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ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire surveyed information concerning teachers of English as a Foreign Language. (RC)

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

- Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators
- Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

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These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

- E = Examination (student)
- Q = Questionnaire (student)
- T = Teacher questionnaire
- S = School questionnaire

2: Student Population

- 1 = I
- 2 = II
- 3 = III
- 4 = IV
- 5 = I and II
- 6 = II and IV
- 7 = I, II and IV
- 8 = I and IV
- S = IV Specialist
- N = NA: Teacher or School questionnaire

3: Subject

- S = Science
- R = Reading Comprehension
- L = Literature
- M = Mother Tongue (Reading Comprehension and Literature)
- E = English as a Foreign Language
- F = French as a Foreign Language
- C = Civic Education
- 2 = All Stage 2 Subjects
- 3 = All Stage 3 Subjects
- 5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Teacher Questionnaire - English as a Foreign Language

Data Bank Instrument Number TNE

ED102183

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IEA/IEP/Stage 3

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The School Co-ordinator is responsible for passing on the Teacher Envelopes to the appropriate teachers and to do everything possible to ensure their return, completed. (Each teacher is expected to fill in only two or three of the parts of the questionnaires. The parts which are appropriate are explained in the questionnaires themselves). Teachers should be requested to insert their completed answer cards into the Teacher Return Envelope which can then be sealed.

The School Co-ordinator should collect the Teacher Return Envelopes for return to the National Center.

TEACHER QUESTIONNAIRE

ENGLISH AS A SECOND LANGUAGE

The answers to these questions should be recorded in section _____ of the enclosed answer book. Do not answer these questions if you do not teach English.

1. What proportion of your teaching load is devoted to the teaching of foreign language(s)?

A. Less than 25%

B. 25 - 50%

C. 51 - 75%

D. More than 75%

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2. To what extent do you use materials developed by you for instruction in other subjects?

A. I use materials developed by me for instruction in other subjects

B. I use materials developed by others for instruction in other subjects

C. I use materials developed by others for instruction in other subjects

D. I do not use materials developed by others for instruction in other subjects

3. Do you use materials developed by you for instruction in other subjects?

A. Yes

B. No

4. At how many grade levels do you currently teach English?

A. 1 to 5

B. 6 to 8

C. 9 to 12

D. 1 to 12

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[Faint, mostly illegible text, possibly a list or document content]

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In questions 9-11, please choose the one statement that best describes your competence in various skills in English.

9. Listening

- A. Able to understand an oral, native speaker when he is speaking carefully on a subject
- B. Able to understand conversation of average tempo and sustained presentations including lectures, radio programs, and short films
- C. Able to understand with some difficulty even rapid standard speech including classroom discussions, radio programs, recorded plays, and full length films

10. Speaking

- A. Able to reproduce memorized utterances, to read simple passages aloud, to answer simple direct questions, and to describe simple situations so as to be understandable to a native speaker
- B. Able to carry on a conversation with a native speaker without making glaring mistakes, to summarize orally and to answer questions on the content of conversations and presentations that have been heard
- C. Able to carry on a conversation with native speech in the oral and written mode in a variety of situations including classroom presentations and classroom discussions

11. Reading

- A. Able to read simple texts such as simple prose
- B. Able to read with some difficulty with an English text, including selected materials such as selected
- C. Able to read with some difficulty with minimal use of lexical resources, including magazines and novels

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12. Writing

- A. Able to spell and write correctly sentences and short paragraphs without glaring errors
- B. Able to write directed compositions, résumés, and letters and to use varied paraphrase techniques with reasonable clarity and correctness as limited by morphology and syntax thus far studied
- C. Able to write summaries of oral discussions, compositions on topics of interest with appropriate choice of idiom without glaring mistakes in morphology and syntax

13. Pronunciation

- A. English pronunciation is very rudimentary
- B. Considerably deviant from that of a native speaker, and often understood with difficulty by a native speaker
- C. Distinguishable from that of a native speaker, but easily understood by a native speaker
- D. Almost indistinguishable from a native speaker

14. About how much time, in all, have you spend residing or studying in an English-speaking country?

- A. None
- B. Less than 3 months
- C. 3 - 6 months
- D. 6 months to one year
- E. More than one year

15. How many semesters of English have you completed at a post-secondary institution? (Note: a full academic year is here counted as equivalent to two semesters.)

