

Iranian EFL Teachers' Beliefs and Practices on Effective Teaching: The Case of Gender and Level of Experience

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Abstract

This study was an attempt to investigate Iranian EFL teachers' beliefs about effective teaching in foreign language classrooms. More specifically, the study addressed the need for a clear understanding of the role of teaching effectiveness in EFL classrooms by looking at Iranian EFL teachers' own beliefs. To this end, 90 Iranian EFL instructors of the English language voluntarily participated in the study. A closed-ended questionnaire was employed as a prime quantitative data collection tool to investigate teachers' beliefs about effective teaching in EFL classrooms. The respondents answered the three parts of the "Effective Teacher" Questionnaire. The data analysis indicated that (a) there was no significant difference in teaching effectiveness between male and female Iranian EFL teachers, (b) there was no significant difference between experienced and novice Iranian EFL teachers' stated beliefs regarding their effective teaching, and (c) there was no significant relationship between Iranian EFL teachers' beliefs about effective teaching and their practice of effective teaching.

Keywords: Teachers' beliefs, Effective teaching, Gender, Experienced teachers, Novice teachers, Teachers' practices

1. Introduction

Research in language teaching in the last years has provided much evidence of the relationship between teacher beliefs about teaching effectiveness. Much research has indicated that teachers possess a vast array of complex beliefs about pedagogical issues including beliefs about students and classroom achievements (Borg, 1998; 2003, 2006; Burns, 1992; Shavelson & Stern, 1981). Teachers' beliefs play an important role in understanding more about teaching effectiveness and why teachers do the

things they do. Shavelson and Stern (1981) suggested that what teachers do in the classroom is governed by what they believe and these beliefs often serve to act as a filter through which instructional judgments and decisions are made.

Beliefs provide teachers with a systematic justification process with which to plan, assess, judge, decide, accept, deny or act. They can influence the way teachers decide on their teaching and dictate the approach and sometimes the success and failure of what is taught or learnt in the

classroom (Kennedy & Kennedy, 1996). Moreover, teachers' beliefs affect not only their teaching, but also filter new input, and suggest significant implications for the implementation of educational innovations and teacher development (Mohamed, 2006). Phipps and Borg (2009), in their review of literature on teachers' beliefs both in general education and specifically in relation to language teaching, cite that teachers' beliefs about teaching and learning, (a) may be negatively or positively influenced by teachers' previous experiences as learners and are well formed by the time they enter university (Pajares, 1992), (b) greatly influence teachers' pedagogical decisions (Johnson, 1994), (c) may be more powerful in effecting teachers' action in the classroom (Kagan, 1992) and (d) can influence and be influenced by practices (Richardson, 1996).

Inevitably, understanding teachers' perceptions and beliefs is important because teachers are heavily involved in various teaching and learning processes (Jia, Eslami & Burlbaw, 2006). Findings from research on teachers' perceptions and beliefs indicate that these perceptions and beliefs not only have considerable influence on their teaching effectiveness but also are related to their students' achievement. Recently, researchers have paid more attention to the study of teachers' belief about teaching, learning, and the impact it has on effective teaching, and learning outcomes (Shavelson & Stern, 1981; Burns, 1992; Fang, 1996; Richardson, 1996; Kagan, 1992). Borg (2003) argues that teachers' beliefs are derived from their prior experiences, school practices, reading, their individual personalities, and a number of other sources.

Studies conducted throughout the world show that one of the key factors to help effective teaching is the discussion of teachers' beliefs (Jia, Eslami & Burlbaw, 2006); therefore, it is necessary to investigate the effect of attitudes and beliefs of EFL teachers on effective teaching in the foreign language classrooms. The heart of language

instruction is the ability to teach students to communicate. This can only be possible when teachers themselves have a high level of proficiency in the target language and keep strengthening their proficiency so as to be able to reinforce effective implementation of the English Language teaching (Imants & De Brabander, 1996; Johnson, 1992). Results of the present study would contribute to new insights regarding EFL teaching curricula, specifically with regard to teachers' effectiveness in EFL Persian context. Moreover, the current conducted research seems to be important in the sense that beliefs and reflecting teachers in educational settings are central to English language teaching because without these, it would be difficult for teachers to express their own ideas as it is expected.

This study thus aimed to reveal Iranian foreign language teachers' beliefs about effective teaching that influenced student learning outcomes. In fact, relatively few studies specifically investigated L2 teachers' beliefs and perceptions of effective teaching in EFL classrooms (Freeman & Freeman, 1994; Freeman & Johnson, 1998); as such, this work aimed to gain a deeper understanding of the ways in which teachers' cognition and beliefs are related to the academic achievement of the students.

