

Handout

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I. INTRODUCTION

Attitudes to learning and the perceptions and beliefs which determine them, have “a profound influence on ... learning behaviour” (Cotterall, 1995, p. 195) and on learning outcomes, since successful learners develop insightful beliefs about language learning processes, their own abilities and the use of effective learning strategies, which in total have a facilitative effect on learning. These students tend to develop a more active and autonomous attitude that allows them to take charge of their learning. Mistaken or uninformed beliefs about language learning, on the other hand, may lead to dependence on less effective strategies, resulting in indifference toward learning, poor cognitive performance, classroom anxiety and a negative attitude to autonomy (Victori & Lockhart, 1995, p. 225). Teachers therefore need to acknowledge and respect students’ attitudes, beliefs, and expectations and help them overcome any harmful perceptions and blocks (Mantle-Bromley 1995, p. 383), as well as enhancing students’ awareness of their personal weaknesses and strengths and of their task/strategic knowledge, since beliefs differing from those of the teacher can lead to frustration, dissatisfaction with the course, unwillingness to perform communicative activities, and lack of confidence in the teacher (Mantle-Bromley 1995, pp. 381:383; Peacock, 1998, p. 125).

Adults and children form “self:schemata” concerning capabilities and limitations, degree of personal control over academic achievement, reasons for success and failure at different tasks, and expectancies for the future (Wenden, 1991, pp. 12:13). These schemata and other beliefs about language learning have various origins: i) the mother culture; ii) the family; iii) classroom/social peers; iv) repetitive experiences; and v) self-fulfilling (often negative) prophecies. Although usually related to past experiences, such schemata also contribute to future behaviour, supportive beliefs helping to overcome problems and thus sustaining motivation, and negative beliefs (including negative teacher beliefs) leading to decreased motivation. Students are also directly influenced by their perception of success in learning and by their levels of expectancy, realistically high levels helping to build confidence, and low (or unrealistically high) expectations helping to build incompetence (Puchta, 1999, p. 257).

II. ATTITUDES AND BELIEFS

Early research on the relationship between attitudes and second language achievement was carried out by Gardner & Lambert in the 1950s, and later by Schumann (1975), who found that language stress (shame and loss of self-esteem resulting from a perceived deficiency in language) and anxiety (due to the infantile persona necessarily projected by the language learner) were strong contributory factors. Sauvignon (1976) pointed out that teachers also have attitudes and beliefs about language learning, and that these affect their teaching:

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Not until we have taken a hard critical look at the attitudes and motivation of teachers, both individually and as a profession, will we be ready to determine what obstacles lie in the way of creating the kinds of learning environments which would be most helpful to our students. (Sauvignon, 1976, p. 296)

Wenden (1987, p. 103) pointed out that research on the beliefs and perceptions underlying the choice of learning strategies was mostly limited to identification of those beliefs. One such research item was the *Beliefs About Language Learning Inventory (BALLI)*, developed by Horwitz, to assess teacher and student opinions on a variety of issues related to language learning (Horwitz, 1985, p. 383). This was used in three quite large-scale American studies (Horwitz, 1988; Kern, 1995; Mantle-Bromley, 1995), with similar results, and Horwitz proposed that gaps between teacher and learner beliefs probably result in “negative [language-learning] outcomes” (Horwitz, 1988, p. 292; cf. Mantle-Bromley, 1995, pp. 380-381). Kern concluded that learner beliefs are “quite well entrenched” (Kern, 1995, p. 76) and do not automatically change when learners are merely exposed to new methods, while Mantle-Bromley found that learners with realistic and informed beliefs are more likely to behave productively in class, work harder outside class, and persist longer with study (1995, pp. 373-375). Further research using the *BALLI* was carried out by Peacock (1998), who reported similar results, and whose findings provided evidence to support Horwitz’s, Kern’s and Mantle-Bromley’s suggestions that incorrect beliefs are detrimental to language learning. Peacock also described how mistaken beliefs can result in a lack of student confidence, through lack of success being attributed to lack of aptitude (Peacock, 1998, pp. 152-153). He concluded that teachers should work on and with students’ *representations* in the classroom, and that methodological advances in learning can only be limited without a change in conceptualization (Peacock, 1998, p. 151; cf. Gremmo, 1995, p. 158).

