

Centre for English Language Studies
Postgraduate programmes, Open Distance Learning
MA TEFL/TESL ODL

Investigating beliefs about SLA in a private Japanese language school.

Matthew Cockayne

June, 2010

Module 2

SLA/09/10

Conduct a survey among your colleagues and / or students to investigate their beliefs about how a foreign / second language is acquired. Compare their beliefs with theories and research findings reported in the literature, and discuss the implications of any discrepancies you find.

Contents

- 1. Introduction**
- 2. The benefits of conducting a survey on SLA beliefs**
- 3. SLA theories in the literature**
 - 3.1 The student centered classroom*
 - 3.2 Grammatical instruction and learning*
 - 3.3 The zone of proximal development*
- 4. The teaching and learning context**
- 5. The survey**
- 6. Analysis**
- 7. Implications**
- 8. Conclusions**
- 9. References**
- 10. Appendixes**

1. Introduction

In this paper, I will investigate teacher and student beliefs within a number of areas of SLA by conducting a survey. The data collected from the survey will then be compared with theories found in the SLA literature. Finally, this paper will look at how the data generated by a survey on SLA beliefs can be used to shape future teacher training in a large *eikaiwa*, or private Japanese language school.

2. The benefits of conducting a survey on SLA beliefs

Horwitz (1985) outlined the benefits of research into trainee teachers' beliefs about second language acquisition (SLA). Firstly, the surveys themselves 'challenge' the trainee's opinions (Horwitz, 1985, p. 334). Secondly, the data from the surveys can act as 'an advance organizer for subsequent course material' (Horwitz, 1985, p. 335), allowing the teacher trainers to select areas to focus on in training. Thirdly, the teacher trainer's presentation of the training sessions can benefit from the data collected in the surveys. Horwitz (1985) gives the example scenario of a group of trainees whose responses to the survey reflected a strong belief in 'drill work and correct application of grammatical patterns', therefore requiring attention in training to the benefits of more communicative practices (p. 335).

Bernat and Gvozdenko (2005) promote research into student beliefs as these can be used to design syllabi and also affect teaching practices. However, changing student beliefs may be problematic. Bernat and Gvozdenko (2005, p. 12) cite Weinstein (1994), stating that students may be 'resistant to change'. This paper will focus on the benefits of research into SLA beliefs can bring to teacher training.

3. SLA theories in the literature

In this section, I will give a brief overview of some of the theories reported in the SLA literature which I chose to investigate in the survey. These theories were chosen for investigation because of the degree to which they fulfilled one or more of the following criteria:

1. The theories were highly relevant to the needs of the institution for which I work.
2. The theories were relevant to my position within the institution.
3. I expected to find discrepancies between the theories and research findings reported in the literature and the beliefs reflected in the survey data.
4. Discrepancies between the theories and research findings in the literature and teacher and student beliefs could lead to changes in the institution that I could realistically expect to be able to implement considering my position within the institution.

3.1 The student centered classroom

There is evidence to support the argument that the language classroom should be student-centered. A study conducted by Slimani (1992), found that students learned more language from student initiated topics than from teacher initiated topics (Nunan, 1992, 1999). Thornbury (1996) extols the benefits of a classroom in which student initiated interaction takes place due to the increased student 'ownership' of the classroom discourse.

Kumaravadivelu (1993, 1994) also supports a learning environment rich in student

initiated interaction, suggesting that communicative language learning is a joint effort between the language learners and the teacher, who should capitalize on the highly meaningful learning opportunities generated by the students.

Krashen (1982, 1985) proposes that language is only acquired through exposure to language at a slightly higher level than that of the student's current level of competence, or $i + 1$ (Dunn & Lantolf, 1998). However, this concept is dependent on the existence of a fixed, linear sequence of language items that learners acquire, and such a sequence of progression is yet to be established, if it exists at all. The concept of language learning as an infinitely complex dynamic system as described by de Bot, Lowie, and Verspoor (2005) is not dependent on the existence of a linear order of acquisition, and may therefore provide a more useful model of language learning.

Swain (1985) purports that a contributory factor in language learning takes place when students produce language and interact with one another in an attempt to achieve a communicative goal. These concepts, she terms *comprehensible output* and *negotiation of meaning* respectively (Hedge, 2000, p. 13). According to Swain (1985), students learn by formulating hypotheses about the target language, and then test them out by producing them in interaction with other students or the teacher, a proposition supported by Ohta (2001). This is comprehensible output. Negotiation of meaning occurs when students use all their available communication strategies in order to make themselves understood (Nunan, 1999). Such strategies include 'confirmation checks', 'comprehension checks', and 'clarification requests' (Goldstein & Conrad, 1990, p. 448; Nunan, 1999, p. 331). Practice in student – student negotiation of meaning helps build

the skills necessary for effective communication, such as rephrasing, or speaking more slowly (Hedge, 2000).

The main positions on grammatical instruction that this paper will investigate are summarized in Table 1 below.

Position	Literary reference
students should actively initiate interaction and topicalization	Slimani (1992)
students should produce a very large proportion of the classroom language	Swain (1985)
student – student interaction is of high value	Swain (1985)
the teacher should exploit learning opportunities as they arise	Kumaravadivelu (1993, 1994)

Table 1: The main positions on student-centeredness investigated in this paper

3.2 Grammatical instruction and learning

There is much debate in the literature regarding the role of grammatical instruction in language learning. The necessity of grammatical instruction itself is even called into question, with Krashen (1981) claiming that grammar instruction does not lead to acquisition. Krashen (2000) cites the case of a learner of Hebrew who achieved near native level ability with no formal instruction whatsoever, be it grammatical or otherwise. Ellis (2006), however, citing Long (1983), argues that learners who receive instruction tend to develop greater grammatical competence than those who do not.

Chaiklin states that, ‘A greater number of maturing functions gives a child better opportunities to benefit from school instruction’ (2002, p. 56). This suggests that grammatical instruction is of value because the raising of awareness by means of

intensive instruction primes students to notice grammatical features in future input and extensive focus on form is of particular value as the number of structures under development in the student's language system is kept to a maximum.

If one is to take the position that some grammatical instruction is beneficial, one is then faced with several questions regarding how this should be done. Ellis poses the question, 'Should grammar instruction be intensive (e.g., cover a single grammatical structure in a lesson) or extensive (e.g., cover many grammatical structures in a lesson)' (2006, p. 84). This brings us into the *focus on form* versus *focus on forms* debate.

Kumaravadivelu promotes the teacher's utilization of 'learning opportunities created by the learners' (1993, p. 13), which may imply that grammar be taught on an *incidental* (Ellis, R., 2006, p. 100) basis. This would involve grammar being taught as the need arises from meaning focused, task based activities, rather than on a pre-emptive, *planned* basis (Ellis, R. et al., 2002). This incidental type of grammar instruction is what Ellis refers to as *focus on form* (2006, p. 100; de Bot, et al, 2005, p. 84).

Others would argue for a *focus on forms* (Ellis, R., 2006, p. 100; de Bot, et al, 2005, p. 84) as part of a fixed syllabus with discrete target structures assigned as the objectives of any given lesson. Focus on forms tends to be *intensive* in nature (i.e. one structure is taught per lesson), with form itself forming the primary focus of the instruction (Ellis, R. et al., 2002). Focus on form, meanwhile, may be *extensive* (i.e. several forms are dealt with in any given lesson), and the primary focus is on meaning (Ellis, R. et al., 2002). Ellis (2006) provides an interesting analogy of intensive and extensive grammatical

instruction: 'It is the difference between shooting a pistol repeatedly at the same target and firing a shotgun to spray pellets at a variety of targets' (p. 93).

Due to the complexity of the process of grammatical acquisition 'a variety of approaches' is advantageous (Ellis, 2006, p. 103). It is therefore important for the language teacher to be aware of the options available, and to utilize both intensive focus on forms and extensive focus on form.

De Bot, et al (2005), citing Norris and Ortega (2000), add support to the focus on form argument, suggesting that incidental error correction from the teacher has the advantage of teaching the grammatical points that the individual student needs:

The fact that brief reactive interventions seemed to have the most positive effect is in accordance with what one might expect in a Vygotskian zone of ZPD [*sic*]. Brief interactive interventions are individualized and react to what an individual produces at a particular moment. (de Bot, et al, 2005, p. 84).

If the teacher is to correct student errors, the questions of which errors to correct and how to correct them must be addressed. As the following section on the Vygotskian zone of proximal development (ZPD) deals with how errors can be corrected, let us firstly address the question of what is to be corrected.