2. Literature Review

Teachers' beliefs received much attention in the literature during the early 1950's and early 1970's, and, more recently, they have resurfaced as a key to understanding what motivates teachers' effectiveness (Borg, 2006). Among other terms, Borg (2006) groups attitudes, beliefs, and perceptions as a set of mental constructs that describe the structure and content of mental states thought to drive teaching effectiveness.

There is a close relationship between beliefs and teachers' effectiveness on the part of both teachers and students (Williams & Burden, 1997). In fact, Williams and Burden, (1997) claim that teachers'

effectiveness are highly influenced by their beliefs and assert that one of the many facets that teachers bring to the teaching-learning process is a view of what education is all about, and this belief, whether implicit or explicit, will influence their actions in the classroom” (pp. 48-49).

A substantial body of research suggests that teachers’ beliefs about teaching and learning affect their teaching effectiveness (Fang, 1996; Kagan, 1992; Thompson, 1992). Findings from some recent studies (e.g., Kagathala, 2002; Mansour, 2009) illustrated that relationships between teacher beliefs and effective teaching were complex. Results suggest that researchers should question their common assumptions because several factors are believed to contribute to the complexity of these relationships.

Teacher beliefs constitute one of the dimensions of teacher cognition, an inclusive concept for the complexity of teachers’ mental lives (Borg, 2003) which has become a well-established area of analysis in second language (L2) teaching and learning. In particular, teacher cognition refers to the unobservable cognitive dimension of teaching what teachers know, believe, and think (Borg, 2003). Knowledge about teaching may be influenced by personal experience (personal, educational, and social background); experience with schooling and instruction; and experience with formal and pedagogic knowledge (Connelly et al., 1997). Recent studies have suggested that teacher and learner beliefs about second language instruction have a significant influence on language teaching and learning process and, consequently, on students’ achievements. It has been argued that teachers are the most powerful agents for modifying classroom achievement (Wright, Horn, & Sanders, 1997). In fact, it has been claimed that “The only way to realize reform and pay attention to the new standards is by altering the way in which teachers think about teaching” (Glisan, 1996, p. 57). Thus the current study aimed

at probing into teachers’ beliefs and practices regarding teaching effectiveness, and strived to answer the following questions.

3. Research Questions

This study is guided by the following research questions:

1. Is there a significant difference in teaching effectiveness between male and female Iranian EFL teachers?
2. Is there a significant difference between experienced and novice Iranian EFL teachers’ stated beliefs regarding their effective teaching?
3. Is there a significant relationship between Iranian EFL teachers’ beliefs about effective teaching and their practice of effective teaching?

4. Research Methodology

4.1. Participants

This study was conducted at different language institutes in two cities of Tehran and Isfahan. The participants in the present study were 90 Iranian EFL instructors of the English language. Forty-three respondents were males (47.7%) and 47 of them were females (52.2%). The participants were also divided into two groups based on their teaching experience (novice and experienced teachers). Teachers who stated teaching experience of less than one year to 3 years were considered as novice teachers (45.5%), and the ones who stated 3 years to more than 10 years were considered experienced teachers (54.4%). Since most teachers preferred not to cooperate for different reasons, the researchers had to choose the participants who were willing to participate in the study and could not choose them randomly.

4.2. Instrument

Questionnaires are usually viewed as a suitable data collection tool for quantitative research (e.g., Dornyei, 2003, 2007). Closed-ended questionnaires are often employed as a prime quantitative data collection tool to “evaluate factual, detailed, rich and reliable outcome data that are usually generalizable

to some larger population" (Swanson, Watkins, & Marsick, 1997, p.99). Furthermore, to design the format of the questionnaire, the guidelines provided by Dornyei (2003, 2007), Birjandi & Mosallanejad (2010), and Brace (2004) were used.

Administering proper questionnaires among the participants is one of the most reliable methods in descriptive research (Sleiger & Shohamy, 1989). After scrutinizing the teachers' beliefs regarding effective teaching and consulting the experts, the researchers utilized a questionnaire adapted from Reber (2001). The researchers realized that Reber's (2001) instrument which used Likert-type questions, resulted from thorough and extensive research regarding effective L2 teaching and concerns teachers' beliefs about effective language teaching. Therefore, the teachers' beliefs were rated using a 40-item questionnaire which was the combination of three types of questionnaires: a 13-item *Teacher Information Questionnaire*, a 14-item *Effective Teacher Questionnaire* and a 13-item *Evaluation Questionnaire*.