Horowitz performed a review of *BALLI* studies in 1999, including the findings of Park (1995) and Truitt (1995) on Korean students studying English in Korea. Results from these two studies showed differences of up to 39% in the responses (Horwitz, 1999, p. 568), which Horwitz found surprising, given the shared culture and foreign language curriculum of the two groups, and which she attributed to individual or “current situational differences” (Horwitz, 1999, p. 573), concluding that “there is not strong evidence for a conclusion of cultural differences in learner beliefs” (1999, p. 576). It might be, however, that the authors of instruments such as the *Strategy Inventory for Language Learning (SILL; Oxford, 1989)* and the *BALLI* need to acknowledge that “behaviour found in experimental conditions is neither constant nor controllable because it is an instantiation of activity” (Coughlan & Duff, 1994, p. 175).

Research on self-esteem has demonstrated a clear link between individual perception of competence and actual language performance, though Cotterall (1999, p. 510) sees a need for further research into learner beliefs about ability, self-efficacy and self-esteem. Wenden (1991, pp. 12:13) calls for attention to be given to *person variables* such as intentions, attributions, expectancies, perceptions and beliefs about learning abilities, which learners bring to the classroom (cf. Littlewood *et al.* 1996, p. 70), along with “a clear understanding of attitudes and attitude-change theory in order to address these issues” (Mantle-Bromley 1995, p. 373). Mantle-Bromley strongly recommends that “teachers design and implement lessons on the language-learning process that incorporate attitude-change methods. Research then needs to be conducted to determine if such lessons can indeed alter students’ beliefs” (1995, p. 383).

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In view of these findings and suggestions, this workshop examines attitude change in university credit courses, through the use of Classroom-Based Assessment: Learner Journals, Portfolios, Projects, and Self-Peer-Assessment. A number of relevant research instruments were adapted from the ELT literature and used to monitor attitude change (Table 1).

TABLE 1. Research instruments used to monitor attitude change

Title	Author(s)
<i>A Measure of Autonomy and Self-Direction</i>	Dickinson, 1978, p. 26
<i>Beliefs About Language Learning Inventory BALLI</i>	Horwitz, 1988, p.292
<i>Classroom Environment Questionnaire Actual CEQ</i>	Fraser, 1986
<i>Classroom Environment Questionnaire Preferred</i>	Fraser, 1986
<i>Classroom Environment Scale CES</i>	Fraser, 1986
<i>Classroom Learning Environment CLE</i>	Pine & Boy, 1977
<i>Deficiency Analysis</i>	Finch & Hyun, 2000b, p. 19
<i>Foreign Language Classroom Anxiety Scale FLCAS</i>	Horwitz <i>et al.</i> 1986, p. 130
<i>Language Learning Ideas</i>	Hahn <i>et al.</i> 1989, p. 250
<i>Language Skills Self-assessment</i>	Finch & Hyun, 2000b, p. 16
<i>Learning Contract</i>	Finch & Hyun, 2000b, p. 18
<i>Learning Preferences</i>	Finch & Hyun, 2000b, p. 19
<i>Learning Style Inventory LSI</i>	Martinez, 1997, p. 178
<i>Multiple Intelligences Survey MIS</i>	McKenzie, 1999
<i>Self-assessment</i>	Oscarsson, 1980
<i>Strategy Inventory for Language Learning SILL</i>	Oxford, 1989, pp. 242:245
<i>Student Perceptions About Language Learning</i>	Willing, 1988, pp. 106:107
<i>Students' Needs</i>	Hills, 1976, pp. 31:32
<i>Study Styles</i>	Finch & Hyun, 2000a, 22:23
<i>Teachers' Needs</i>	Hills, 1976, pp. 29:30

Videos about Portfolios, Learner Journals, Self/Peer-Assessment:

- http://www.finchpark.com/videos/alt_assess/index.htm

Learner journal:

- <http://www.finchpark.com/books/lj/index.htm>

Assessment sheets:

- <http://www.finchpark.com/courses/sheets.htm>

PowerPoint presentations:

- <http://www.finchpark.com/ppp>

Articles:

- <http://www.finchpark.com/arts>

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LEARNING ENVIRONMENT NEEDS ANALYSIS

The Non-Threatening Classroom (NTC)

Everybody: Perform this activity in groups or pairs. **Interact!**

- The first time, check (☑) the boxes which reflect your **actual** teaching practice.
- The second time, check the boxes which reflect your **desired** teaching practice.

Δ = Yes, of course. Φ = Yes, in general. Σ = Maybe. ϑ = Not really. Ω = Not at all.