During the postwar period, when audiolingualism was dominant in language teaching methodology (de Bot, et al, 2005), it was widely believed that all student errors should be corrected. Brooks (1960), cited by Ellis (2006, p. 90) claims that, 'error like sin needs to be avoided at all costs'. This is because audiolingualism was based on a

behaviorist approach to language learning, i.e. *habit formation*, or Pavlovian *conditioning* (de Bot, et al, 2005, p. 28). It was believed that if students were allowed to make mistakes, these would become fossilized errors. However, more modern approaches to language learning, such as the dynamic systems theory approach supported by de Bot, et al. (2005), view language learning as being more fluid, with grammatical accuracy for any given item undergoing periods of instability, or *variance* (de Bot, et al., 2005, pp. 20 – 21) as development takes place. Along with the impracticality of correcting all student errors, de Bot et al’s view of the student’s developing language system suggests that the language teacher may have to make decisions on which errors to correct.

Krashen (1982) suggests that the teacher should only attempt to teach simple grammatical points. However, the *markedness* (Ellis, R., 2006, p. 89) of the grammatical feature may be of greater benefit to the students. Ellis (2006), making reference to Richards, Platt and Weber (1985), describes markedness as a means of grading grammatical structures in terms of frequency of occurrence, naturalness, or deviance from the norm. As students are more likely to encounter grammatical structures that occur frequently, such structures should take priority.

The implications of the theories found in the literature which best suit my teaching situation are summarized in Table 2 below.

Position	Literary reference
some grammatical instruction is beneficial to second language learning	Long (1983)
there does not exist a single type of grammatical	Ellis (2006)

instruction which is superior to all others in all pedagogic situations	
both focus on forms and focus on form have their merits but incidental, extensive focus on form in the form of error correction is of special value	de Bot, et al (2005); Ellis (2006)
structures which occur more frequently should be given priority over less common structures when the teacher makes decisions on what grammar to teach, and therefore which errors to correct	Ellis (2006)

Table 2: The main positions on grammatical instruction investigated in this paper

3.3 The zone of proximal development

Vygotsky's concept of a *zone of proximal development* (ZPD) has a number of implications for language teaching, including error correction. Dunn and Lantolf (1998, p. 415) cite Vygotsky (1978) when summarizing the concept of the ZPD as, 'the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers' (Vygotsky, 1978, p. 86). When a student is given the support necessary to complete a task that she or he would be incapable of without assistance, then a ZPD is formed. Once the student is able to complete the task on his or her own without assistance, then the ZPD is said to be *distanced* and development has occurred (de Boer – personal conversation, 2010). This is the goal of a ZPD driven classroom, where the focus is on the process and the development rather than on the syllabus (de Boer – personal conversation, 2010).

Aljaafreh and Lantolf (1994) provide a framework for collaborative correction of errors in students' written work, taking place in one-on-one tutorials. The framework consists

of a scale of thirteen graded actions numbered 0 – 12. 0 on the scale involves the student locating and correcting all of the errors without the tutor being involved: the student locates and corrects the errors prior to the tutorial. 1 on the scale represents the most implicit form of intervention from the tutor, with the student locating and correcting errors without direct assistance from the tutor but with the tutor present and available for consultation, thus creating a *collaborative frame* (Aljaafreh and Lantolf, 1994, p. 471). Numbers 2 through 12 on the scale represent a gradual increase in explicitness of the tutor’s involvement, as seen in Figure 1.

0. Tutor asks the learner to read, find errors, and correct them independently, prior to the tutorial.
1. Construction of a “collaborative frame” prompted by the presence of the tutor as a potential dialogic partner.
2. Prompted or focused reading of the sentence that contains the error by the learner or the tutor.
3. Tutor indicates that something may be wrong in a segment (e.g., sentence, clause, line) – “Is there anything wrong in this sentence?” [*sic*]
4. Tutor rejects unsuccessful attempts at recognizing the error.
5. Tutor narrows down the location of the error (e.g., tutor repeats or points to the specific segment which contains the error).
6. Tutor indicates the nature of the error, but does not identify the error (e.g., “There is something wrong with the tense marking here”).
7. Tutor identifies the error (“You can’t use an auxiliary here”).
8. Tutor rejects learner’s unsuccessful attempts at correcting the error.
9. Tutor provides clues to help the learner arrive at the correct form (e.g., “It is not really past but some thing that is still going on”).
10. Tutor provides the correct form.
11. Tutor provides some explanation for use of the correct form.
12. Tutor provides examples of the correct pattern when other forms of help fail to produce an appropriate responsive action.

Figure 1: Regulatory scale – implicit (strategic) to explicit

Aljaafreh and Lantolf (1994, p. 471).

The scale acts as a guide for the tutor to provide the most implicit level of teacher intervention, or *scaffolding* (Wood 2001, p. 280), possible to direct the student towards self-correction. Any language teacher can create a similar protocol for corrective feedback according to the individual pedagogic situation and use it to provide ZPD appropriate error correction for the individual student's needs. Although there is some argument that there is no direct link between scaffolding and the ZPD (de Boer-personal conversation, 2010), research is undergoing and there may be some evidence to support a link (de Boer, 2010 – in press). The link between scaffolding and the ZPD may lie in the negotiation of meaning where new language is acquired. Discourse analysis has revealed some evidence to that respect (de Boer, 2009b).

As Chaiklin (2002) states, 'instruction / teaching should be focused on maturing psychological functions, rather than already existing functions' (p. 57) and that the number of maturing functions should be kept to a maximum. For language teachers, this implies that classroom tasks and activities should induce a ZPD.

De Boer (2009b), designed and tested a new type of EFL classroom task grounded in Vygotskian ZPD theory, called the *V-task* (de Boer, 2009b, pp. 44 - 45). The V-task helps students learn *how to learn* (de Boer, 2009b, p. 42) by using other students or the teacher as a resource to access new language. Therefore, the V-task promotes *learner autonomy* (de Boer, 2009b, p. 3) by requiring the students to 'access language to complete the task' (p. 45). The V-task illustrates the benefits that can be gained by introducing the task and pushing the students to access the language necessary for its completion as opposed to the more traditional PPP method of firstly providing the

language that the teacher or materials creator deems necessary, and then practicing using said language in a task designed to allow for its occurrence.

The most important points gleaned from the literature on the ZPD and its application to language learning and instruction are summarized in Table 3 below.

Position	Literary reference
awareness of the ZPD theory allows for the creation of a system of scaffolding which maximizes student involvement in error correction	Aljaafreh and Lantolf (1994)
using ZPD as the underlying theory, tasks can be designed to promote learner autonomy, thus benefiting the student's development	de Boer (2009b)

Table 3: The main positions on the ZPD investigated in this paper

4. The teaching and learning context

Communicative language teaching (CLT) is currently dominant in English language teaching (ELT) curricular and materials design, methodology, and practice (Kumaravadivelu, 1993; Nunan, 1999). The institution at which I am employed is no exception to this, promoting its courses as being ‘communicative’, and encouraging its teachers to generate a ‘communicative’ classroom dynamic. The research detailed in this paper will investigate the extent to which this concept is understood within the institution.

Kumaravadivelu (1993) describes the CLT classroom as one in which students are encouraged to, ‘ask for information, seek clarification, express opinion, agree and / or disagree with peers and teachers’ (p. 12). Furthermore, Kumaravadivelu (1993) states

that students should be involved in ‘meaningful interaction’ (p. 12) rather than engaging in the repetitive, non-communicative drills of the *audio-lingual methodology* (de Bot et al., 2005).

The institution for which I work offers several English courses, and each with a different balance of foci. Only native English teachers will take part in the survey that this paper will describe, so it is important to make clear the differences in the roles of the Japanese-taught and native English speaker-taught courses within the system. The most commonly taught of these courses are described in Table 4.

Course	Japanese-taught course description	Native-taught equivalent course description
Conversation	<ul style="list-style-type: none"> ● eighty minute lessons taught on a weekly basis ● six levels available, ranging from <i>Newcomer</i> to <i>Advanced</i> ● materials produced in-house ● structural syllabus with heavy focus on forms ● rote memorisation of lists of lexical items and dialogues ● maximum of ten students 	<ul style="list-style-type: none"> ● eighty minute lessons taught on a weekly basis ● only available for levels <i>Pre-Intermediate</i>, <i>Intermediate</i>, and <i>Advanced</i> ● commercially-produced textbooks used which are changed every year ● main focus is on oral production ● maximum of ten students
<i>Jiji Eigo</i> (current English)	<ul style="list-style-type: none"> ● eighty minute lessons taught on a weekly basis ● available for levels <i>Pre-Intermediate</i>, <i>Intermediate</i>, <i>Advanced</i>, and <i>Upper Advanced</i> ● commercially-produced materials ● one news story studied over two lessons ● detailed analysis of meaning of lexis and grammatical structures 	<ul style="list-style-type: none"> ● eighty minute lessons taught on a weekly basis ● available for levels <i>Pre-Intermediate</i>, <i>Intermediate</i>, and <i>Advanced</i>: no <i>Upper Advanced</i> ● same commercially-produced materials as Japanese-taught course ● one news story studied per lesson ● strong focus on listening comprehension and oral production