Using Cronbach's alpha, the internal consistency (reliability) of the questionnaire was estimated. In the current study, the Cronbach alpha coefficient was 0.76. The reliability observed here indicated that the instrument enjoyed reasonable reliability estimate and was therefore appropriate for the purpose of the study.

Regarding validity, the questionnaire was examined by 5 faculty members in the department of English at Allameh Tabataba'i University and Tehran University. The experts suggested that the years of teaching experience should be included in the "Teacher Information" questionnaire. Also, some of the items were modified based on their suggestions.

4.3. Procedures

The researchers distributed the copies of the questionnaire among 180 teachers. The method of distribution of the questionnaire in the study was both direct (i.e., the questionnaire

was given directly to the respondents) and indirect (i.e. the questionnaire was emailed to the participants). The hard copy format of the questionnaire was administered to 73 Iranian EFL teachers in private English language institutes in two cities of Tehran and Isfahan. However, the total number of the questionnaires that was received did not exceed 62. In addition, around 100 questionnaires were sent to the academic institutions whose email addresses were obtained through different sources. Overall, the total number of the received questionnaires through email did not go beyond 28.

4.4. Scoring Procedures

As for the scoring of "*Effective Teacher Questionnaire*", the Likert-type items was given numerical values i.e. strongly disagree=1, disagree=2, agree=3, and strongly agree=4. Furthermore, items 2 and 3 in the "*Effective Teacher Questionnaire*" were reverse coded before doing the data analysis because wording of these items were reversed to help prevent response bias.

In scoring the "*Evaluation Questionnaire*" the first column offered a 4-point Likert-scale that was given quantitative values, from left to right, frequently=4, sometimes=3, rarely=2, never=1; and the second column was a 5-point Likert scale made up of very effective=5, effective=4, limited effectiveness=3, ineffective=2; and not applicable=1. The data were then analyzed using SPSS software version 21 for windows.

5. Results

5.1. The First Research Question

The first research question was "Is there a significant difference in teaching effectiveness between male and female Iranian EFL teachers?"

To analyze first research question, descriptive statistics and *t* test results for males and females on teaching effectiveness were applied on the data obtained from 13-item *Evaluation Questionnaire*.

5.1.1. The How Often Section

Table 1. *Descriptive statistics of Males and Females on Teaching Effectiveness (How Often)*

	Gender	N	Mean	Std. Deviation
Teaching Effectiveness (how often)	male	43	40.62	5.74
	female	47	40.89	4.92

Table 2. *T Test Results for Males and Females on Teaching Effectiveness (How Often)*

	Levene's Test for Equality of Variances		t test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	.109	.742	-.236	88	.81	-.26
Equal variances not assumed			-.235	83.12	.81	-.26

Tables 1 and 2 show that there was no significant difference in scores for males ($M= 40.62$, $SD= 5.74$) and females ($M=40.89$, $SD=4.92$), since the Sig

(2-tailed) value for the equality of the means was .81 which is larger than .05 ($P>0.05$).

5.1.2. The How Effective Section

Table 3. *Descriptive Statistics of Males and Females on Teaching Effectiveness (How Effective)*

	Gender	N	Mean	Std. Deviation
Teaching Effectiveness (how effective)	male	43	52.76	7.91
	female	47	53.46	7.15

Table 4. *T Test Results for Males and Females on Teaching Effectiveness (How Effective)*

	Levene's Test for Equality of Variances		ttest for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	.096	.757	-.441	88	.66	-.70
Equal variances not assumed			-.439	84.93	.66	-.70

Table 4 shows the result of the independent samples *t*test for comparing male and female Iranian EFL teachers on how effective the teaching behavior was performed indicating that there was no significant difference between males ($M=52.67$, $SD=7.91$) and females ($M=53.46$, $SD=7.15$), since the Sig. (2-tailed) value for the equality of means ($p=.66$) was larger than .05 ($P>.05$).

5.2. The Second Research Question

The second research question was "Is there any significant difference between experienced and novice Iranian EFL teachers' stated beliefs regarding their effective teaching?"

The second research question was addressed using descriptive statistics and *t*test performed for novice and experienced teachers on effective teaching beliefs.