- A. 0 semesters
- B. 1 or 2 semesters
- C. 3 or 4 semesters
- D. 5 or 6 semesters
- E. More than 6 semesters

16. How much of your training at a post-secondary institution was devoted to methods of teaching English (or other foreign languages)?

- A. None
- B. Very little
- C. A fair amount
- D. A great deal

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17. How many years experience have you had in foreign language teaching (any language)?

- A. Less than 2 years
- B. Between 2 and 5 years
- C. Between 5 and 10 years
- D. Between 10 and 20 years
- E. More than 20 years

18. Are you a member of _____? (National Center to enter name of major foreign language teaching association of the country)

- A. Yes
- B. No

For items 19-21, indicate to what extent you use the students' mother tongue in teaching them English at various levels.

A B C D E
 I do not teach Most of
 at this level the time Often Seldom Never

19. Beginning level (NC to specify)	A	B	C	D	E
20. Intermediate level (NC to specify)	A	B	C	D	E
21. Advanced level (NC to specify)	A	B	C	D	E

For items 22-26, you are asked to rank the skills in terms of the emphasis you think should be given to them in teaching students BEGINNING English. Indicate first the skill you think should be most emphasized, indicate second the skill you think should be next most emphasized, etc.

Skills

- A. Listening comprehension
- B. Speaking fluency
- C. Correct pronunciation
- D. Reading comprehension
- E. Ability to write in English

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22. First choice (most emphasis)
- A. Listening comprehension
 - B. Speaking fluency
 - C. Correct pronunciation
 - D. Reading comprehension
 - E. Ability to write in English
23. Second choice
- A. Listening comprehension
 - B. Speaking fluency
 - C. Correct pronunciation
 - D. Reading comprehension
 - E. Ability to write in English
24. Third choice
- A. Listening comprehension
 - B. Speaking fluency
 - C. Correct pronunciation
 - D. Reading comprehension
 - E. Ability to write in English
25. Fourth choice
- A. Listening comprehension
 - B. Speaking fluency
 - C. Correct pronunciation
 - D. Reading comprehension
 - E. Ability to write in English
26. Fifth choice (least emphasis)
- A. Listening comprehension
 - B. Speaking fluency
 - C. Correct pronunciation
 - D. Reading comprehension
 - E. Ability to write in English

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27. In what order do you introduce the spoken and written forms of English? (Indicate the statement that best applies.)
- A. The spoken form of English is learned before the written forms (reading and writing) are presented.
 - B. Spoken forms are presented generally before the corresponding written forms are presented, but the spoken and written forms of the language are learned together.
 - C. Written forms are presented generally before the corresponding spoken forms are presented, but the spoken and written forms of the language are learned together.
 - D. Reading and writing are learned before speaking and understanding are learned.
28. How do you teach grammar? (Indicate the statement that best describes your method.)
- A. The pupils learn rules of grammar formally and then apply them by translating sentences from one language to the other.
 - B. The pupils learn to speak and understand by imitating the teacher; from this, they learn to speak grammatically, just as they learn their native language.
 - C. I use a combination of inductive and deductive methods; the second language is learned by imitation and practice, after which grammar rules are explained to help in forming correct speech.
29. In teaching speaking skills, do you give greater emphasis to fluency or correct pronunciation?
- A. Fluency
 - B. Equal emphasis
 - C. Correct pronunciation

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30. How do you teach your pupils the correct pronunciation of English language sounds?

- A. By making the pupils listen carefully and imitate
- B. By giving practice in imitation, supplemented with explanations about how the sounds are made
- C. I do not give any attention to correct pronunciation

For items 31-38, indicate how often you use each of the following teaching aids (indicate for each item).

	A Hardly ever or never	B Sometimes	C Often	D Very often
31. The blackboard	A	B	C	D
32. Pictures	A	B	C	D
33. "Props", (various real objects)	A	B	C	D
34. Film strips	A	B	C	D
35. Sound movies (classroom)	A	B	C	D
36. Phonograph records	A	B	C	D
37. Tape recorder (for whole class)	A	B	C	D
38. Language laboratory (individualized tape recording)	A	B	C	D

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ACCOMPANYING NOTES

TEACHER QUESTIONNAIRE

Population of Teachers to whom Teacher Questionnaires should be given:

Population I

All classroom teachers in selected schools who are teaching students aged 10-11 or younger. In large schools, a sub-sample of this population can be taken. This sub-sample size should be at least 5 teachers per school. All selected teachers should be requested to complete the General Section of the questionnaire.