	<ul style="list-style-type: none"> ● as they appear in authentic texts ● maximum of ten students 	<ul style="list-style-type: none"> ● no planned grammatical instruction ● maximum of ten students
Weekend Intensive	<ul style="list-style-type: none"> ● two hundred and forty minute lessons taught on a weekly basis ● available for <i>Pre-Intermediate</i> and <i>Intermediate</i> levels ● commercially produced materials ● taught in tandem with native teacher (two hours of a four-hour class) ● focus on lexis and grammar only ● maximum of twelve students 	<ul style="list-style-type: none"> ● two hundred and forty minute lessons taught on a weekly basis ● available for <i>Pre-Intermediate</i> and <i>Intermediate</i> levels ● commercially produced materials (different from those used by Japanese teacher) ● taught in tandem with Japanese teacher (two hours of a four-hour class) ● main focus on oral production ● maximum of twelve students
Power English	<ul style="list-style-type: none"> ● eighty minute lessons taught on a weekly basis ● available for <i>Introductory</i> and <i>Elementary</i> levels ● materials produced in-house ● course aim is to improve students' scores in standardized tests, such as TOEIC ● closed grammar and lexis exercises ● no student-student interaction ● maximum of ten students 	<ul style="list-style-type: none"> ● no native-taught equivalent
Free Time Lesson	<ul style="list-style-type: none"> ● no Japanese-taught equivalent 	<ul style="list-style-type: none"> ● forty minute lesson duration ● students can reserve a lesson at any school at any time, so lessons can not be planned according to a syllabus and class members vary ● materials produced in-house ● some audioligual style grammar drills in some lessons ● some rote memorization of lexis and dialogues ● main aim is to encourage student oral

		production
--	--	------------

Table 4: Comparison of Japanese-taught and native-taught courses

As illustrated in Table 4, students who enroll in courses taught by Japanese teachers expect to focus more on grammar and lexis, aiming to improve linguistic competence, whereas those who enroll in the native teachers' classes expect to spend more time on speaking activities in order to improve their communicative competence. Due to the differences in the aims and foci of the Japanese-taught and native-taught lessons, one might expect native teachers to believe student output to be paramount to language acquisition, with explicit, planned grammatical instruction holding a lesser degree of importance.

All new teachers undergo at least ten days' initial training prior to employment. Much of this training is devoted to children's classes, which involves strict adherence to lesson plans provided by the company and Free Time Lessons, which cannot be planned by the teacher (Table 4). Due to the lack of flexibility of the children's lessons and Free Time Lessons, and the limited opportunities for training for these courses, the implications and future action plans generated by the research in this paper will focus on the 'regular' adult lessons.

'Regular' is the term used within the institution for adult classes where the same students and teacher or teachers gather at the same time every week. Training for these classes takes place at the beginning of the school year (April), where each teacher attends a six-hour training session for each class she or he is scheduled to teach. Further

training is conducted at two further points in the year where all teachers of regular classes each attend one six-hour training session. These sessions usually take place in early autumn and winter, prior to the ‘counseling’ seasons, where students hold one-on-one consultation with the teacher. Additional training is provided for teachers whose students have complained, or given low satisfaction scores in surveys.

5. The survey

Figure 2 shows a copy of the survey, which was distributed to native teachers at the annual All Staff Meeting with the permission of the Education, and Personnel departments. The Japanese version contains the same questions translated into Japanese and was distributed to Japanese learners of English as a foreign language. Permission to distribute the survey to students of the institution could not be granted in time to collect data for this paper, so personal acquaintances that currently study or have studied in similar institutions were invited to take part. The Japanese version of the survey can be found in the Appendixes.

<p>(company logo has been removed)</p> <p>Dear invitee,</p> <p>I would like to invite you to take part in a survey I am conducting on second language acquisition beliefs for my MA in Teaching English as a Foreign or Second Language. The results may also aid in the planning and presentation of future trainings. The identities of the participants or the institution to which they belong will remain confidential. Your cooperation in filling out this survey is much appreciated.</p> <p>Thank you,</p> <p>(name has been removed)</p> <p>Please go quickly and circle the appropriate answer as outlined below:</p> <p>1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree</p> <p>1) Students learn by producing language. 1 2 3 4</p>

2) Students learn more from the teacher than from each other.	1	2	3	4
3) The ideal level of language for students to be exposed to is slightly higher than that which s/he is currently able to produce.	1	2	3	4
4) Students should be encouraged to bring up topics, even if this leads to digression from the teacher's plan.	1	2	3	4
5) Students learn new structures by forming their own hypotheses about them and testing them out in conversation.	1	2	3	4
6) The teacher should correct all student errors.	1	2	3	4
7) Error correction should be conducted as soon as errors are made.	1	2	3	4
8) Error correction should be conducted after speaking / fluency activities as part of feedback.	1	2	3	4
9) Teaching grammar does not lead to learners acquiring new structures.	1	2	3	4
10) Teachers should only attempt to teach simple grammar rules.	1	2	3	4
11) Grammatical structures which are more common should take priority over less common structures.	1	2	3	4
12) There is no one perfect or superior approach to teaching grammar, but teachers need to know the options available to them.	1	2	3	4
13) Grammatical points should be taught according to a syllabus.	1	2	3	4
14) Teaching grammar rules allows students' future development by allowing them to notice structures in reading and listening.	1	2	3	4
15) The teacher should encourage the students to correct their own mistakes, giving more support where necessary, and providing the correct version only as a last resort.	1	2	3	4
16) Students' level and needs should be determined by their ability to reproduce structures accurately without the help of others.	1	2	3	4

17) Students should be taught all the language they need to complete a task before being asked to attempt it.	1	2	3	4
18) Students should be taught how to ask each other and the teacher for help.	1	2	3	4
19) Students' effective use of language to communicate is more important than the accuracy of their grammar and pronunciation in doing so.	1	2	3	4
20) Students can achieve more with the help of others than by themselves.	1	2	3	4
21) The teacher should help the students to learn how to learn.	1	2	3	4

Figure 2: English version of the survey

I completed the survey myself, giving answers based on the literature, so that the beliefs reflected in the results of the surveys completed by the teachers and students could be compared with SLA theory and the findings of SLA research.

Statement	Author's answer	Reason for the answer
1) Students learn by producing language.	4	Strong agreement based on Swain's (1985) output hypothesis.
2) Students learn more from the teacher than from each other.	2	Disagreement based on Slimani's (1992) research.
3) The ideal level of language for students to be exposed to is slightly higher than that which s/he is currently able to produce.	3	Agreement not based on Krashen (1985), but on Vygotsky (1978) and de Boer (2009b) because a natural order of acquisition has yet to be established by SLA research. Exposure to previously unknown language generates opportunities to access new language by using the teacher and peers as a resource (de Boer 2009b).
4) Students should be encouraged to bring up topics, even if this leads to digression from the teacher's plan.	4	Agreement based on Kumaravadivelu (1993) and Slimani (1992).

5) Students learn new structures by forming their own hypotheses about them and testing them out in conversation.	4	Agreement based on Ohta (2001).
6) The teacher should correct all student errors.	1	Disagreement based on disagreement with Brooks (1960) in preference of more selective incidental error correction to allow for reduced teacher talk time and more student output (Author, 2010).
7) Error correction should be conducted as soon as errors are made.	2	Disagreement due to a preference for post-production joint error correction between student and teacher by means of graded hints (Wood, 2001; Aljaafreh and Lantolf, 1994), which would be too distracting to interrupt oral production activities with. This disagreement is tempered due to an appreciation the merits of focus on form during communication (Ellis, 2006).
8) Error correction should be conducted after speaking / fluency activities as part of feedback.	4	Agreement based on Aljaafreh and Lantolf (1994) and Wood (2001), as time can be spent on scaffolded self-correction by the student.
9) Teaching grammar does not lead to learners acquiring new structures.	2	Disagreement based on Ellis (2006) and a rejection of the universality of Krashen (1985, 2000), whilst accepting that language may be learned without grammatical instruction in some cases (Krashen, 2000).
10) Teachers should only attempt to teach simple grammar rules.	1	This statement was based on Krashen (1982). Disagreement due to a preference for markedness as a criterion for the selection of grammatical structures based on Ellis (2006).
11) Grammatical structures which are more common should take priority over less common structures.	4	Agreement based on Ellis (2006).
12) There is no one perfect or superior approach to teaching	4	Agreement based on Ellis (2006).

grammar, but teachers need to know the options available to them.		
13) Grammatical points should be taught according to a syllabus.	2	Disagreement based on the merits of student-generated learning opportunities (Kumaravadivelu, 1993).
14) Teaching grammar rules allows students' future development by allowing them to notice structures in reading and listening.	4	Agreement based on Ellis (2006).
15) The teacher should encourage the students to correct their own mistakes, giving more support where necessary, and providing the correct version only as a last resort.	4	Agreement based on Aljaafreh and Lantolf (1994) and Wood (2001).
16) Students' level and needs should be determined by their ability to reproduce structures accurately without the help of others.	4	Agreement based on Vygotsky (1978).
17) Students should be taught all the language they need to complete a task before being asked to attempt it.	2	Disagreement based on de Boer (2009b).
18) Students should be taught how to ask each other and the teacher for help.	4	Agreement based on de Boer (2009b).
19) Students' effective use of language to communicate is more important than the accuracy of their grammar and pronunciation in doing so.	4	Agreement based on de Boer (2009b).
20) Students can achieve more with the help of others than by	4	Agreement based on Vygotsky (1978).

themselves.		
21) The teacher should help the students to learn how to learn.	4	Agreement based on de Boer (2009b).