In a teaching practice, it is important to ...		Δ	Φ	Σ	ϑ	Ω
1.	develop a stress-free climate.					
2.	develop peer-support networks.					
3.	help students to relax.					
4.	promote students' self-esteem.					
5.	promote students' social responsibility.					
6.	offer unconditional trust to the students.					
7.	inspire confidence, motivation, and independent learning.					
8.	reflect on the assumptions that I take into the classroom.					
9.	examine the hidden agendas in the classroom.					
10.	focus on counselling skills and management of affect.					
11.	focus on communicative competence.					
12.	focus on what students can do - not what they can't.					
13.	think about teacher/student roles.					
14.	act as a language resource and counsellor.					
15.	promote interaction as learning content.					
16.	promote alternative assessment.					
17.	use learning materials which treat learners and their beliefs as valid and meaningful.					
18.	use learning materials which allow students to direct their own learning (autonomy, self-assessment).					
19.	promote a non-threatening learning environment.					
20.	reflect a view of language-learning as education.					
Totals:						

When you perform activities such as the NTC in your group, mark everybody's opinion on your sheet, using a different sign for each person: E.g. ☺ ☐ ✓ ○ ★.

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LEARNING ENVIRONMENT NEEDS ANALYSIS: Classroom Environment Questionnaire (CEQ) (Adapted from Fraser, 1986)

Classroom Environment Questionnaire (CEQ)

Teachers and students in groups: Perform this questionnaire twice.

- The first time, check (☑) the boxes which reflect what you **want** to happen.
- The second time, check (☒) the boxes which reflect what **actually** happens.

CEQ Preferred (1 st time)	CEQ Actual (2 nd time)
❖ = I would be happy if this never happened in class.	❖ = This never happens in class.
✧ = I would be happy if this rarely happened in class.	✧ = This rarely happens in class.
⊕ = I would be happy if this sometimes happened.	⊕ = This sometimes happens in class.
⬠ = I would be happy if this often happened in class.	⬠ = This often happens in class.
⊕ = I would be happy if this always happened in class.	⊕ = This always happens in class.

How often do (you want) these things (to) happen?		❖	✧	⊕	⬠	⊕
1.	The teacher comes early to class.					
2.	Students come early to class.					
3.	Students talk in English before the teacher arrives.					
4.	The teacher decides on class layout (chairs & tables).					
5.	Students work together in groups.					
6.	The teacher decides which students sit together.					
7.	The teacher explains how to do tasks.					
8.	The teacher talks and the students listen.					
9.	Students choose which tasks to do.					
10.	Students work at their own speed.					
11.	Students are responsible for assessment.					
12.	The teacher explains grammar.					
13.	The teacher joins in class activities.					
14.	The teacher helps students who are having problems.					
15.	The teacher is friendly to the students.					
16.	The teacher talks with students individually.					
17.	The atmosphere of the room is friendly.					
18.	The room is a comfortable temperature.					
Totals						

When you perform activities such as the CEQ in your group, mark everybody's opinion on your sheet,

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using a different sign for each person: E.g. ☺ □ ✓ ○ ★. FIGURE 15: Pre/post-course questionnaire

REGULAR STUDENT-CENTRED NEEDS ANALYSES:

General Needs:

Interview your partner, and check (✓) his/her answers in his/her book

Do you ever ... ?		Yes	Maybe	No
I need to think about WHEN I use English.	... come to lessons on time?			
	... speak in your L1 in class?			
	... ask for help from the teacher?			
	... ask for help from other students?			
	... study English at home?			
	... watch TV programs in English?			
	... watch movies in English?			
	... read magazines in English?			
	... read books in English?			
	... talk to native speakers in English?			
	... talk to friends in English?			
	... talk to the teacher in his/her office?			
	... send an email to the teacher?			
Why do you need to learn English?		Yes	Maybe	No
I need to think about my English needs.	for studying your major?			
	for using the computer?			
	for travel?			
	for your future job?			
	for talking to foreigners?			
	for studying abroad?			
	for email pals?			
How do you feel about your language skills?		Great	Ok	Poor
I need to think about my level of English now.	My speaking skills in English are			
	My listening skills in English are			
	My reading skills in English are			
	My writing skills in English are			
	My communication skills in English are			
	My pronunciation skills in English are			
	My vocabulary skills in English are			
	My learning skills in English are			
	My confidence in learning English is ...			
	My participation in class is ...			
	My motivation in class is ...			
	My attitude to learning in class is			

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	My stress-management is ...			
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SELF-ASSESSMENTS (REGULAR AND CONTINUOUS)

Self-assessment: Confidence (Adapted from Finch, 2004, p. 42)

Self-Assessment: Confidence

Exchange books with your partner.

Interview your partner, and check (✓) his/her answers in his/her book.

