

BACKGROUND QUESTIONNAIRE

At the beginning of every session, I ask my students to tell me about themselves. I would appreciate it very much if you, like so many before you, would share this information with me. Please answer ALL the questions. Thank you for your time.

FIRST NAME: _____

LAST NAME: _____

AGE: _____

GENDER: Male ☐ Female ☐

EDUCATIONAL BACKGROUND (TO DATE):

a) **Program currently enrolled in:** _____

Years in the program: _____

b) **Courses currently registered in** (please list ALL): _____

c) **Have you taken the following courses? If YES, please specify when you took the course(s).**

COURSES	YES	NO	WHEN?
Phonology for Teachers – TESL 221			
Language Acquisition – TESL 341			
Methodology I – TESL 324			
Methodology II – TESL 424			
TESL Pedagogy: General – TESL 326			
Practicum – TESL 433			
Error Analysis – TESL 434			
Testing, Evaluation and Course Design – TESL 415			

d) **Other degrees already completed (e.g., B.A. – psychology):** _____

LANGUAGE LEARNING EXPERIENCE (TO DATE):

a) **Mother tongue(s):** _____

Second language(s): _____

b) **Second language(s) learned in a classroom:** _____

How many years *per language*? _____

c) **HOW MUCH of the following activities did you engage in when you were learning your second/ foreign language(s)?** *Please circle your answer on the scale to the right of each activity, where 1=NOT AT ALL and 9= A LOT. Circle 5 if you are NOT SURE.*

	<i>NOT AT ALL</i>	<i>A LOT</i>
Listening to teacher's explanation of grammar rules	1 2 3 4 5 6 7 8 9	
Learning and practising grammar rules	1 2 3 4 5 6 7 8 9	
Participating in grammar drills	1 2 3 4 5 6 7 8 9	
Working on tasks in pairs or groups	1 2 3 4 5 6 7 8 9	
Working on tasks as a class	1 2 3 4 5 6 7 8 9	
Learning vocabulary	1 2 3 4 5 6 7 8 9	
Using a dictionary in class	1 2 3 4 5 6 7 8 9	
Writing in your second/ foreign language	1 2 3 4 5 6 7 8 9	
Your teacher correcting your WRITTEN work	1 2 3 4 5 6 7 8 9	
Reading in your second/ foreign language	1 2 3 4 5 6 7 8 9	
Listening to tapes	1 2 3 4 5 6 7 8 9	
Watching videos/ movies	1 2 3 4 5 6 7 8 9	
Engaging in Pronunciation work (e.g., learning the rules, practising choral repetitions/ drills, etc.)	1 2 3 4 5 6 7 8 9	

	<i>NOT AT ALL</i>	<i>A LOT</i>
Going out as a class to practise your second/ foreign language	1 2 3 4 5 6 7 8 9	
Practising oral skills (e.g., games, presentations, role-plays, dialogs, etc.)	1 2 3 4 5 6 7 8 9	
Being corrected by your teacher when SPEAKING	1 2 3 4 5 6 7 8 9	
Finding your own errors and correcting them yourself	1 2 3 4 5 6 7 8 9	
Other (please specify):	1 2 3 4 5 6 7 8 9	

TEACHING EXPERIENCE (TO DATE):

- a) **How much teaching experience do you have so far? Indicate the number of YEARS.**

Teaching English in North America: _____

Teaching English abroad: _____

Teaching another language (please specify the language): _____

Teaching subjects other than language (e.g., math, science): _____

Others (sports, music, CPR, etc.): _____

- b) **If you have taught English as a Second or Foreign Language before, estimate HOW MUCH TIME you spent on any of the following activities in a typical day in your classroom. Please circle your answer on the scale to the right of each activity, where 1=NO TIME AT ALL and 9=A LOT OF TIME. Circle 5 if you are NOT SURE.**

	<i>NO TIME AT ALL</i>	<i>A LOT OF TIME</i>
Explaining rules of grammar	1 2 3 4 5 6 7 8 9	
Making your students learn and practise grammar rules	1 2 3 4 5 6 7 8 9	
Giving students drills to practice grammar rules	1 2 3 4 5 6 7 8 9	
Asking students to work on tasks in pairs or groups	1 2 3 4 5 6 7 8 9	

