PROP

Questionnaire

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Greetings,

The PROP program aims to design software to automatically correct student texts composed digitally. You as a teacher will be of invaluable help in this process by providing your opinion and experience in correcting texts. Please take a few minutes and click "Next Page" to complete this anonymous survey. Thank you in advance for your input.

The PROP Team
with Dr. Špela Arhar Holdt, project leader

Q1 – INTRODUCTION AND BACKGROUND
_____

Q2 – Please indicate your gender.
○ Female
○ Male
○ Other

Q3 – What is the highest level of education that you have completed? Only one answer is possible
○ Associate study (VI/1 pre-Bologna level)
○ Associate study (VI/2 pre-Bologna level)
○ University degree (VII pre-Bologna level)
○ Bachelor's degree (1st Bologna cycle)
○ Master's degree (2nd Bologna cycle)
○ MSc
○ PhD
○ Other:

Q4 – What level of education have you completed?
Multiple answers are possible.
☐ Elementary/primary school pedagogy
☐ Elementary/primary school English teacher
☐ Single-major Slovenian
☐ Double-major Slovenian, therefore Slovenian and

☐ Humanities (languages), specifically:

☐ Other humanities or social sciences:

☐ STEM science:

☐ Other:

Q5 – Where are you currently employed?
Multiple answers are possible.
☐ At an elementary/primary school (through grade 8)
☐ At a 2-year vocational school
☐ At a combined school center
☐ At a 3-year vocational school
☐ At a 4-year vocational school
☐ At a grammar school
☐ At a college/university
☐ Other:

(1) Q5 = [Q5a] (In an elementary/primary school (through grade 8))
Q6 – In what kind of environment is your elementary/primary school located?
○ Urban
○ Rural

How long have you been teaching? Only one answer is possible.
○ 0–5 years
○ 6–20 years
○ 21–29 years
○ More than 30 years

Q8 – In what kind of educational program(s) have you been involved in the past 5 years?
Multiple answers are possible.
☐ Courses on the subject(s) that I teach
☐ Courses on ICT or other aspects of computers
☐ Languages courses
☐ Courses on students with special needs
☐ Courses on gifted and talented students
☐ Courses on migrants
☐ I have not attended any educational courses in the past 5 years.
☐ Other:

Q9 – What subject(s) did you teach over the past academic year?
Multiple answers are possible.

☐ Homeroom
☐ Slovenian
☐ Foreign language(s):

☐ STEM subject:

☐ Social sciences subject:

☐ Other:

Q10 – In the following, please answer the questions as if related to the subject, taught in Slovenian over the past academic year, that required you to correct students' written texts most often. For instance, if you taught both history and mathematics in Slovenian, and history required you to correct more written texts, answer the questions as if they were related to history.
_____

Q11 – CORRECTING TEXTS
_____

Q12 – How much time per month on average do you spend correcting students' written texts?
○ Less than 3 hours
○ 3–6 hours
○ 7–10 hours
○ More than 10 hours
○ I do not correct students' texts.

(3) Q12 = [5]
Q13 – Why not?
_____

IF (4) Q12 = []
Q14 – You have answered all the questions in this survey. Thank you for your time and answers. For more on the PROP project, visit our website at https://www.cjvt.si/prop/.
_____

(5) Q12 = [, 1, 2, 3, 4]
Q15 – How much of the texts that your students compose do you correct? Only one answer is possible.

○ All of them
○ Most of them
○ Just some of them
○ I only correct those that are submitted for a grade, because...

○ Other:

(6) Q15 = [3]
Q16 – Which texts do you correct and why only those?
_____

(7) Q4 = [Q4a, Q4b]
Q17 – Do you correct errors for every subject for which students compose written texts? Only one answer is possible.
○ Yes, I do for all of them.
○ Yes, I do for most of them.
○ No, I only correct the ones they compose for Slovene class.
○ Other:

(5) Q12 = [, 1, 2, 3, 4]
Q18 – Are the student texts that you correct composed by hand or digitally?
○ All of them are written by hand.
○ Most of them are written by hand.
○ All are composed digitally.
○ Most of them are composed digitally.
○ Other:

(5) Q12 = [, 1, 2, 3, 4]
Q19 – How often do students compose digital texts during class?
○ Once per month
○ Once per semester
○ Once per year
○ Never

IF (5) Q12 = [, 1, 2, 3, 4]
Q20 – SOURCES
_____(5) Q12 = [, 1, 2, 3, 4]

Q21 – What language style guides, resources, and/or other tools do you use when making corrections?
Multiple answers are possible.