My Confidence Profile:	Always Never				
	5	4	3	2	1
1. I have the ability to learn English.	5	4	3	2	1
2. If I do my best, I will achieve my learning goals.	5	4	3	2	1
3. I will improve if I continue to study.	5	4	3	2	1
4. I like to speak in English in class.	5	4	3	2	1
5. Trying to speak English is more important than accuracy.	5	4	3	2	1
6. I like to study with my group members in class.	5	4	3	2	1
7. My contribution is as important as anyone else's.	5	4	3	2	1
8. I participate in all the activities in class.	5	4	3	2	1
9. I participate even if I am embarrassed or nervous.	5	4	3	2	1
10. I ask the teacher for help when needed.	5	4	3	2	1
11. If I don't understand, I say so.	5	4	3	2	1
12. I do my best, whatever the situation.	5	4	3	2	1
13. I keep trying to learn, even if I am nervous.	5	4	3	2	1
14. It is OK to make mistakes when trying new language.	5	4	3	2	1
15. I worry about what other students think of my efforts.	1	2	3	4	5
16. I worry about what the teacher thinks of my efforts.	1	3	3	4	5
17. I believe in myself.	5	4	3	2	1
18. I trust my feelings and emotions	5	4	3	2	1
19. I think about my learning ("How am I doing?").	5	4	3	2	1
20. I am a good language-learner.	5	4	3	2	1
Total					

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PERFORMANCE ASSESSMENT: Peer-assessment of oral skills (Finch & Sampson, 2004, p. 17)

Who?	Groups of 4 people
What?	This activity develops conversation skills and assessment skills.
How?	Discuss these topics together. When you have finished discussing, fill in the chart at the bottom of the page.

Conversation Questions

- What did you do during your last vacation?
- Do you have a pet? Talk about it.
- What are some healthy foods?
- What is the strangest thing you have ever eaten?
- Do you like Chinese/Japanese food?
- Do you like fast food? Talk about it.
- Do you want to get married? Why? When?
- Do you want to have children? How many?
- What do you think about Korean culture?
- What do you think about blind-dating?
- What do you think about computer-chatting?
- What are some types of pollution?
- What is the “greenhouse effect”?
- What do you think about overpopulation?
- If you could be an animal, which animal would you choose?





What did you think of your oral (speaking) skills during the discussion? <ul style="list-style-type: none"> • Range (지식범위) • Ease of speech (회화의 유창함과 여유) • Attitude (심리적 태도) • Delivery (효과적인 이야기 투) • Interaction (타인과의 교감) 	My Oral Skills (Self-Assessment) Chart					
	4					
	3					
	2					
	1					
	0					
	R	E	A	D	I	

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Mark your scores on the chart. Make a total. \longrightarrow	Total =
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PERFORMANCE ASSESSMENT: Self/Peer-assessment of a writing assignment

Author's name:		Date:
Writing sample title:		
What does this sample show that you can do?		
Write about what you did well.		
Write one thing that you need improve.		
What are some realistic writing goals for you now?		


Reviewer's name:		Date:
Writing sample title:		
What does this sample show that your partner can do?		
Write about what your partner did well.		
Write one thing that your partner could improve.		

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What are some realistic writing goals for your partner now?

PERFORMANCE ASSESSMENT: Peer-assessment of writing (grammar)

A sample marking code

Code	Problem	Example
WF	wrong form	The movie was the <u>most good</u> ^{WF} she had ever seen.
WW	wrong word	The principle ^{WW} (principal) speaker is Dr. Hyun.
ST	Shift in tense	He woke up and <u>jumping</u> ST out of bed.
^	Something is missing.	You arrived here ^ the first of the month.
Sp	wrong spelling	The chair was not <u>confortable</u> . ^{Sp}
[]WO	wrong word order	When I arrived at the restaurant, she was ordering a meal [<u>already</u>]. ^{WO}
P	wrong punctuation	Be careful, ^P The train is coming.
V	wrong verb form	She <u>drunk</u> ^V the wine elegantly.
Word	not necessary	He came in and he sat down.
U	Join the ideas in one sentence	She sat down. She drank the coffee. It tasted good. U U
?... ?	What does this mean?	?They waking up brushed daily. teeth?
<u>words</u>	This isn't quite right.	She chose the apple that seemed <u>wonderful</u> .
R[words]	This needs to be rearranged or reworded.	R [This reworded to be rearranged needs or.]
↵P	New paragraph	They had dinner talked of old times. ↵P Next day the sun was shining on the river.
// or n/P	No new paragraph needed.	She chose the apple quickly. // (n/P) Then she put it in her bag.
	Change the order of two words.	She had <u>brown</u> <u>dark</u> hair.
[...]M [...]M	Singular/plural	Not even one ^M of them have ^M been to Africa.

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