Table 5: Author’s survey response and literary references

6. Analysis

In order to draw conclusions from the data collected in the survey, a comparison must be made between the thirty-nine teacher responses and the results of the survey I personally completed (hereby referred to as *author’s survey*) based on SLA literature and research findings. Furthermore, a comparison must be made between the teachers’ and the students’ responses. Discrepancies found in either comparison could then be used in the planning and presentation of future teacher training sessions (Horwitz, 1985).

A graphical representation using a points system to was created to make the differences between the data collected in the author’s survey and the surveys completed by the teachers. A score of zero was given to any ‘Strongly disagree’ response, one point for a ‘Disagree’ response, two points for an ‘Agree’ response, and three points for a ‘Strongly agree’ response. The results for the survey I completed can be seen below:

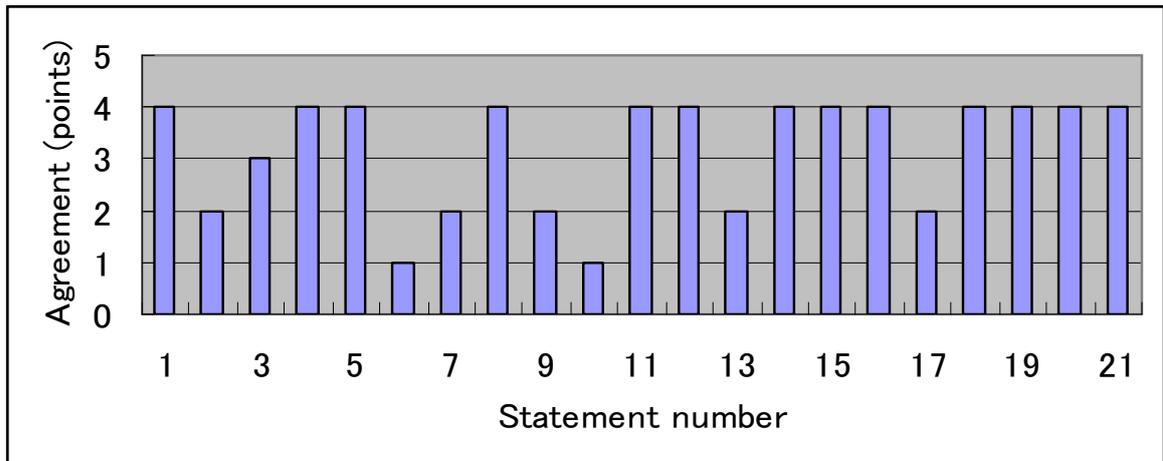


Figure 3: Author's questionnaire results

The author's and teachers' responses are compared in Figure 4 and table 6.

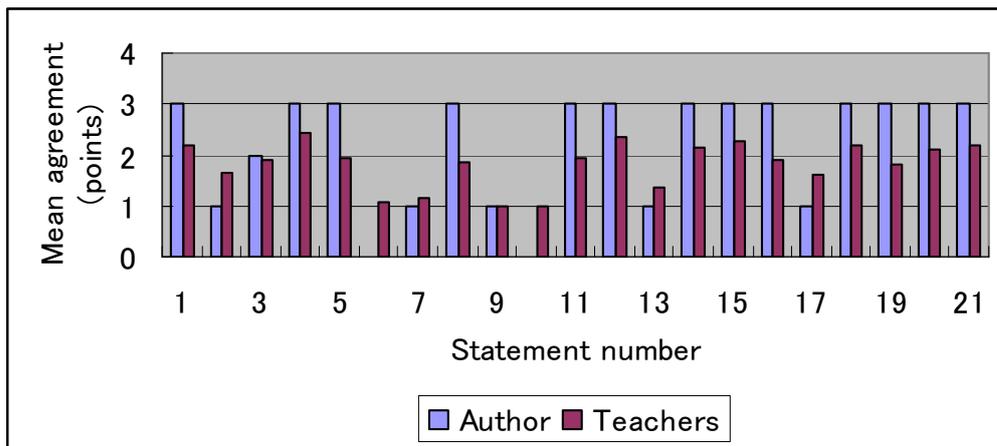


Figure 4: Author's and the teachers' responses

Statement number	Teachers' agreement (mean points to two decimal places)	Author's agreement (points)	Disparity (points)
1	2.18	3	-0.82
2	1.66	1	0.66
3	1.89	2	-0.11
4	2.42	3	-0.58

5	1.92	3	-1.08
6	1.05	0	1.05
7	1.16	1	0.16
8	1.84	3	-1.16
9	1	1	0.00
10	1	0	1.00
11	1.95	3	-1.05
12	2.34	3	-0.66
13	1.37	1	0.37
14	2.16	3	-0.84
15	2.26	3	-0.74
16	1.89	3	-1.11
17	1.61	1	0.16
18	2.18	3	-0.82
19	1.82	3	-1.18
20	2.11	3	-0.89
21	2.18	3	-0.82

Table 6: Comparison of the author's and the teachers' responses

Statements 6, 8, and 19 in Table 7 below revealed the greatest disparity in agreement. These statements, the level of agreement reflected in the teachers' and the author's responses, and the level of disparity reflected in the scoring system are also shown in Table 7 below. These would suggest attention be paid to error correction and the balance of importance between form and fluency in training sessions.

Statement	Teachers' agreement (points)	Author's agreement (points)	Disparity (points)
6) The teacher should correct all student errors.	1.05	0	1.05
8) Error correction should be conducted after speaking / fluency activities as part of feedback.	1.84	3	-1.16
19) Students' effective use of language to communicate is more important than the accuracy of their grammar	1.82	3	-1.18

and pronunciation in doing so.			
--------------------------------	--	--	--

Table 7: Disparity between teachers and author for statements 6, 8, and 19

In an attempt to generate a greater distinction between the results of the author survey and the teacher surveys, I analyzed the data using a two point scoring system to only allow ‘Agree’ or ‘Disagree’ responses. This was achieved by awarding zero points for either a ‘Strongly disagree’ or ‘Disagree’ response and one point for an ‘Agree’ or ‘Strongly agree’ response. The results of the two point analysis of the data can be seen in Figure 5 and Table 8.

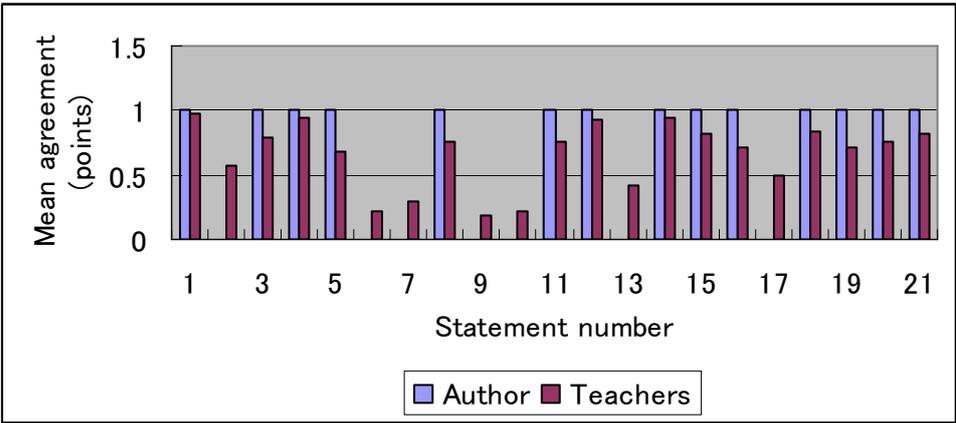


Figure 5: Teachers’ and author’s responses on a two point scale

Statement number	Teachers’ agreement (mean points)	Author’s agreement (points)	Disparity
2	0.58	0	0.58
17	0.5	0	0.5

Table 8: Disparity between teacher and author responses on a two point scale

When analyzed on a two point scale, the most striking disparities occurred in the responses to statements 2 and 17: ‘Students learn more from the teacher than from each

other’; and ‘Students should be taught all the language they need to complete a task before being asked to attempt it’. This would suggest the need for a raising of awareness of a) the importance of student topicalisation and student-student interaction in training sessions and b) alternatives to the traditional P.P.P. lesson format.

I then categorized the data according to the number of years’ experience of each teacher. I divided the completed teachers’ surveys into three groups: one for teachers with less than two years’ experience; one for teachers with between two and five years’ experience; and one for teachers with over five years’ experience.