Depending on the subjects being tested in the country and the number of samples of schools being drawn (i.e., one sample for French, English and Civic Education, separate samples for each subject or some combination of this), the appropriate sections for the various subjects should be given.

Populations II and IV

Again depending on the subjects tested and the country's sampling design, the target population definition of teachers is as follows:

- French teachers: all teachers who teach French in the school
- English teachers: all teachers who teach English in the school
- Civic Education teachers: all teachers who teach Civic Education and Social Studies in any of its branches (i.e., History, Geography, Sociology, Economics and Political Science).

All teachers will complete the general section and the relevant other section(s) according to what they teach. (Note: If a country has drawn more than one sample of schools, e.g., one sample for a foreign language and another for Civic Education, then Civic Education teachers in a school not testing in Civic Education should not complete the Civic Education section. Similarly, foreign language teachers in schools testing only in Civic Education should not complete the foreign language section.)

(Please refer to the note about the definition of Civic Education in the General Notes accompanying these questionnaires.)

Q.5 This is full-time training and such phenomena as 'Referendarzeit' in Germany should be included. The term 'excluding part-repetition of courses' refers to repeating a year in a higher education course. Thus, if it has taken a teacher 4 years to complete what is normally a 3 year course this should be recorded as 3 years.

Q.10 'By general teachers' association or union is meant either regional or national association e.g., National Education Association, American Federation of Teachers, N.U.T. etc.

Q.25 The term 'printed drill material' includes both work books and other books which comprise primarily many routine exercises.

Q.36. This should be treated as an unscaled variable. National Centers should develop a set of up to ten categories which will cover the range of possible circumstances in their country. The categories should be arranged in order of their position in the academic hierarchy (if possible),

Category A will be "I have received no training at all".

Categories B,C and D should be used for institutions which do not give degrees.

Categories E, F and G should be used for institutions giving first degrees but not allowing for graduate study.

Categories H, I and J should be reserved for university type institutions.

See the General Notes for further explanation of unscaled variables.

French and English as a Foreign Language

Q.7 National Centers should fill in the name of their native language as option A.

Civic Education

All questions are international options.

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QUESTIONNAIRES

T N E

GENERAL NOTES

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1. Instructions for all questionnaires should encourage all respondents to give a response to every item. It is left to National Centers to frame the statement for their own countries. Indeed, test administrators and school co-ordinators should be asked by National Centers to ensure that all questionnaire items are completed.
2. Obviously greater freedom is permissible in the translation of questionnaire items than in test items. In some instances items will have to be completely adapted for national use. However, where an international code has been provided, it is essential that the information is obtained nationally in such a way that the international coding can be applied.
3. In the stem of most questions the word "indicate" has been used. Where the National Center has decided to use an MRC card, the stem will have to be changed to read something like "indicate by blackening in the appropriate space on the answer card". Where punch cards will be returned by a National Center, their stem should be changed to something like "indicate by circling the appropriate letter below".
4. Some questions in which the response indicates the grouping of a continuous variable, a short-hand convention using the signs \geq (less than or equal to) and $<$ (greater than) has been used. National Centers should translate these signs into appropriate words for the respondents to the questionnaires. The convention has been used for the sake of accuracy.
5. Where appropriate, national examples should be given in order to help respondents answer the questions accurately.
6. Unscaled Variables. Where it has been difficult to evolve an international scale which adequately represents different practices in participating countries, the variable has been designated as an international unscaled variable. National Centers are asked to formulate for each of these variables up to a nine-point scale which will be appropriate for use within their country and which agrees with the general outline provided in the specific accompanying notes. The purpose of this outline is to ensure a certain uniformity of categorisation between the different countries, that is, all countries should collect data on the same dimension and ordered in the same way. It is important that National Centers transmit copies of their classificatory schemes to IEA International.

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7. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as "home tasks" for the student. Students would be asked to find out the answer to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as "home tasks" include: Father's Occupation and Father's and Mother's Education.
8. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g., number of students in class, grade student is in, etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).
9. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.
10. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.
11. Wherever coding or punching schemes are being used in the coding of responses, minimum and maximum values for each variable are set forth in the international coding scheme. Where a student indicates a response which is greater than the maximum value, it is to be coded as the maximum value. Thus, if the maximum value for a certain variable is 25, a response of 30 would be coded as 25, since 25 means 25 or more.

12. The definition of Civic Education to be used within any one country will be left to each National Center to decide. This is because the content and nomenclature of Civic Education courses will vary from country to country. The definition arrived at should be sent to IEA International in Stockholm.

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