Asking students to work on tasks as a class	1	2	3	4	5	6	7	8	9
Teaching Vocabulary	1	2	3	4	5	6	7	8	9
Encouraging students to use a dictionary in class	1	2	3	4	5	6	7	8	9
Asking students to write in the second/ foreign language	1	2	3	4	5	6	7	8	9
Correcting your students' errors in WRITING	1	2	3	4	5	6	7	8	9
Asking students to read in the second/ foreign language	1	2	3	4	5	6	7	8	9
Having them listen to tapes	1	2	3	4	5	6	7	8	9
Having students watch videos/ movies	1	2	3	4	5	6	7	8	9
Engaging in Pronunciation work (e.g., teaching the rules, practising choral repetitions/ drills, etc.)	1	2	3	4	5	6	7	8	9
Taking students out as a class to practise their second/ foreign language	1	2	3	4	5	6	7	8	9
Asking students to practise oral skills (e.g., games, presentations, role-plays, dialogs, etc.)	1	2	3	4	5	6	7	8	9
Correcting your students' errors in SPEAKING	1	2	3	4	5	6	7	8	9
Letting your students find and correct their own errors	1	2	3	4	5	6	7	8	9
Other (please specify):	1	2	3	4	5	6	7	8	9

Thank you for filling out this questionnaire!

BELIEFS QUESTIONNAIRE – PART 1

Thank you for agreeing to complete this questionnaire. The information you provide will be very useful in helping us understand your views on language learning and language teaching. We ask you to please answer ALL the questions.

FIRST NAME: _____

LAST NAME: _____

AGE: _____

GENDER: Male ☐ Female ☐

Indicate how well you agree with each of the following statements. Please circle your answer on the scale to the right of each statement, where 1=STRONGLY DISAGREE and 9=STRONGLY AGREE. Please use the *entire scale* in making your decisions.

- | | <i>STRONGLY
DISAGREE</i> | <i>STRONGLY
AGREE</i> |
|--|------------------------------|---------------------------|
| 1. The study of grammatical rules is essential to learning a second language (L2)/ foreign language (FL). | 1 2 3 4 5 6 7 8 9 | |
| 2. Learners can pick up accurate stress and intonation by simply being exposed to a L2/FL. | 1 2 3 4 5 6 7 8 9 | |
| 3. Second language (L2)/ foreign language (FL) learners fear being corrected by their language teachers. | 1 2 3 4 5 6 7 8 9 | |
| 4. Teaching pronunciation in a language classroom is a waste of time. | 1 2 3 4 5 6 7 8 9 | |
| 5. Teachers should correct ALL errors that learners make in class, so that they learn to speak accurately. | 1 2 3 4 5 6 7 8 9 | |
| 6. The use of a bilingual (L1-L2) dictionary promotes learners' success in learning L2. | 1 2 3 4 5 6 7 8 9 | |
| 7. Before learners begin to complete a communicative task, they should be formally taught all the vocabulary items they need in order to complete this task. | 1 2 3 4 5 6 7 8 9 | |
| 8. Teachers should systematically correct PERSISTENT errors in their learners' language production. | 1 2 3 4 5 6 7 8 9 | |
| 9. Teacher correction is instrumental in the learners' understanding of how their L2/FL works. | 1 2 3 4 5 6 7 8 9 | |
| 10. Working in pairs or in groups with classmates who do | 1 2 3 4 5 6 7 8 9 | |

not speak English well is detrimental to learners.

- | | | | | | | | | | | |
|-----|--|---|---|---|---|---|---|---|---|---|
| 11. | Teachers should never use the learners' native language in the classroom. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 12. | Having the teacher provide the correct form without signalling the presence of an error keeps the learners' anxiety level low. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 13. | Errors are signals of what a learner CURRENTLY knows about his/ her L2/FL. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 14. | Learners can pick up good pronunciation habits by simply being exposed to a L2/FL. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 15. | Language drills (e.g., making students repeat language items) do not have a place in a communicative classroom. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 16. | Teachers should leave learners alone during group work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 17. | If NOT corrected, L2/FL learners' motivation to continue the study of the language will decrease. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 18. | Reading is the best way to increase one's vocabulary in L2/FL. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 19. | Most learners like being corrected in class. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 20. | Some pedagogical guidance is required to acquire grammar. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 21. | Teachers should treat learners' mistakes in separate lessons or as part of homework. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 22. | Good teachers are born, not made. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 23. | Repeating the student's utterance minus the error enables teachers to draw their learners' attention to the error while maintaining the flow of communication. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 24. | Error correction during communicative activities is disruptive to the flow of learners' speech. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 25. | Incidental teaching of vocabulary items while learners are engaged in communication tasks is useful in promoting learning. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