Figure 6 and Table 9 show the data collected from teachers with less than two years’ teaching experience compared to the author’s survey response. There were only eight teachers in this category, so I found it necessary to calculate the standard deviancy to avoid making assumptions based on data collected from such a small sample, which may misrepresent the whole population. This was the most important group to analyze as permission for extra training for less experienced teachers would be more likely to be granted.

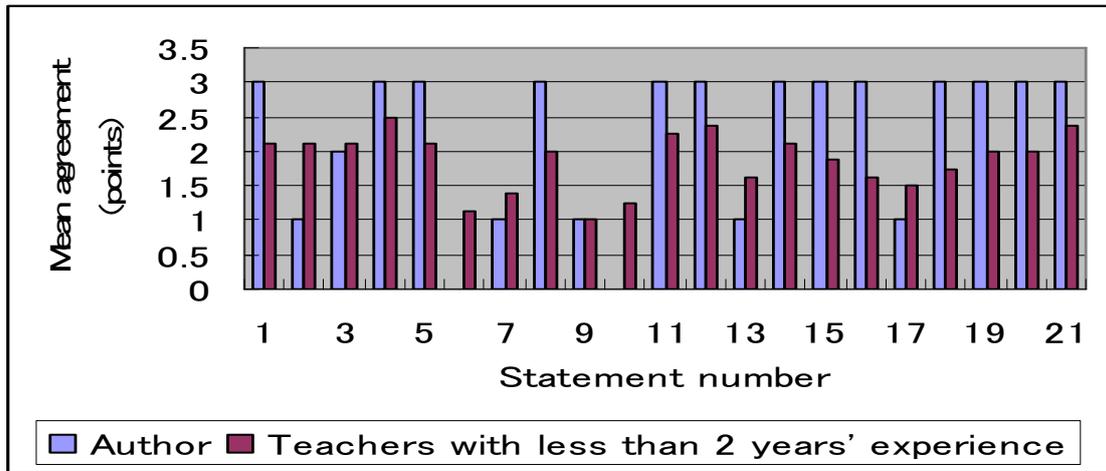


Figure 6: Responses of the author and the teachers with less than two years' experience

Statement number	Teachers' agreement (mean points to two decimal places)	Standard deviation (to two decimal places)	Author's agreement (points)	Disparity (points)
1	2.13	0.35	3	-0.87
5	2.13	0.64	3	-0.87
8	2.00	0.76	3	-1.00
11	2.25	0.46	3	-0.75
14	2.13	0.35	3	-0.87
15	1.88	0.64	3	-1.12
16	1.63	0.92	3	-1.37
18	1.75	0.46	3	-1.25
19	2.00	0.53	3	-1.00
20	2.00	0.76	3	-1.00

Table 9: Responses of the author and the teachers with less than two years' experience compared

The responses to statements 1, 5, 8, 11, 14, 15, 16, 18, 19, and 20 all showed a high degree of disparity. The number of disparities and the range of topics covered by the statements where disparity occurred suggest that extra training or changes to initial

training may be called for.

Figure 7 and Table 10 show a comparison of the data collected from the teachers with two to five years' experience and the author's response. This category included thirteen teachers. The only major disparities were found in the responses to statements six and ten. These are also the only two statements where the author gave a 'Strongly disagree' response. As the teachers may have been reluctant to give 'Strongly disagree' responses to any statement, I decided to overlook these differences.

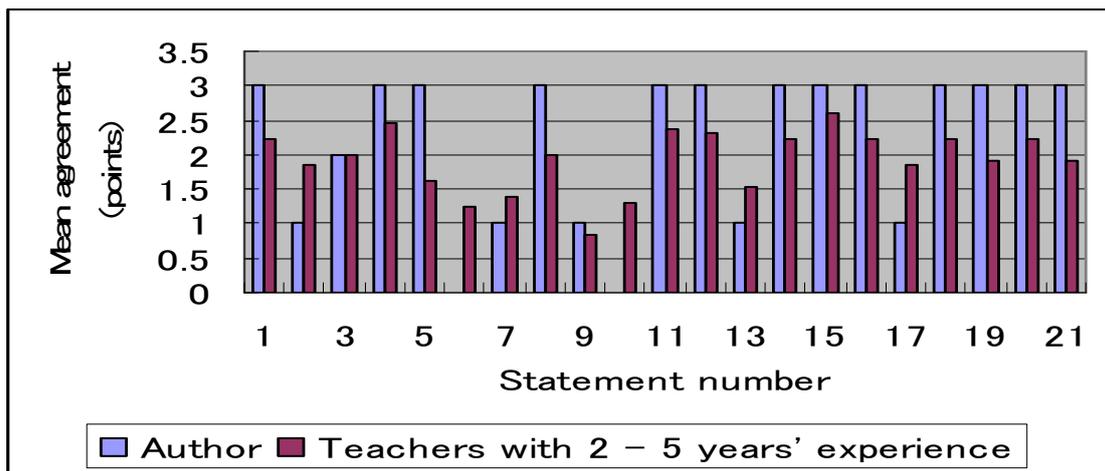


Figure 7: Responses of the author and the teachers with between two and five years' experience

Statement number	Teachers' agreement (mean points to two decimal places)	Standard deviation (to two decimal places)	Author's agreement (points)	Disparity (points)
6	1.23	0.83	0	1.23
10	1.31	0.95	0	1.31

Table 10: Responses of the author and teachers with between two and five years' experience compared

Figure 8 and Table 11 show a comparison of the responses of the teachers with over five years' experience (seventeen teachers) and the author's response. The two statements for which the responses differed most were numbers eight and eleven: 'Error correction should be conducted after speaking / fluency activities as part of feedback'; and 'Grammatical structures which are more common should take priority over less common structures'.

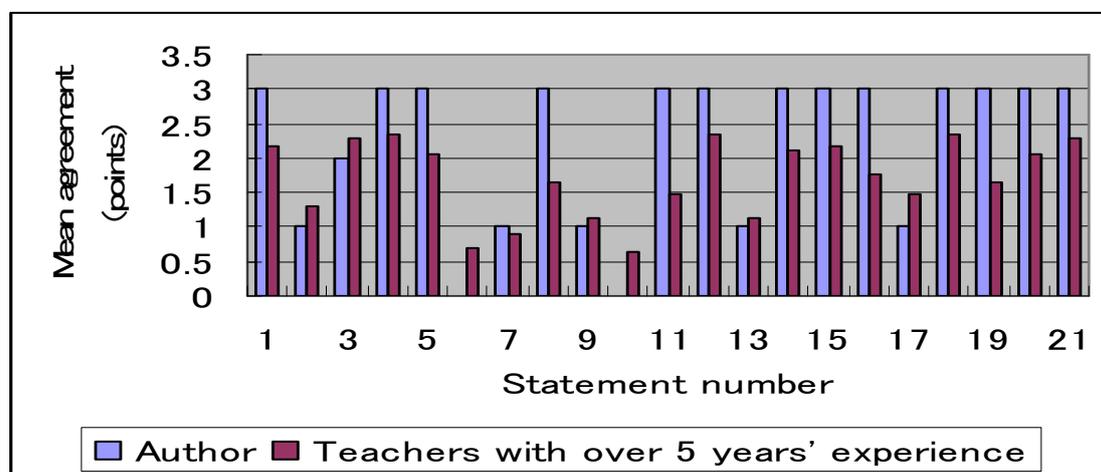


Figure 8: A graphical comparison of the author's and the responses of the teachers with over five years' experience

Statement number	Teachers' agreement (mean points to two decimal places)	Standard deviation (to two decimal places)	Author's agreement (points)	Disparity (points)
8	1.65	0.73	3	-1.35
11	1.47	0.79	3	-1.53

Table 11: Responses of the author and the teachers with over five years' experience

I also analyzed the other two adult teacher trainers' responses, as I felt discrepancies may point to areas for discussion in trainer meetings and sharing of readings on areas of contention. As seen in Figure 9 below, the only statement where the opinions of the teacher trainers varied greatly (three points) was Statement 2. Therefore, I will share my readings on Slimani (1992, cited in Nunan, 1999) and by Kumaravadivelu (1993) with the other teacher trainers.