Table 5. Descriptive statistics of Novice and Experienced Teachers on Effective Teaching Beliefs

	Experience	N	Mean	Std. Deviation
Effective Teaching Belief	novice	41	41.67	4.78
	experienced	49	41.91	4.88

Table 6. Test Results for Novice and Experienced Teachers on Effective Teaching Beliefs

	Levene's Test for Equality of Variances		<i>t</i> test for Equality of Means			
	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i> (2- tailed)	Mean Difference
Equal variances assumed	.529	.469	-.236	87	.81	-.24
Equal variances not assumed			-.237	84.09	.81	-.24

An independent samples *t*test was run to find if there was a significant difference between novice ($M=41.67$, $SD=4.78$) and experienced ($M=41.91$, $SD=4.88$) EFL teachers' beliefs regarding the effective teaching. The *t*test for the equality of means result ($P=0.81$) indicated no significant difference between novice and experienced teachers at the level .05 ($P>0.05$).

5.3. The Third Research Question

The third research question was "Is there a significant relationship between Iranian EFL teachers' beliefs about effective teaching and their practice of effective teaching?"

To address the third research question, Pearson correlation for teaching effectiveness and effective teaching belief was conducted on the data gathered from 14-item *Effective Teacher Questionnaire* and 13-item *Evaluation Questionnaire*.

As observed, the relationship between teaching effectiveness and the effective teaching beliefs was investigated using Pearson correlation coefficient. As indicated in Table 7, there was no relationship between teaching effectiveness and the effective teaching belief ($r = .07$).

Table 7. *Pearson Correlation of Teaching Effectiveness and Effective Teaching Belief*

		Teaching Effectiveness	Effective Teaching Belief
Teaching Effectiveness	Pearson Correlation	1	.075
	Sig. (2-tailed)		.484
	N	90	90
Effective Teaching Belief	Pearson Correlation	.075	1
	Sig. (2-tailed)	.484	
	N	90	90

6. Discussion

6.1. To Address the First Null Hypothesis

The first null hypothesis, “There is no significant difference in teaching effectiveness between male and female Iranian EFL teachers” was confirmed.

The findings of the present study correspond to the studies conducted by Singh (1987), who showed that there was no significant difference in male and female teachers in their teacher effectiveness. Further, Krishnan and Singh (1994) concluded that main effect of the sex of the teacher on teacher effectiveness was not significant. Recent years have produced many studies about the relationship between teachers’ effectiveness and gender exhibiting mixed results. There are several reports corroborating our findings that, overall, gender has no influence on effectiveness of teachers (Kagathala, 2002; Sridhar & Badiel, 2007). Roul (2007) has also reported that sex of the teacher does not affect the teacher effectiveness. Kalra (2010), Riti (2010) and Sodhi (2010) have also found that there was no significant difference between male and female teachers in their teacher effectiveness.

6.2. To Address the Second Null Hypothesis

The second null hypothesis, “There is no significant difference between experienced

and novice Iranian EFL teachers’ stated beliefs regarding their effective teaching” was also confirmed.

These results corroborated those of Pandey and Maikhuri (1999) and Rajammal and Muthumanickam (2012). Pandey and Maikhuri (1999) explored the attitude of effective and ineffective teachers towards teaching effectiveness. The major findings included (a) there was no significant difference between effective teachers having high or low experience in terms of their attitude towards their effective teaching, and (b) age of effective teachers was not a differentiating factor in their attitude towards teaching effectiveness. Moreover, Rajammal and Muthumanickam (2012) examined the teacher effectiveness of novice and experienced English language teachers in Chennai and Thiruvallur districts. Their results indicated that teachers significantly do not differ in teacher effectiveness in respect of marital status, age, type of management, and years of experience.

Accordingly, it can be argued that the findings of the present study support the results of the previous studies (Penrose, Perry & Ball, 2007; Yan, 2008) which also contented that among the factors influencing teacher effectiveness, experience does not seem to play any significant role.

6.3. To Address the Third Null Hypothesis

The third null hypothesis which stated "There is no significant relationship between Iranian EFL teachers' beliefs about effective teaching and their practice of effective teaching" was confirmed.

These results corroborated those of Gencer and Cakiroglu (2007). These findings were also in line with the findings of Woolfolk Hoy and Burke Spero (2000) while in discordance with those of Bandura (1982).

Accordingly, it can be argued that the findings of the present study are in line with recent empirical research that shown what teachers do in classroom is not always consistent with what they should do, or can, be done (Ansari, 2003; Borg, 2003, 2006; Fang, 1996; Gencer & Cakiroglu, 2007; Woolfolk Hoy & Burke Spero, 2000).