- | | | | | | | | | | | |
|-----|--|---|---|---|---|---|---|---|---|---|
| 26. | Teachers should deal with learners' errors at the END of a lesson. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 27. | The goal of teaching pronunciation is to eliminate any trace of foreign accent in learners' speech. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 28. | Pointing out learners' errors raises their anxiety level. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 29. | Learners like the study of grammar. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 30. | Learners benefit more from studying vocabulary alone rather than in a class. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 31. | Teachers should correct a learner's error IMMEDIATELY after the error has been made. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 32. | Teacher training is essential in preparing effective teachers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 33. | Telling the learner that there is an error and vocally stressing the correct form helps learners notice the difference between what they know and what they don't know in a L2/FL. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 34. | Explaining grammar rules helps learners gain the competence they need to communicate in their L2/FL. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 35. | Although they speak English fluently, teachers whose mother tongue is not English cannot be as effective as teachers who are native speakers of English. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 36. | Error correction is essential in promoting L2/FL learning. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 37. | Memorizing dialogs is an effective technique in helping learners develop communication skills. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 38. | Rephrasing the learner's statement minus the error is less intrusive than telling the learner that there is an error and providing the correct form. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 39. | Many of the errors learners make in L2/FL can be traced back to elements found in their native language (L1). | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 40. | Pointing out learners' errors will push them to self-correct. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

- | | | | | | | | | | | |
|-----|--|---|---|---|---|---|---|---|---|---|
| 41. | Teachers teach the way they were taught. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 42. | It is NOT necessary to correct all errors if the important ones are dealt with at the right time. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 43. | Non-native speakers of a L2/FL usually make better language instructors than the native speakers of that language. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Thank you for filling out this questionnaire!

BELIEFS QUESTIONNAIRE – PART 2 (sample)

FIRST NAME: _____

LAST NAME: _____

The statements in this section have been taken from the video prompts that you will now be shown of an English class of adult learners. The statements correspond to errors in the prompts. For each statement, state whether you would correct the corresponding error. Justify your answer either way.

Please note that the underlined words in the statements below indicate the error.

Statement 1: “I have only one children”.

T: Do you have any children?

S: Yes, I have.

T: How many children do you have?

S: I have only one children.

Would you correct the above error?

☐ Yes

☐ No

If your answer is “Yes”, please indicate below what you would say to the student.

I WOULD SAY:

If your answer is “No”, please explain why you would NOT correct the error.

BELIEFS QUESTIONNAIRE – PART 3 (sample)

FIRST NAME: _____

LAST NAME: _____

The statements in this section were taken from the video prompts that you have just watched of an English class of adult learners. The statements correspond to errors in the prompts. For every statement containing an error, you are given six audio corrections of the given error. The corrections are also given below. For every correction listed, state the usefulness of that correction on a scale of 1 to 9, 1 being “NOT AT ALL USEFUL” and 9 “VERY USEFUL”.

Please note that the underlined words in the statements below indicate the error. The words in italics in the correction strategies denote stress placed on the word(s) in speech.

Statement 1: “I have only one children”.

T: Do you have any children?

S: Yes, I have.

T: How many children do you have?

S: I have only one children.

	NOT AT ALL USEFUL	VERY USEFUL
“One child.”	1 2 3 4 5 6 7 8 9	
“No, what is the singular form of “children”?”	1 2 3 4 5 6 7 8 9	
“Oh, you have only one child.”	1 2 3 4 5 6 7 8 9	
“You have one child. Is it a boy or a girl?”	1 2 3 4 5 6 7 8 9	
“We don’t say <i>one children</i> [stressed]. You should say: <i>one child</i> [stressed].”	1 2 3 4 5 6 7 8 9	
“How many children did you say you have?”	1 2 3 4 5 6 7 8 9	

