

LINC Interview Protocol

Individual interviews

Participants: students with disabilities

Interviewer: Dr. Sue Hildebrandt

Length of interview: @ 30-45 minutes with 7 students

Materials: two audio recorders (one as back-up)

Stipend for each participant: \$25

Interview topics and questions

Purposes of this interview

- Follow-up to group interviews
- Help to develop materials for new FL instructors at LU and other places

Areas of investigation

I. General questions re: FL in HS vs. college

A. Lead question

- Tell me about your experience learning Spanish/French/German in high school (HS)?

B. Follow-up questions (only if necessary)

- How was learning a language different in HS than in college?
- Did you have an IEP in your HS foreign language (FL) class? Did you have the same accommodations for all classes?
- What makes FL study the same as other HS or college courses you've had? What makes it different?
- Do you notice a difference in teacher attitudes about accommodations in HS versus college?
- Did you disclose your disability to your FL instructor at Longwood? If so, what sort of accommodations did you use? Were those accommodations different than in your other classes? How? Which accommodations were most helpful?
- Did your instructor do anything different for your testing than for other students?
- What do you do to help yourself study for your FL class? What are some strategies that you've learned while studying FL? Do you use any of the following?
 - Study guides
 - Flashcards
 - Visit instructor outside of class
 - Review frequently

II. Perceptions of FL learning based on the *Standards for foreign language learning* (5 Cs)

A. Communication

- Lead question
 - How does it make you feel that you have to communicate so much in a FL class?
- Follow-up questions (only if necessary)
 - When is Spanish/French/German used? When can you use English? When can the teacher use English?
 - In your ideal FL class, how much would you like to presentations? Group work? Listen to the instructor or audio resources?
 - How much explicit instruction do you expect from the teacher?
 - Is using Spanish/French/German uncomfortable for you and your classmates?
 - Could you imagine a class taught in the Spanish/French/German that is still comfortable? What is it like?
 - What speaking activities are the most challenging? The easiest?

B. Cultures

- Lead question
 - How do you feel about learning about the culture of the countries you are studying?
- Follow-up questions (only if necessary)
 - Are there cultural topics that are especially interesting? Boring?
 - How have you learned about these cultures? How has that material been taught in HS? At LU?
 - Do you think that you'd like to visit a XXX-speaking country? Why? Do you think that you'd have difficulty visiting a XXX-speaking country for a study abroad experience?

C. Connections

- Lead question
 - Did your FL courses at LU help you feel connected to other classes and different points of view? How?
- Follow-up questions (only if necessary)
 - Do you have ideas about how that could be done better?

D. Comparisons

- Lead question
 - Did you FL courses at LU help you understood more language in general? How? What about culture?
- Follow-up questions (only if necessary)
 - Do you have ideas about how that could be done better?

E. Communities

- Lead question

- Have you ever used your FL learning skills beyond the school setting? When?
 - Follow-up questions (only if necessary)
 - Do you have ideas about how your FL instructors could help you do that?
- III. Classroom atmosphere and connection with faculty (UDI 8)
- Lead question
 - Think about your college professors who were easiest to talk to about accommodations. What are some examples of when you have felt really comfortable with a teacher/instructor/professor?
 - Follow-up questions (only if necessary)
 - What qualities of instructor do you find easy to talk to or seek help from?
 - What was the FL class like that you've felt most comfortable in? What does that comfort mean? What did it look like? What did the professor do to make you comfortable? What did he/she do to help you learn FL better?
 - Are you satisfied with your professors' attitudes and follow-through regarding needed accommodations? Why or why not?
 - What in the FL physical classroom helps you learn?
 - Technology?
 - Arrangement of classroom?
 - What general or specific changes would you recommend to make FL courses better?
- IV. Group work, classroom climate and community (UDI principles 8 and 9)
- Lead question
 - What are some positive and negative experiences working in groups in your FL classes?
 - Follow-up questions (only if necessary)
 - How do you do in pair and group work?
 - What is best way to do it? Pairs or larger groups? Same partner throughout semester or different each day or week? (of varying sizes)???
 - Should your partner have the same level of language ability? Does it make any difference? What is most helpful for you?
 - Do you want to choose your partner or do you prefer the instructor to pick partners?
- V. Advice for new FL instructors at LU
- Lead question

- a. If a new FL instructor came to LU, what advice would you give him or her about how to teach FL well?
- Follow-up questions (only if necessary)
 - What advice would you give for working with a student with your needs??
 - What advice would you give to new students taking FL at LU?