Questionnaire for adult educators (general education sector)
as part of the
O2. E-Tests/Questionnaire Tool to set up the Profile of multicultural learners' needs

Part I. Socio-demographic data

Age ____
Gender □ Male □ Female
Marital status □ single □ in a relationship
Environment □ urban □ rural
The country I work in _____
Nationality _____
I was born in the country where I work now □ yes □ no
I come from a mixed family □ yes □ no
I have a mixed family □ yes □ no

Part II. Professional data

What activity do you do with adult learners? _____
The language in which I teach □ English □ the language of the host country
□ adult learner's language
Adult learners age □Children □Teenagers □ Adults □ Seniors
I am a graduate of □ higher education □ high-school degree
My basic profession is: _____
I took a specialized course in teaching skills □ yes □ no
Years of teaching experience: _____
Years of experience in teaching multicultural adult learners: _____
I teach □ migrants □ refugees □ both categories
I attended a training program in teaching migrants and/or refugees. □ Yes □ No
I took a training program in a □ higher education institution □ NGO, association, foundation

Part III. Relationship with international adult learners

In my work:	Yes	No
I am interested in cultural diversity.	Yes	No
I learn a lot from my adult learners (cultural aspects).	Yes	No
The didactic activity takes place in a formal setting / classroom	Yes	No
I try to memorize adult learners' names.	Yes	No
I have established close relationships with some of my adult learners.	Yes	No
I have been asked by adult learners for individual meetings for further explanations.	Yes	No

Adult learners confide to me about their difficulties in academic and cultural adaptation.	Yes	No
I provide support to adult learners outside the school program regarding their difficulties.	Yes	No
I have noticed cultural / religious / ethnic conflicts among adult learners in class.	Yes	No
Sometimes I feel that my adult learners do not respect me.	Yes	No
Sometimes the attitude of the adult learners towards me seems offensive.	Yes	No
I feel uncomfortable when adult learners speak their mother tongue in class.	Yes	No
I have had conflicts with some adult learners.	Yes	No
I have been verbally assaulted / threatened by at least one adult learner.	Yes	No
I have been physically assaulted by at least one adult learner.	Yes	No

Part IV. Teaching activity with adult learners

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. As an adult educator working with adult learners I can have a decent life.	1	2	3	4	5
2. My activity is more efficient when I use technological training tools.	1	2	3	4	5
3. I believe that practical activities are more effective than theoretical activities in working with adult learners.	1	2	3	4	5
4. My activity is hampered by my adult learners' poor command of the language of instruction.	1	2	3	4	5
5. Activities done in small groups of adult learners are more effective.	1	2	3	4	5
6. Classical individual work activities are more effective in working with adult learners.	1	2	3	4	5
7. The activity with adult learners seems difficult to me.	1	2	3	4	5
8. In my work, I have noticed that adult learners with a larger social network (friends, relatives in the adoptive country) get better results.	1	2	3	4	5
9. In my work, I have noticed that adult learners with a better financial situation get better results.	1	2	3	4	5
10. In my work, I noticed that adult learners with a higher level of education adapt more easily to the new country.	1	2	3	4	5

11. In my work, I have noticed that adult learners with previous migrant experience adapt more easily to the requirements of host country.	1	2	3	4	5
12. In my work, I have noticed that adult learners usually interact with other adult learners from the same country or with the same cultural background.	1	2	3	4	5
13. In my experience, most adult learners integrate in the host country.	1	2	3	4	5
14. I believe that the support services provided to adult learners facilitate their integration.	1	2	3	4	5
15. The fact that my adult learners have different levels of training makes my work more difficult.	1	2	3	4	5
16. Sometimes adult learners' customs or traditions interfere with the activities in class.	1	2	3	4	5
17. My work in class has changed my view of multiculturalism.	1	2	3	4	5
18. In general, I am satisfied with the way my work with adult learners goes.	1	2	3	4	5
19. I am satisfied with the communication I have with my adult learners.	1	2	3	4	5
20. I am satisfied with the way I manage to understand the habits of the adult learners.	1	2	3	4	5
21. I am satisfied with the punctuality of the adult learners.	1	2	3	4	5
22. I am satisfied with the attitude that adult learners show towards my activities.	1	2	3	4	5
23. I prefer frontal interaction in my work with adult learners.	1	2	3	4	5
24. I prefer interactive activities in my work with adult learners.	1	2	3	4	5
25. I prefer the teacher-to-adult-learners flow of information (e.g. workshop, presentation) in my work with adult learners.	1	2	3	4	5
26. I prefer the adult learner-to-teacher flow of information (e.g. workshop, presentation) in my work with adult learners.	1	2	3	4	5
27. I prefer the adult learner to adult learner flow of information (e.g., chat, discussion forum, colloquium) in my work with adult learners.	1	2	3	4	5
28. It is difficult for my adult learners to interact with each other.	1	2	3	4	5

