach at the end of my research
- b you would be prepared [possibly] to give me a half hour interview in due course to discuss issues further

Thank you very much for completing this survey. Any additional comments you have are welcome

Completed by	
Name	Position
School	
Address	Telephone
	e-mail
Post code	

MSc RESEARCH QUESTIONNAIRE

“Mountfield” Secondary School
Communication Disorder Unit
Glasgow

September 2001

Dear Parent

I am doing some research [MSc Strathclyde University] into how pupils with a Communication Disorder find learning a foreign language, and would be grateful if you could answer a couple of questions on the subject for me, returning the questionnaire as soon as possible.

Please accept my thanks in advance for your assistance

Yours truly,

Mrs Vivienne Wire

MSc RESEARCH QUESTIONNAIRE

1. Do you feel, on balance, that learning French is a useful addition to the range of subjects studied in S1 – s4?

YES	MAYBE	NO
-----	-------	----

2. If YES or MAYBE to 1, would you say any of these are your reasons? [tick any number]

<input type="checkbox"/> To be able to use the language as a tourist in a French-speaking country?	
<input type="checkbox"/> To have some understanding of another country, culture & people, as a 21 st century European citizen?	
<input type="checkbox"/> To have the experience of learning another language?	
<input type="checkbox"/> To have certification in a European language which could be useful for higher education or future employment?	
<input type="checkbox"/> To be able to communicate with others across the world who speak French? [e.g. on the Internet]	
<input type="checkbox"/> Other [please specify]	

3. If NO to Q. 1 is there a particular reason? [please specify]

4. If your son/daughter has dyslexia or spelling difficulties, do you think French is more difficult than:

a) All the other subjects
YES/NO

b) Similar in level of difficulty to other non-practical subjects YES/NO

5. Your son/daughter will reach certification level in S4 [Standard Grade/Access 2/Access 3]

Would you encourage him/her to continue learning this or another language after S4, [either in School/weekend club/FE college etc/other?]

YES	DON'T KNOW	NO
-----	------------	----

MSc RESEARCH QUESTIONNAIRE

6. Please pick 10 of the subjects below, ranking them in importance for your son/daughters future prospects and needs?

- Please write 1 for Most Important through to 10 for Least Important

Business Studies	
Computing	
Drama	
English	
French	
History	
Home Economics	
Geography	
Maths	
P.E.	
Science	
R.E.	
Social/Community Skills	
Technical	

7. Have you any other comments to make?

With very many thanks for your time

Vivienne E Wire
"Mountfield" CDU
Glasgow
June 2001