

APPENDIX B

Online Survey

INTRODUCTION

This survey is for those who teach ESL/EFL writing, those who have taught ESL/EFL writing, and those who train ESL/EFL writing teachers. The purpose is to identify how teachers respond to student errors. The survey includes some background information and 18 questions. It should only take about 10 to 15 minutes. This survey focuses on "error correction," which we define as feedback targeting grammatical or lexical errors. Please click "Finished with this page" in the lower right corner to begin the survey and to indicate your willingness to be a research subject.

RISKS/BENEFITS

Though there are no known risks, answering these questions will provide valuable insights about what teachers think are the best ways to provide error correction. You may also benefit personally as you think about your own approach to error correction.

PARTICIPATION

Involvement in this research is completely voluntary.

CONFIDENTIALITY

The survey is completely anonymous with no identifying information unless you choose to provide it.

QUESTIONS ABOUT THE RESEARCH

If you have questions regarding this study, you may contact Dr. Norman Evans at (801) 422-8472, norman_evans@byu.edu.

QUESTIONS ABOUT YOUR RIGHTS AS RESEARCH PARTICIPANTS

If you have questions regarding your rights as a participant in research projects, you may contact the IRB Administrator, A-285 ASB, Brigham Young University, Provo, UT 84602, 801-422-1461, irb@byu.edu.

BACKGROUND INFORMATION:

1. Level of education (select one in each row).

	Bachelor's Degree	Master's Degree	Doctoral Degree	Other	N/A
What is your highest level of education completed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If currently a student, which degree are you working on now?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Academic training (select all that apply).

- TESOL
 Education
 Applied Linguistics
 Writing specialty
 Other

3. Is English your native language?

- Yes
 No

4. On average, how often do you teach writing?

- Every quarter, semester, or session
 Most quarters, semesters, or sessions
 At least one class per year
 Less than once per year
 Never
 Other

5. Which best describes your current responsibilities (check all that apply).

- ESL/EFL Program Administrator
 ESL/EFL Teacher Training
 Currently Teach ESL/EFL writing
 Student Teacher/Practicum
 Not currently teaching ESL/EFL writing but have taught in the past

6. Total years of ESL/EFL language teaching (round to nearest year).

7. Total years of teaching ESL/EFL writing (round to nearest year).

8. Second language teachers often teach in a variety of contexts at any given time. Please base your responses to the remaining questions in this survey on the context in which you most often teach.

a. Typically, in what context do you teach most often?

- ESL
 EFL

b. The majority of my ESL/EFL teaching has been in which country?

c. Typically, what do you teach most often?

- Survival English
 General English
 English for Specific Purposes
 English for Academic Purposes
 Other

d. Typically, what level do you teach most often?

- Novice
 Intermediate
 Advanced
 Superior
 All ESL/EFL levels
 Native English Speakers

e. Who are your second language writing students? (select all that apply)

- Primary school age
 Secondary school age
 Adult Ed
 Intensive English Program
 Matriculated University students

PART 1: Do You Error Correct?

If you are not currently teaching writing, please respond as if you *were*:

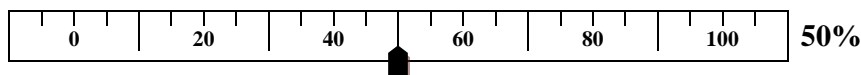
For this survey, we define "error correction" as feedback targeting grammatical or lexical errors.

1. Typically, do you provide your writing students with at least some error correction?

- Yes
 No

PART 1: Do You Error Correct?

2. Considering all the writing your students submit, how much gets error corrected? Slide the bar to indicate a percentage.

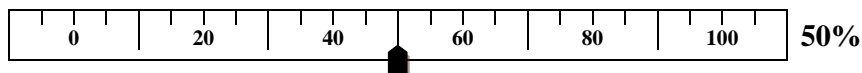


3. Error correction can range from "focused" (one or two error types) to "extensive" (many or all error types).

Which of the following best describes your typical approach to error correction?

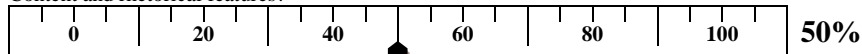
- Focused
 Mostly Focused
 50% Focused-50% Extensive
 Mostly Extensive
 Extensive

4. On average, what percent of the time you have allocated as a writing teacher is devoted to error correction? Slide the bar to indicate a percentage.

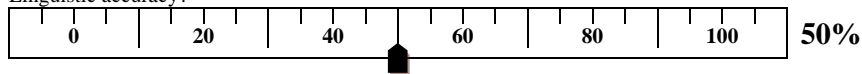


5. By the time a student submits a final draft of a writing assignment, what percentage of your time was spent on ...

Content and rhetorical features?



Linguistic accuracy?



PART 2: How Do You Error Correct?

1. What kind of error correction do you provide for your writing students? (select all that apply)

- Direct Feedback (you provide the correction)
 Indirect Feedback (you indicate the presence of an error but expect the student to make the correction)
 Global (errors that interfere with comprehensibility)
 Local (errors that do not interfere with comprehension)
 Other

2. For which drafts do you provide error correction? (select all that apply).

- First Drafts
 Intermediate drafts
 Final drafts

3. Briefly list the types of assignments that typically receive error correction.

4. What determines the nature of the error correction you provide?

- Student proficiency level
 Student expectations
 Administrative expectations
 Purpose of learning
 The particular draft (first, final etc)
 Other

5. My writing students effectively apply the error correction I provide.

- Strongly Agree
 Agree
 Somewhat Agree
 Somewhat Disagree
 Disagree
 Strongly Disagree

6. Select one category for each of the following statements

	Never	Rarely	Sometimes	Often	Always
How often do you spend writing class time discussing linguistic errors encountered in student writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For student writing for which you provide error correction, how often do you expect students to submit revisions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART : Why Do You Or Don't You Error Correct?

1. Please complete ONE of the following sentences.

Typically I DO provide error correction because . . .

Typically I DO NOT provide error correction because . . .

2. Generally, how effective is the practice of error correction on improving the overall accuracy of student writing?

Very Ineffective

Ineffective

Somewhat Ineffective

Somewhat Effective

Effective

Very Effective

3. Rank order each of the following in terms of how much they influence your error correction practices (click and drag text to adjust the order).

- | |
|--|
| 1 Ideas from research or conferences |
| 2 Ideas from your colleagues |
| 3 Academic/Educational training |
| 4 Institutional expectations |
| 5 Personal language learning experiences |
| 6 Personal teaching experiences |
| 7 Student expectations |

4. My views about error correction have changed over time.

Strongly Disagree

Disagree

Somewhat Disagree

Somewhat agree

Agree

Strongly Agree

5. Rank order each of the following in terms of what your writing students struggle with most (click and drag text to change the order).

- | |
|--|
| 1 Mechanical errors (spelling, capitalization, punctuation etc.) |
| 2 Lexical errors |
| 3 Grammatical errors |
| 4 Organizational problems (sequencing, transitions) |
| 5 Content problems |

6. Describe why you hold the views you do about the efficacy of error correction.

Are you interested in receiving a summary of our survey findings?

- Yes. Please include email.
- No.

Would you be willing to participate in some follow-up questions via email or telephone?

- Yes. Please include email.
- No.

Thank you for completing this survey. Please click the button labeled "finished with this page" in the lower right corner to submit.

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