A number of factors have been suggested to explain the inconsistencies between the way teachers perceive things and the way they act such as contextual constraints, conflicting beliefs and conflict between beliefs and skills. Rezaian (2001) also found this inconsistency between efficacy and practice in teaching English in classrooms. The reason can be rooted in situational constraints that even though teachers have the knowledge, positive attitude and self-efficacy toward teacher effectiveness but in practice they cannot do what they preach in their classrooms because of problems in the educational system.

7. Conclusions

This study arrived at some major conclusions which are presented below. First, the results of this study revealed that there was not a statistically significant difference in scores for Iranian EFL males and females regarding their gender, i.e. although there were some differences between the performances of male vs. female Iranian EFL teachers on the "Effective teacher" Questionnaire, such differences were not statistically significant. In fact, both male and female teachers showed the same

effective teaching beliefs based on the findings of the current investigation.

The second conclusion was that the more experienced teachers did not outperform their novice counterparts in their teaching effectiveness. It was found that there was no significant difference between novice and experienced teachers' beliefs regarding their effective teaching in EFL classrooms.

The third major conclusion of the current investigation was that there was no relationship between Iranian EFL teachers' beliefs about effective teaching and their practice of effective teaching. As discussed in the previous chapter, there is not a factor underlying both these two variables which leads to more successful teaching in EFL classroom. However, we cannot make any causal relationships between these two factors, namely we cannot claim that more effective teaching beliefs leads to better and effective teaching English language or vice versa. The conclusion we can make is that these two factors are not strongly correlated and high levels of effective teaching beliefs may not lead to better use of teaching effectiveness by Iranian EFL teachers. Of course, this conclusion is only reported by this study in Iranian EFL context. In order to increase the generalizability of this conclusion more robust, comprehensive, and complex studies should be launched to reconsider this under-researched issue.

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Appendix A

Teacher Information Questionnaire

Demographic information:

1-What is your gender?

Male Fe-male

2-What is your age?

19-25 26-30 31-35 36-40 40+

3. As a child, did you frequently hear the language you teach?

Yes No

4-As a child, did you frequently speak the language you teach?

Yes No

5-Which term best defines your language proficiency in the language you teach?

Adequate Good excellent
Near-native Native speaker

6- How long have you lived abroad consecutively in a country where the language of this class is spoken?

Never 1-3 weeks 1-6months
7months, 1 year More than a year

7- In which country were you born?

(Please specify: _____)

8- Where do you currently live?

(Please specify: _____)

9- What is the highest level of education you completed?

- Associate degree (for example: AA, AS)
- Bachelor's degree (for example: BA, AB, BS)
- Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA)
- Doctorate degree (for example: PhD, EdD)

Previous Language Teaching Experience:

10-How would you describe your current employment status?

- Employed full time
- Employed part time

- Unemployed / Looking for work
- Retired

11-Overall, how many years have you been teaching language-related courses?

Less than 1 year 1-2yrs. 3-6yrs.
6-10yrs. morethan10yrs.

Current Teaching responsibilities:

12-Have you taught the class you are currently teaching before?

Yes No

13- If yes. How many times?

1 2-3 4+

Appendix B

Effective Teacher Questionnaire

Dear instructor,

Please reflect on your personal beliefs regarding what characterizes effective foreign language teaching. Would you please read each statement carefully and indicate to what extent you agree or disagree by bubbling in the acronym that best describes your opinion. Then mark your answer in the relevant box in front of the statements using the following four-point scale. There is no right or wrong answers, just those that are right for you; your sincere, personal responses will guarantee the success of the study. Thank You!

SA = STRONGLY AGR EE	A = AGREE
D= DISAGREE	SD= STRONGLY DISAGREE

Effective foreign language teachers should...

1-frequently use computer-based technologies (Internet, CD-ROM, email) in teaching the language.

STRONGLY AGR EE AGREE DISAGREE
STRONGLY DISAGREE

SA A
D SD

2-base at least some part of students' grades on completion of assigned group tasks.

SA A
D SD

3-require students to use the language outside of class with other speakers of the language (e.g. internet, Email, clubs, community events, etc.)

SA A D SD

4-not correct students immediately after they make mistake in speaking.

SA A D SD

5-allow students respond to test questions in listening and reading via English.

SA A D SD

6-only correct students indirectly when they produce oral errors instead of directly, e.g. correctly repeating back to them rather than directly stating that they are incorrect.