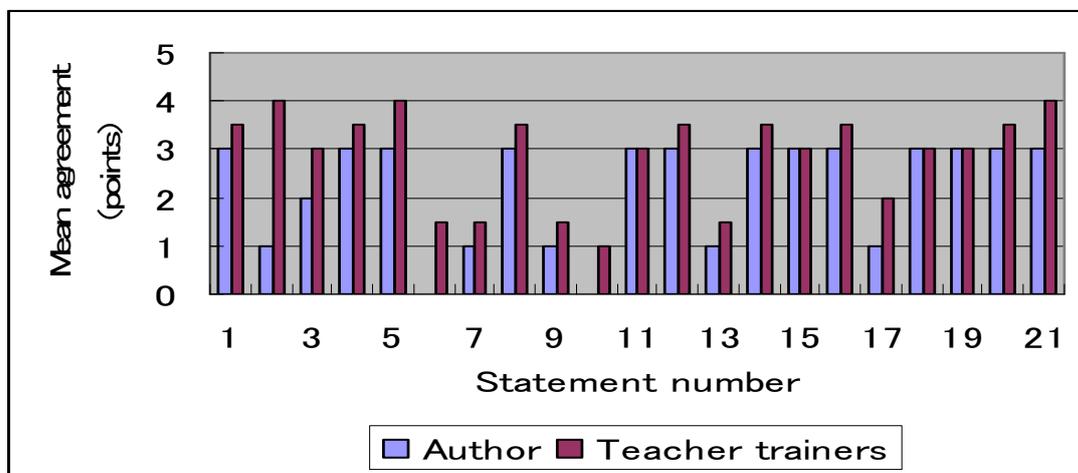


Figure 9: Comparison of author and teacher trainer responses

Nine student responses were also collected in time for analysis. Figure 10 and Table 12 show the students' responses compared with those of the teachers and the author. Table 10 shows the statements for which the disparity between the students' responses and the author's response was most pronounced. The standard deviation for the student responses for all of the statements in Table 12 was less than +/- 1

It is worth noting that the teachers' responses in Table 12 yielded a mean score which lay between and the mean score of the students' responses and that of the author's response. A possible explanation for this could be the level of research and training

undertaken by the three groups: the author having received training and researched the subject; the teachers having received training; and the students generally reliant on their own learning experiences in forming their beliefs, having neither researched the subject nor received teacher training. This argument is further strengthened when considering the high degree of similarity between the teacher trainers' and the author's responses.

If this is the case, then the author's response, based on the literature could be said to be the most informed set of beliefs. The implications should therefore describe an effort to bring the views of the teachers, and especially the students closer to those found in the author's survey response.

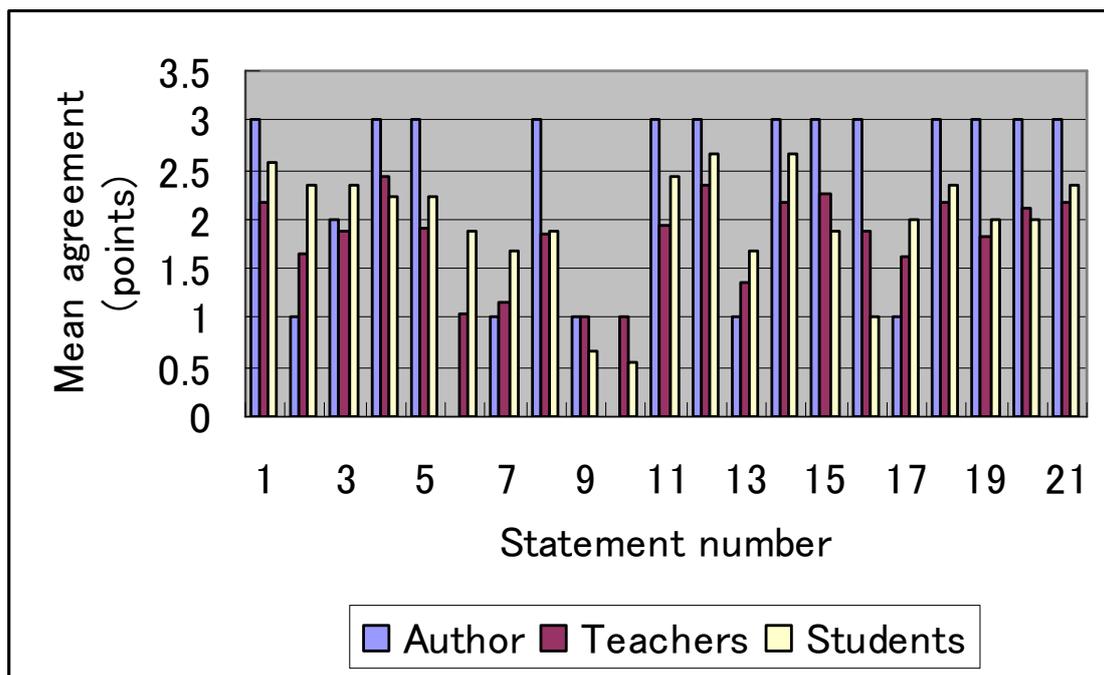


Figure 10: Author, teacher, and student responses

Statement number	Students' agreement (mean points to	Standard deviation of student responses	Teachers' agreement (mean points to	Author's agreement (points)

	two decimal places)	(to two decimal places)	two decimal places)	
2	2.33	0.71	1.66	1
6	1.89	0.78	1.05	0
8	1.89	0.78	1.84	3
15	1.89	0.78	2.26	3
16	1	0.71	1.89	3
17	2	0.50	1.61	1
20	2	0.71	2.11	3

Table 12: Comparison of the author's, teachers', and students' responses

Statement number	Statement	Disparity with author's response	Disparity with teachers' responses
2	Students learn more from the teacher than from each other.	- 1.33	+ 0.67
6	The teacher should correct all student errors.	+ 1.89	+ 0.84
8	Error correction should be conducted after speaking / fluency activities as part of feedback.	+ 0.05	- 1.11
15	The teacher should encourage the students to correct their own mistakes, giving more support where necessary, and providing the correct version only as a last resort.	- 1.11	- 0.37
16	Students' level should be determined by their ability to reproduce structures accurately without the help of others.	- 2.00	- 0.89
17	Students should be taught	+ 1.00	+ 0.39

	all the language they need to complete a task before being asked to attempt it.		
20	Students can achieve more with the help of others than by themselves.	- 1.00	-0.11

Table 13: Statements with the greatest disparity between the students' and the author's responses

7. Implications

The one major disparity between the teacher trainers' and the authors' beliefs reflected in the survey data suggested that discussion on the topic of whether students learn more from each other than from the teacher. I intend to share my readings on Slimani (1992, cited in Nunan, 1999) and by Kumaravadivelu (1993) with my colleagues to try and persuade them of the benefits of student topicalisation and student-student interaction. However, I will keep an open mind in such discussions and may even change my current beliefs as a result of hearing my colleagues' thoughts on the matter. Either way, it is beneficial for the teacher training team to understand and appreciate each other's beliefs, even if the disparity has to be accepted.

I decided to compile a list of the areas of greatest disparity between the views reflected in the literature (and therefore the author's response), those of the students, and teachers. These lists can then be discussed with the other teacher trainers to help in the design of future teacher training. These items can be found in Table 14 below.

Statement number	Statement	Disparity with author's response
1	Students learn by producing language.	● teachers with less than two years' experience.

2	Students learn more from the teacher than from each other.	<ul style="list-style-type: none"> ● teachers' response on two point scale. ● students' response
5	Students learn new structures by forming their own hypotheses about them and testing them out in conversation.	<ul style="list-style-type: none"> ● teachers with less than two years' experience.
6	The teacher should correct all student errors.	<ul style="list-style-type: none"> ● teachers' response on four point scale. ● students' response
8	Error correction should be conducted after speaking / fluency activities as part of feedback.	<ul style="list-style-type: none"> ● teachers' response on four point scale. ● teachers with less than two years' experience. ● students' response
11	Grammatical structures which are more common should take priority over less common structures.	<ul style="list-style-type: none"> ● teachers with less than two years' experience.
14	Teaching grammar rules allows students' future development by allowing them to notice structures in reading and listening.	<ul style="list-style-type: none"> ● teachers with less than two years' experience.
15	The teacher should encourage the students to correct their own mistakes, giving more support where necessary, and providing the correct version only as a last resort.	<ul style="list-style-type: none"> ● teachers with less than two years' experience. ● students' response
16	Students' level and needs should be determined by their ability to reproduce structures accurately without the help of others.	<ul style="list-style-type: none"> ● teachers with less than two years' experience. ● students' response
17	Students should be taught all the language they need to complete a task before being asked to attempt it.	<ul style="list-style-type: none"> ● teachers' response on two point scale. ● students' response
18	Students should be taught how to ask each other and the teacher for help.	<ul style="list-style-type: none"> ● teachers with less than two years' experience.

19	Students' effective use of language to communicate is more important than the accuracy of their grammar and pronunciation in doing so.	<ul style="list-style-type: none"> ● teachers' response on four point scale. ● teachers with less than two years' experience.
20	Students can achieve more with the help of others than by themselves.	<ul style="list-style-type: none"> ● teachers with less than two years' experience. ● students' response

Table 14: Points for discussion with teacher trainers

The disparity between the responses of the teachers with less than two years' teaching experience and the responses of the author for statement numbers 1, 5, 8, 11, 14, 15, 16, 18, 19, and 20 suggest an extra training session would be beneficial. I believe the most beneficial topics for these teachers should focus on:

- the benefits of student output (statements 1 and 5)
- error correction, especially when (statement 8), what (statement 11), and how (statement 15)
- how to design simple V-tasks (de Boer, 2009b) (statements 18 and 20)

If sufficient budget is not available for teachers to be called into such a training session and paid for it, I will suggest making attendance voluntary. This would probably need to be offered to all teachers regardless of the amount of teaching experience they have. In such a situation, an attendance list collated prior to the detailed planning of the session could be helpful in selecting areas to focus on.

