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| Datum/Date:  | Projekt OBOGATENO UČENJE TUJIH JEZIKOV 2013-15ENRICHED FOREIGN LANGUAGE LEARNING Project 2013-15 |

**Native Speaker Teachers: JOB MOTIVATION SURVEY**

*The purpose of this survey is to investigate and assess the teaching beliefs and pratices of native-speaker teachers participating in the EFLL project. Please respond to each of the items below, focusing - unless otherwise indicated - on your teaching within the EFLL project.*

**Demographic Questions**

1. **What is your target FL?**

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| --- | --- | --- | --- |
| English | French | Italian | Spanish |
|  |  |  |  |

1. **What is your age?**

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| --- | --- | --- | --- |
| 25 - 30 | 35 - 40 | 41 - 45 | 46 - 50 |
|  |  |  |  |

1. **How many years have you been teaching?**

|  |  |  |  |
| --- | --- | --- | --- |
| Less than 1year | 2 - 4 years | 5 - 10 years | more than 10 years |
|  |  |  |  |

1. **How many years have you been participating in the EFLL project?**

|  |  |  |  |
| --- | --- | --- | --- |
| Less than 1year | 2 - 4 years | 5 - 10 years | more than 10 years |
|  |  |  |  |

**Surveys questions**

1. Why did you choose to become a NST (native-speaker FL teacher) within the the EFLL project?

My school organised everything, I didn't know about the project. I had approached schools independently. Most schools gave negative response. In my area (Bela krajina) there are few native speakers and I’m the only FL teacher but there is no funding. Schools mention that they are cutting teacher’s hours and some teachers are losing jobs. There is no extra funding for a FT. The primary schools have a misconception that Slovene language should be spoken. I have noticed that the Bela Krajina students have, in general, less confidence speaking when they go to the Gimnazija Novo mesto than the other students.

1. What are your major responsibilities in the present position? How autonomous are you? Do you see team teaching as an advantage or disadvantage?

I’m autonomous twice a week – Drama club and Culture/Literature club. The rest of the time I attend class either on a timetable or I swap around to deliver short projects. Where I do teamwork it is usually led by the STs. I’m managing to gain more autonomy by weedling my projects into one class and then other teachers request that I do the same with their classes.

1. Which specific skills do you have that make you competitive for this position?

I have expertise in using poetry as a springboard for writing. I am an experienced Drama teacher. I passionately believe that students in Slovene are being educated out of creativity and I am able to ignite their imagination. Experience working with marginalised groups and young people with educational and behavioural difficulties. (I was a keyworker for young people in care. Roma – need these skills).

1. What do you like best about the present position?

I like working 1 on 1 or with small groups – not because this requires my skills as a teacher but because it is communicative, enjoyable and the students gain so much confidence. When students gain confidence and are interested, learning can be effective.

I love the opportunities I get (30-50% of the time) to deliver my own material.

I love teaching Drama once a week and delivering an annual four day Shakespeare Drama project.

1. Are you doing a good job? How do you know? Which accomplishments in your present position are you proud of and why?

The students and teachers are very positive about my contribution. Students say that the lessons become alive when I join/take the class.

Students report that they understand so much more about culture outwith Slovenia. Some students report that they have broadened their life goals and that they have grown in confidence (Drama and Culture club).

Students enjoy poetry and cultural and controversial issues.

1. Can you think of ideas (not necessarily your own) that were carried out successfully primarily because of your efforts?

One hour a week of Drama – 20 students. A small group of students meet to discuss literature where I chair the meeting.

War poetry/Racism/Drugs/Romantic poetry

Students have been engaged in two creative writing projects. I’ve managed to “highjack” ¾ of third year lessons and few fourth year too.

1. All jobs have their frustrations and problems. How do you deal with them? Describe specific job conditions, tasks, or assignments that have been dissatisfying to you. Why?

I find the obsession with getting students to find out/guess what the teacher is thinking/question is asking is limiting the creative process of learning.

Teachers’ personalities limit how I am used in the classroom. My school is a very serious school and teachers are quite happy with the status quo. I’m treated as a teaching assistant – so when I am allowed to run with a project it’s a great joy to me.

*Thank you for your participation in the survey!*