SA A D SD

7-have students respond to commands physically in the foreign language (e.g. "standup," "pick up your book." etc.).

SA A D SD

8-mostly use activities that practice specific grammar points rather than activities whose goal is to merely exchange information.

SA A D SD

9-ask students to begin speaking the foreign language only when they feel they are ready to.

SA A D SD

10-speak the foreign language with native like control of both grammar and accent.

SA A D SD

11-teach grammar by giving examples of grammatical structures before explaining the grammar rules.

SA A D SD

12-use predominantly real- life materials (e.g. music, pictures, foods, clothing) in teaching English language rather than the textbook.

SA A D SD

13-not simplify or alter how they speak so that students can understand every word being said.

SA A D SD

14-base at least some part of students 'grades on their ability to interact with classmates successfully in the foreign language.

SA A D SD

Appendix C Evaluation Questionnaire

Language Teaching Observation & Evaluation

Instructions: In reflecting on your current teaching in your class (es) of the same level during this semester, please carefully indicate: 1) how often you perform each teaching behavior in your class and 2) when you do perform a behavior, how effectively you perform it to aid your students in their personal language learning. If you "Never" perform a certain behavior then please mark "NA." Your sincere, personal responses will guarantee the success of the study; therefore, there is no right or wrong answers.

How often?			
F=Freq uently	S=Som etimes	R=R arely	N=N ever

How effective?				
VE=Very effective	E=Effective	LE=Limited effectiveness	IE=Ineffective	NA=Not applicable

As a foreign language teacher in my current class (es) of the same level...

1- use computer-based technologies other than word processing (e.g., internet, CD-ROM, email) in teaching the language.

- Frequently Sometimes Rarely
 Never Very effective
 Effective Limited effectiveness
 Ineffective Not applicable

2- provide opportunities for students to use the language outside of class with other speakers of the language (e.g. Internet, email, clubs, community events, etc.).

- Frequently Sometimes Rarely
 Never Very effective
 Effective Limited effectiveness
 Ineffective Not applicable

3-correct students directly when they make oral mistakes (e.g. by specifically stating that a certain structure they have used is incorrect).

- Frequently Sometimes Rarely
 Never Very effective
 Effective Limited effectiveness
 Ineffective Not applicable

4-have students complete tasks with a real life purpose in the foreign language (e.g. planning a vacation using the internet or travel brochures).

- Frequently Sometimes Rarely
 Never Very effective
 Limited effectiveness Effective
 Ineffective Not applicable

5-correct students indirectly when they make oral errors (e.g. by correctly repeating back to them. Pausing after the error, asking them to repeat what they said, etc.).

- Frequently Sometimes
 Rarely Never Very effective
 Effective Limited effectiveness
 Ineffective Not applicable

6-encourage students to speak the foreign language within the classroom with others.

- Frequently Sometimes Rarely

- Never Very effective
 Effective Limited effectiveness
 Ineffective Not applicable

7-use small-group work to complete in-class activities in the foreign language.

- Frequently Sometimes
 Rarely Never Very effective
 effective
 Effective Limited effectiveness
 Ineffective Not applicable

8-use activities whose goal is to exchange information rather than practicing specific grammar points (e.g., talking about an individual's daily activities vs. conjugating verbs in table form).

- Frequently Sometimes Rarely
 Never Very effective
 Effective Limited effectiveness
 Ineffective Not applicable

9-present lessons that emphasize particular grammar aspects by illustrating how the structure is used in a real world context (e.g., the future tense in setting goals or New Year's resolutions).

- Frequently Sometimes Rarely
 Never Very effective Effective
 Limited effectiveness Ineffective
 Not applicable

10-use real life materials (e.g. music. pictures. Food. clothing) in the foreign language classroom.

- Frequently Sometimes Rarely
 Never Very effective
 Effective Limited effectiveness
 Ineffective Not applicable

11-alter how I speak so that students can understand what is being said.

- Frequently Sometimes Rarely
 Never Very effective
 Effective Limited effectiveness
 Ineffective Not applicable

12-use activities where students have to find out information from classmates using the foreign language.

Frequently Sometimes Rarely

Never Very effective
Effective Limited effectiveness
Ineffective Not applicable

13-grade activities where students must interact with classmates in the foreign language (e.g. in pairs or small groups to complete role plays, dialogues, presentations, etc.).

Frequently Sometimes Rarely

Never Very effective
Effective Limited effectiveness
Ineffective Not applicable