8. Conclusions

Although much negotiation will be necessary, I plan to propose an additional training session in which areas where disparity between the teachers' beliefs and SLA theory

was evident in the data. In addition to the proposal for an extra training session, the foci of future initial and on-going teacher training sessions could be determined in part by the findings of this paper, pending consultation with my colleagues.

In conducting the literary research element of this paper, my own beliefs about SLA have been questioned and either changed or confirmed. Through discussion of my findings with my fellow teachers and teacher trainers, and exchange of literature, I hope to foster a more informed SLA belief system within the institution. I also hope to increase enthusiasm among my colleagues towards continued professional development through reading and research.

9. References

Aljaafreh, A. & Lantolf, J. P. (1994). Negative Feedback as Regulation and Second Language Learning in the Zone of Proximal Development. *The Modern Language Journal*, 78/4, 465 – 483.

Bernat, E. & Gvozdenko, I. (2005). Beliefs about language learning: Current knowledge, pedagogical implications, and new research directions. *TESL-EJ* 9/1 1 – 21.

Brooks, N. (1960). *Language and language learning*. New York: Harcourt Brace & World.

Brown A.L. & Ferrara, R.A. (1985). Diagnosing zones of proximal development. In Wertsch, J.V. *Culture, communication and cognition: Vygotskian perspectives*. New York: Academic Press.

Campioigne, J.C., Brown A.L. and Ferrara, R.A. (1982). Mental retardation and

intelligence. In Sternberg, R.J. *Handbook of Human Intelligence* (pp. 392-490). Cambridge: Cambridge University Press.

Chaiklin, S. (2002). A developmental teaching approach to schooling. In Wells G. and Claxton, G. *Learning for life in the 21st century* (pp. 39 – 63). London: Blackwell

de Boer, M. (2009b). A Vygotsky driven task: Introducing the V-task. *Saitama Journal of Language Teaching* 1,3 42 – 55.

de Bot, K., Lowie, W. & Verspoor, M (2005). *Second language acquisition*. London: Routledge.

Dunn, W. E., & Lantolf, J. P. (1998). Vygotsky's Zone of Proximal Development and Krashen's *i + 1*: Incommensurable Constructs; Incommensurable Theories. *Language Learning* 48, 3, 411 – 422.

Ellis, R. (2006) Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40, 1, 83 – 107.

Ellis, R., Basturkmen, H., and Loewen, S. (2002). Doing focus-on-form. *System*, 30, 419 – 432.

Goldstein, L. M. & Conrad, S. M. (1990). Student input and negotiation of meaning in ESL writing conferences. *TESOL Quarterly*, 24, 3, 443 – 460.

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

Horwitz, E. K. (1985). Using student beliefs about language learning and teaching in the foreign language methods course. *Foreign Language Annals* 1,4, 333 – 340.

Huebner, T. (1979). Order-of-acquisition vs. dynamic paradigm: A comparison of method in interlanguage research. *TESOL Quarterly*, 13, 1, 22 – 29.

Kumaravadivelu, B. (1993). Maximizing learning potential in the communicative classroom. *ELT Journal* 47, 1, 12-21.

Krashen, S. D. (1981) *Second language acquisition and second language learning*. Oxford: Pergamon. Available online:
http://www.sdkrashen.com/SL_Acquisition_and_Learning/SL_Acquisition_and_Learning.pdf

Krashen, S.D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.

Krashen, S.D. (1985). *The input hypothesis: Issues and implications*. London: Longman.

Krashen, S.D. (2000). What does it take to acquire language? *ESL Magazine* 3, 3, 22 – 23.

Kumaravadivelu, B. (1993). Maximizing learning potential in the communicative classroom. *ELT Journal* 47,1, 12 – 21.

Kumaravadivelu, B. (1994). The postmethod condition: Emerging strategies for second/foreign language teaching. *TESOL Quarterly*, 28, 27 – 48.

Long, M. H. (1983). Does second language instruction make a difference? A review of the research. *TESOL Quarterly*, 17, 359 – 382.

Norris, J. M. and Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning*, 50, 417 – 528.

Nunan, D. (1992). *Research methods in language teaching*. Cambridge: Cambridge University Press.

Nunan, D. (1999). *Second Language teaching and learning*. Boston, MA: Heinle & Heinle.

Ohta, A.S. (2001) *Second Language Acquisition Processes in the Classroom: Learning Japanese*. Lawrence Erlbaum Assoc. Inc. Mahwah, N.J.

Richards, J., Platt, J., & Weber, H. (1985). *Longman dictionary of applied linguistics*. London: Longman.

Scovel, T. (2001) *Learning New Languages. A Guide to Second Language Acquisition*. Heinle and Heinle. Boston, MA.

Slimani, A. (1992). Evaluation of classroom interaction. In Alderson, J.C. and Beretta, A. (Eds.). *Evaluating second language education* (pp. 197-211). Cambridge: London: Longman.

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensive output in its development. In Gass, S. and Madden, C. (Eds.): *Input in second language acquisition* (pp. 235-53). Rowley, Mass.: Newbury House.

Thornbury, S. (1996). Teachers research teacher talk *ELT Journal* 50,4 279 – 288.

Weinstein, C.E. (1994). A look to the future: What we might learn from research on beliefs. In Garner, R. & Alexander, P. (Eds.). *Beliefs about text and about instruction with text* (pp. 295-302). NJ: Lawrence Erlbaum.

Wood, D. (2001). Scaffolding, contingent tutoring and computer-supported learning.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

9. Appendixes

Appendix 1 - Comparison of the author's and the teachers' responses

Statement	Teachers' agreement (mean points to two decimal places)	Author's agreement (points)	Disparity (points)
1. Students learn by producing language.	2.18	3	-0.82
2. Students learn more from the teacher than from each other.	1.66	1	0.66
3. The ideal level of language for students to be exposed to is slightly higher than that which s/he is currently able to produce.	1.89	2	-0.11
4. Students should be encouraged to bring up topics, even if this leads to digression from the teacher's plan.	2.42	3	-0.58
5. Students learn new structures by forming their own hypotheses about them and testing them out in conversation.	1.92	3	-1.08
6. The teacher should correct all student errors	1.05	0	1.05
7. Error correction should be conducted as soon as errors are made.	1.16	1	0.16
8. Error correction should be	1.84	3	-1.16

conducted after speaking / fluency activities as part of feedback.			
9. Teaching grammar does not lead to learners acquiring new structures.	1	1	0.00
10. Teachers should only attempt to teach simple grammar rules.	1	0	1.00
11. Grammatical structures which are more common should take priority over less common structures.	1.95	3	-1.05
12. There is no one perfect or superior approach to teaching grammar, but teachers need to know the options available to them.	2.34	3	-0.66
13. Grammatical points should be taught according to a syllabus.	1.37	1	0.37
14. Teaching grammar rules allows students' future development by allowing them to notice structures in reading and listening.	2.16	3	-0.84
15. The teacher should encourage the students to correct their own mistakes, giving more support where necessary, and providing the correct version only as a last resort.	2.26	3	-0.74
16. Students' level should be determined by their ability to reproduce structures accurately without the help of others.	1.89	3	-1.11
17. Students should be taught all the language they need to complete a task before being asked to attempt it.	1.61	1	0.16
18. Students should be taught how to ask each other and the teacher for help.	2.18	3	-0.82
19. Students' effective use of language	1.82	3	-1.18

to communicate is more important than the accuracy of their grammar and pronunciation in doing so.			
20. Students can achieve more with the help of others than by themselves.	2.11	3	-0.89
21. The teacher should help the students to learn how to learn.	2.18	3	-0.82

Appendix 2 – Teacher and author responses on a two point scale

Statement	Teachers' agreement (mean points)	Author's agreement (points)
1. Students learn by producing language.	0.97	1
2. Students learn more from the teacher than from each other.	0.58	0
3. The ideal level of language for students to be exposed to is slightly higher than that which s/he is currently able to produce.	0.79	1
4. Students should be encouraged to bring up topics, even if this leads to digression from the teacher's plan.	0.95	1
5. Students learn new structures by forming their own hypotheses about them and testing them out in conversation.	0.68	1
6. The teacher should correct all student errors.	0.21	0
7. Error correction should be conducted as soon as errors are made.	0.29	0
8. Error correction should be conducted after speaking / fluency activities as part of feedback.	0.76	1
9. Teaching grammar does not lead to learners acquiring new structures.	0.18	0

