

Survey of primary school teachers (with and without a PE faculty / "teaching license") on language- and diversity-responsive Physical Education

(developed at GSU Cologne, Germany, by F. Bartsch & H. Leineweber)

Interview Guide

- Introductory statement of interviewer
- Assuring informed consent
- Socio-demographic data
- Reminder: interview protocol

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General	Further inquiry	Commentary
<ul style="list-style-type: none"> • It would be great if you could briefly tell us something about yourself to start with. I'm thinking here of: Name, age and school where you work. • How long have you been working in your profession? Have you worked at a school before? • What subjects do you teach? • Do you have a teaching qualification for PE or did you get into PE teaching through a 'lateral entry'? 	<ul style="list-style-type: none"> • How long have you been at this school? • in the case of 'lateral entry': are there additional qualifications for the subject of PE? 	
<ul style="list-style-type: none"> • In which class(es) do you primarily teach? • What is the composition of the classes? Keyword: social profile • To what extent are there supporting staff? 		<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Thank you very much for all the information. Let's delve deeper and move on to the subject of language. What importance do you attach to language in PE? 	<ul style="list-style-type: none"> • How important do you think language is for achieving subject-related learning objectives? • To what extent do you see yourself as a linguistic role model? 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • In which situations and on which topics do you encounter language/language-related difficulties in PE? 	<ul style="list-style-type: none"> • Do you have an example of this? What do you attribute the language difficulties to? • How do you deal with them? 	
<ul style="list-style-type: none"> • What significance does language have for equal participation in physical education? 	<ul style="list-style-type: none"> • How do you assess the risk of exclusion due to students' comprehension problems or when students have difficulties expressing themselves linguistically? 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • To what extent do you plan ahead or consciously prepare speaking occasions and communication situations in class? 	<ul style="list-style-type: none"> • To what extent do you use specific measures to promote language skills in PE lessons? 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Thank you for your answers so far. We now come to the second topic block, which is about diversity-sensitive or diversity-responsive language. Have you ever heard of the term "diversity-responsive language"? 	<ul style="list-style-type: none"> • If so, how would you describe the term? What does the term stand for from your perspective? • If no: What do you think might be hidden behind the term? <p>If required: I would now like to briefly explain the term "diversity-responsive language" in order to sharpen the focus of the following section and distinguish it from the previous block. [...]</p>	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> Do you think that the topic of "diversity-responsive language" is an important topic for sports lessons or not? 	<ul style="list-style-type: none"> Why? Can you explain this in more detail? Can you name specific situations in PE lessons in which the topic is important or has become important in the past? 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Do you make sure you speak in a diversity-responsive and non-discriminatory way in PE lessons or are you unsure about this? 	<ul style="list-style-type: none"> What do you pay attention to specifically? What is important to you? Are there specific situations in PE lessons in which you pay particular attention to speaking in a diversity-responsive way? Do you have strategies to prevent your language from conveying prejudices against certain groups of students? 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Are there situations in PE lessons where you find it difficult to speak in a diversity-responsive way? 	<ul style="list-style-type: none"> What characterizes these situations? Do you have any examples of such situations? What exactly is tricky in these situations? 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Are there situations in PE lessons in which you use language to mark different groups of students? 	<ul style="list-style-type: none"> What are the situations in which you use these linguistic markers? Do you have any examples of such situations? Which groups of pupils do you linguistically mark in PE lessons? (and: To what extent do you mark students in terms of gender, migration experience or disability?) What terms do you use when linguistically labeling these groups of students? (in addition: What terms do you use when you mark and perhaps differentiate students according to their gender? What terms do you use when you mark and perhaps differentiate between students with regard to their migration experiences? Which terms do you use when you mark and perhaps differentiate students with regard to a disability?) Why do you use these terms? 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> It's a difficult and complex topic. What kind of support would you like to see in the area of "diversity-responsive language"? 	<ul style="list-style-type: none"> Do you have any specific ideas or starting points that could be helpful? What are your recommendations or tips for colleagues? 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Are there any experiences or information on the subject that you would like to share? 		<ul style="list-style-type: none">

So, that was the interview. Thank you very much for your support!