29. When I prepare my activities I take into consideration the cultural background of my adult learners.	1	2	3	4	5

Part V. Difficulties encountered by international adult learners

How easy do you think it is for international adult learners to cope with the following issues?	Very difficult	Difficult	Neutral	Easy	Very easy
Communication in the language of instruction	1	2	3	4	5
Active participation in lectures / tutorials / labs	1	2	3	4	5
Understanding local customs & habits	1	2	3	4	5
Community discrimination	1	2	3	4	5
Hostility of the local people	1	2	3	4	5
Colleagues' bullying	1	2	3	4	5
Community integration	1	2	3	4	5
Loneliness	1	2	3	4	5
Making friends	1	2	3	4	5
Living arrangements	1	2	3	4	5
Employment	1	2	3	4	5
Local transport	1	2	3	4	5
Adapting to the climate of the host country	1	2	3	4	5
Keeping eating habits from the country of origin	1	2	3	4	5
Access to quality medical services	1	2	3	4	5

Part VI. Questionnaire: Approaches to teaching inventory

This inventory is designed to explore the way academics go about teaching in a specific context or subject or course. This may mean that your answer to these items in one context may be different from the answers you may give about your teaching in other contexts or subjects. For this reason we ask you to describe your context.
Please describe the subject/year of your answers here: ……………………………………………

Please answer each item. Do not spend long: your first reaction is probably the best one.	only rarely	sometimes	about half of the time	frequently	almost always
1. I design my teaching in this subject with the assumption that most of the students have very little useful knowledge of the topics to be covered.	1	2	3	4	5
2. I feel it is important that this subject should be completely described in terms of specific objectives relating to what students have to know for formal assessment items.	1	2	3	4	5
3. In my interaction with students in this subject I try to develop a conversation with them about the topics we are studying.	1	2	3	4	5
4. I feel it is important to present a lot of facts to students so that they know what they have to learn for this subject.	1	2	3	4	5
5. I feel that the assessment in this subject should be an opportunity for students to reveal their changed conceptual understanding of the subject.	1	2	3	4	5
6. I set aside some teaching time so that the students can discuss, among themselves, the difficulties that they encounter studying this subject.	1	2	3	4	5
7. In this subject I concentrate on covering the information that might be available from a good textbook.	1	2	3	4	5
8. I encourage students to restructure their existing knowledge in terms of the new way of thinking about the topic they will develop.	1	2	3	4	5
9. In teaching sessions for this subject, I ude difficult or undefined examples to provoke debate.	1	2	3	4	5
10. I structure this subject to help students to pass the formal assessment items.	1	2	3	4	5
11. I think an important reason for running teaching sessions in this subject is to give students a good set of notes.	1	2	3	4	5

12. In this subject, I only provide the students with the information they will need to pass the formal assessment.	1	2	3	4	5
13. I feel that I should know the answers to any questions that the students may put to me during this subject.	1	2	3	4	5
14. I make available opportunities for students in this subject to discuss their changing understanding of the subject.	1	2	3	4	5
15. I feel that it is better for students in this subject to generate their own notes rather than always copy mine.	1	2	3	4	5
16. I feel a lot of teaching time in this subject should be used to question students' ideas.	1	2	3	4	5

Part VII. Personal reflections

In my opinion, the three most challenging aspects when teaching international adult learners are:
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In my opinion, the three most challenging aspects international adult learners have to face when coming to study in my institution are:
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The best three strategies I use when teaching international adult learners are:
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The three most common complaints about my work with international adult learners are:
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In what ways have you encouraged collaborative learning among adult learners?
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What have you learned from international adult learners?
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THANK YOU!