☐ Paper dictionaries, specifically

☐ Style guides found online on Fran, specifically

☐ Dictionaries and lexica from the Center for Language Resources and Technology, specifically

☐ The Franček web portal
☐ Grammar guides, specifically

☐ Corpora, specifically

☐ Spellcheck and grammar check in Word
☐ The Center for Language Resources and Technology's tool "Vejice"
☐ The grammar check Besana
☐ Other:

☐ I do not use any.

(5) Q12 = [, 1, 2, 3, 4]
Do you encourage students to use style guides and other resources along with the feedback you give about the texts they compose?
Multiple answers are possible.

☐ Paper dictionaries, specifically

☐ Style guides found online on Fran, specifically

☐ Dictionaries and lexica from the Center for Language Resources and Technology, specifically

☐ Dictionaries and lexica on the Termania portal, specifically

☐ The Franček web portal
☐ Grammar guides, specifically

☐ Corpora, specifically

☐ Spellcheck and grammar check in Word
☐ The Center for Language Resources and Technology's tool "Vejice"
☐ The grammar check Besana
☐ Other:

☐ I do not use any.

IF (5) Q12 = [, 1, 2, 3, 4]
Q23 – FEEDBACK
_____(5) Q12 = [, 1, 2, 3, 4]
Q24 – What do you correct in students' texts?
Multiple answers are possible.
☐ Actual mistakes (e.g. grammatical errors, orthographical errors, semantic errors)
☐ Stylistic inelegancies
☐ Poor structure (incoherent sentence or paragraph structure)
☐ Content
☐ Other:

(5) Q12 = [, 1, 2, 3, 4]
Q25 – How do you normally correct students' hand-written texts?
Multiple answers are possible.
☐ With correction marks
☐ With correction marks and a suggested solution
☐ By marking errors, e.g. with a color or line
☐ By marking errors, e.g. with a color or line, and then providing the solution
☐ Other:

(8) Q18 = [2, 3, 4, 5]
Q26 – How do you normally correct students' digitally composed texts?
Multiple answers are possible.
☐ With Tracked Changes (in Word)
☐ In comments
☐ By marking errors, e.g. with a highlighter or underlining with a pen
☐ Other:

(5) Q12 = [, 1, 2, 3, 4]
Q27 – What do students think of digital feedback?
○ They appreciate it.
○ They do not particularly care.
○ I don't know.
○ Other:

(5) Q12 = [, 1, 2, 3, 4]

Q28 – Do students ever review texts, e.g. as a part of formative assessment or peer-review?
  Multiple answers are possible.
☐ Yes, each reviews their own text.
☐ Yes, students review one another's texts.
☐ No, I always review student texts myself.
☐ Other:

(9) Q28 = [Q28b] (Yes, students review one another's texts)
Q29 – Do students experience difficulty when using Tracked Changes when correcting digitally composed texts?
○ Yes, it is (too) difficult for them.
○ No, they enjoy making corrections this way.
○ I don't know.
○ My students do not use Tracked Changes.
○ Other:

(10) Q28 = [Q28a] (Yes, each reviews their own text.)
Q30 – Do students experience difficulty when using Tracked Changes when correcting digitally composed texts?
○ Yes, it is (too) difficult for them.
○ No, they enjoy making corrections this way.
○ I don't know.
○ My students do not use Tracked Changes.
○ Other:

(5) Q12 = [, 1, 2, 3, 4]
Q31 – In what format do you usually give your students feedback about their texts?
○ I do not give feedback but merely mark errors in the text.
○ In the form of a rubric.
○ As a brief commentary under or attached to the text.
○ I give feedback orally.
○ Other:

(5) Q12 = [, 1, 2, 3, 4]
Q32 – To whom do you give feedback?
○ Only to the author of the text.
○ To the author of the text and generally before the whole class, e.g. as a summary of frequent mistakes.
○ Only before the whole class, e.g. as a summary of frequent mistakes.
○ Other:

(5) Q12 = [, 1, 2, 3, 4]
Q33 – With whom do you consult when correcting students' texts?
○ With (a) colleague(s)
○ With nobody
○ Other:

(5) Q12 = [, 1, 2, 3, 4]
Q34 – Within what time do students generally receive feedback about the texts they compose?
○ In less than a week
○ Within two weeks
○ Within a month
○ Other:

(5) Q12 = [, 1, 2, 3, 4]
Q35 – Please provide an example of good practice in providing feedback or correcting student texts, or highlight the difficulties you experience in this regard.
_____

IF (5) Q12 = [, 1, 2, 3, 4]
Q36 – MONITORING PROGRESS
_____(5) Q12 = [, 1, 2, 3, 4]
Q37 – Do you monitor the linguistic progress and/or difficulties experienced by individuals or the group as a whole?
○ If yes, how?

○ If no, why not?

(5) Q12 = [, 1, 2, 3, 4]
Q38 – Do students ever correct texts?
○ Yes, always.
○ Yes, sometimes.
○ No.

(11) Q38 = [2, 1]
Q39 – Do you re-review texts once they have been corrected?
○ Yes, always.

○ Yes, sometimes.
○ Never

(5) Q12 = [, 1, 2, 3, 4]
Q40 – Do students heed your tips, advice, and corrections in their subsequent texts?
_____

(5) Q12 = [, 1, 2, 3, 4]
Q41 – How quickly do students make progress in their capacity to compose texts?
_____

(5) Q12 = [, 1, 2, 3, 4]
Q42 – What is your opinion about automatic or machine tools that correct textual mistakes? (e.g. spellcheck, Amebis Besana, ILRT's Vejice, etc.) Do you have any reservations about your students using them when producing texts?
_____

(5) Q12 = [, 1, 2, 3, 4]
Q43 – Imagine that you had a tool/program that would make automatic corrections for you to review yourself, provide attached feedback or comments, and monitor students' progress. Would you use it? Why, why not, and under what conditions?
_____

IF (5) Q12 = [, 1, 2, 3, 4]
Q44 – STUDENTS WITH SPECIAL NEEDS
_____(5) Q12 = [, 1, 2, 3, 4]
Q45 – Do you receive any (extraordinary) guidelines for correcting texts composed by students with special needs?
  Multiple answers are possible.
☐ Yes, from the special needs coordinator at our school
☐ Yes, from professional literature
☐ Yes, at educational courses
☐ Yes, from an external institution
☐ No
☐ I don't know.
☐ Other:

(5) Q12 = [, 1, 2, 3, 4]
Q46 – Do you use different criteria for evaluation when correcting texts composed by students with special needs?

○ Yes, I use criteria for evaluating specific learning mistakes (e.g. these mistakes do not influence the overall grade).
○ No, because

○ Other:

(5) Q12 = [, 1, 2, 3, 4]
Q47 – Do students with special needs tend to compose more correct texts if given extended time to write?
○ Yes
○ No
○ I don't know.

(5) Q12 = [, 1, 2, 3, 4]
Q48 – Is there a difference in the correctness of texts composed by students with special needs if they compose them by hand or if they type them?
○ Yes, there are fewer mistakes in typed texts.
○ Yes, there are more mistakes in typed texts.
○ No, there is no significant difference.
○ It depends from student to student.
○ Other:

(5) Q12 = [, 1, 2, 3, 4]
Q49 – Do you usually give your students with special needs different feedback about their texts from that given to other students?
○ Yes
○ No

(12) Q49 = [1] (Yes)
Q50 - What is the difference?
_____