10. Teachers should only attempt to teach simple grammar rules.	0.21	0
11. Grammatical structures which are more common should take priority over less common structures.	0.76	1
12. There is no one perfect or superior approach to teaching grammar, but teachers need to know the options available to them.	0.92	1
13. Grammatical points should be taught according to a syllabus.	0.42	0
14. Teaching grammar rules allows students' future development by allowing them to notice structures in reading and listening.	0.95	1
15. The teacher should encourage the students to correct their own mistakes, giving more support where necessary, and providing the correct version only as a last resort.	0.82	1
16. Students' level should be determined by their ability to reproduce structures accurately without the help of others.	0.71	1
17. Students should be taught all the language they need to complete a task before being asked to attempt it.	0.5	0
18. Students should be taught how to ask each other and the teacher for help.	0.84	1
19. Students' effective use of language to communicate is more important than the accuracy of their grammar and pronunciation in doing so.	0.71	1
20. Students can achieve more with the help of others than by themselves.	0.76	1
21. The teacher should help the students to learn how to learn.	0.82	1

Appendix 3 – Responses of the author and teachers with over five years’ experience

Statement	Teachers’ agreement	Standard deviation	Author’s agreement
1. Students learn by producing language.	2.13	0.35	3
2. Students learn more from the teacher than from each other.	2.13	0.35	1
3. The ideal level of language for students to be exposed to is slightly higher than that which s/he is currently able to produce.	2.13	0.99	2
4. Students should be encouraged to bring up topics, even if this leads to digression from the teacher’s plan.	2.50	0.53	3
5. Students learn new structures by forming their own hypotheses about them and testing them out in conversation.	2.13	0.64	3
6. The teacher should correct all student errors.	1.13	0.64	0
7. Error correction should be conducted as soon as errors are made.	1.38	0.92	1
8. Error correction should be conducted after speaking / fluency activities as part of feedback.	2.00	0.76	3
9. Teaching grammar does not lead to learners acquiring new structures.	1.00	0.53	1
10. Teachers should only attempt to teach simple grammar rules.	1.25	0.71	0
11. Grammatical structures which are more common should take priority over less common structures.	2.25	0.46	3

12. There is no one perfect or superior approach to teaching grammar, but teachers need to know the options available to them.	2.38	0.52	3
13. Grammatical points should be taught according to a syllabus.	1.63	0.52	1
14. Teaching grammar rules allows students' future development by allowing them to notice structures in reading and listening.	2.13	0.35	3
15. The teacher should encourage the students to correct their own mistakes, giving more support where necessary, and providing the correct version only as a last resort.	1.88	0.64	3
16. Students' level should be determined by their ability to reproduce structures accurately without the help of others.	1.63	0.92	3
17. Students should be taught all the language they need to complete a task before being asked to attempt it.	1.50	0.53	1
18. Students should be taught how to ask each other and the teacher for help.	1.75	0.46	3
19. Students' effective use of language to communicate is more important than the accuracy of their grammar and pronunciation in doing so.	2.00	0.53	3
20. Students can achieve more with the help of others than by themselves.	2.00	0.76	3
21. The teacher should help the students to learn how to learn.	2.38	0.49	3

Appendix 4 - Responses of the author and teachers with between two and five

years' experience

Statement	Teachers' agreement	Standard deviation	Author's agreement
1. Students learn by producing language.	2.23	0.44	3
2. Students learn more from the teacher than from each other.	1.85	0.80	1
3. The ideal level of language for students to be exposed to is slightly higher than that which s/he is currently able to produce.	2.00	0.91	2
4. Students should be encouraged to bring up topics, even if this leads to digression from the teacher's plan.	2.46	0.88	3
5. Students learn new structures by forming their own hypotheses about them and testing them out in conversation.	1.62	1.04	3
6. The teacher should correct all student errors.	1.23	0.83	0
7. Error correction should be conducted as soon as errors are made.	1.38	0.87	1
8. Error correction should be conducted after speaking / fluency activities as part of feedback.	2.00	0.82	3
9. Teaching grammar does not lead to learners acquiring new structures.	0.85	0.80	1
10. Teachers should only attempt to teach simple grammar rules.	1.31	0.95	0
11. Grammatical structures which are more common should take priority over less common structures.	2.38	0.65	3
12. There is no one perfect or superior approach to teaching grammar, but teachers need to know the options available to them.	2.31	0.75	3

13. Grammatical points should be taught according to a syllabus.	1.54	0.52	1
14. Teaching grammar rules allows students' future development by allowing them to notice structures in reading and listening.	2.23	0.60	3
15. The teacher should encourage the students to correct their own mistakes, giving more support where necessary, and providing the correct version only as a last resort.	2.62	0.78	3
16. Students' level should be determined by their ability to reproduce structures accurately without the help of others.	2.23	0.83	3
17. Students should be taught all the language they need to complete a task before being asked to attempt it.	1.85	0.76	1
18. Students should be taught how to ask each other and the teacher for help.	2.23	0.83	3
19. Students' effective use of language to communicate is more important than the accuracy of their grammar and pronunciation in doing so.	1.92	0.76	3
20. Students can achieve more with the help of others than by themselves.	2.23	0.73	3
21. The teacher should help the students to learn how to learn.	1.92	0.76	3

Appendix 5 – Responses of the author and teachers with over five years' experience

Statement	Teachers' agreement	Standard deviation	Author's agreement
1. Students learn by producing language.	2.18	0.50	3

2. Students learn more from the teacher than from each other.	1.29	0.50	1
3. The ideal level of language for students to be exposed to is slightly higher than that which s/he is currently able to produce.	2.29	0.62	2
4. Students should be encouraged to bring up topics, even if this leads to digression from the teacher's plan.	2.35	0.51	3
5. Students learn new structures by forming their own hypotheses about them and testing them out in conversation.	2.06	0.75	3
6. The teacher should correct all student errors.	0.71	0.69	0
7. Error correction should be conducted as soon as errors are made.	0.88	0.56	1
8. Error correction should be conducted after speaking / fluency activities as part of feedback.	1.65	0.73	3
9. Teaching grammar does not lead to learners acquiring new structures.	1.12	0.81	1
10. Teachers should only attempt to teach simple grammar rules.	0.65	0.61	0
11. Grammatical structures which are more common should take priority over less common structures.	1.47	0.79	3
12. There is no one perfect or superior approach to teaching grammar, but teachers need to know the options available to them.	2.35	0.51	3
13. Grammatical points should be taught according to a syllabus.	1.12	0.53	1
14. Teaching grammar rules allows students' future development by allowing them to notice structures in	2.12	0.47	3

reading and listening.			
15. The teacher should encourage the students to correct their own mistakes, giving more support where necessary, and providing the correct version only as a last resort.	2.18	0.70	3
16. Students' level should be determined by their ability to reproduce structures accurately without the help of others.	1.76	0.83	3
17. Students should be taught all the language they need to complete a task before being asked to attempt it.	1.47	0.80	1
18. Students should be taught how to ask each other and the teacher for help.	2.35	0.72	3
19. Students' effective use of language to communicate is more important than the accuracy of their grammar and pronunciation in doing so.	1.65	0.95	3
20. Students can achieve more with the help of others than by themselves.	2.06	0.83	3
21. The teacher should help the students to learn how to learn.	2.29	0.72	3

Appendix 6 - Survey questions in Japanese

生徒は言語を話したり書いたりして学ぶ	1	2	3	4
生徒はお互いどうしよりも 先生からのほうがもっと多くの事を学ぶ	1	2	3	4
生徒自身の言語に対する読み書きの理想レベルは彼らが今出来る能力より少し高めである	1	2	3	4
生徒はたとえ先生のプランと違ってても新しい課題を言い出すべきである	1	2	3	4
生徒は生徒自身の文法の仮説を作ることにより、また会話の中でそれを試すことにより 新しい文法を学ぶ	1	2	3	4

先生はすべての生徒の間違いを正すべきである	1	2	3	4
生徒が間違えたら先生はすぐに正すべきである	1	2	3	4
先生はフィードバックの一部として生徒が話した後 または 実習の後に正すべきである	1	2	3	4
生徒は先生に文法を教えられても使えない	1	2	3	4
先生は簡単な文法のルールだけを教えるべきである	1	2	3	4
よく使われる文法を教えられることはあまり使われない文法を教えられることより重要である	1	2	3	4
ただ唯一の理想の文法の教え方はない、しかし先生はいろいろな教え方を知る必要がある	1	2	3	4
文法はカリキュラムにより計画され教えられるべきである	1	2	3	4
文法のルールを教えられると将来それを読み聞きすることにより、それと気づくことができる	1	2	3	4
先生は必要に応じてサポートを与えながら生徒の間違いを正し、最後の手段として正解を言うべきである	1	2	3	4
生徒のレベルとは 誰からも助けられることなく読み書きできる能力によって決められるべきである	1	2	3	4
生徒は実習を始める前にその実習で使われる言語を前もって教わるべきである	1	2	3	4
生徒は助けの求め方を教わるべきである	1	2	3	4
正しい文法の使い方や発音よりもコミュニケーションの能力の方が重要である	1	2	3	4
生徒は一人よりも先生や他の生徒達と助け合うことによりもっと成し遂げる事が出来る	1	2	3	4
先生は生徒に学び方を教える手助けをするべきである	1	2	3	4