Dear research participant:

This questionnaire is part of a research project in Education (PhD). The information obtained through it will be analyzed without mentioning the names of the participants, and professional ethics will be respected and maintained throughout the development of this work.

Your contribution will be essential for the effective realization of this research!

For each question, please choose ONLY ONE answer and provide comments to explain your answer.

1) Assessment provides teachers with useful evidence of the students’ understandings, which they use to plan subsequent lessons.

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<th>Strongly Disagree</th>
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Comments:

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THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

2) The next lesson are determined more by the prescribed curriculum than by how well students did in the last lesson.

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<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
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3) The main emphasis in assessments should be on whether students know, understand or can do prescribed elements of the curriculum.

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Comments:

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4) The feedback students receive should help them to improve.

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<th>Strongly Agree</th>
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5) Students should be told how well they have done in relation to others in the class.

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6) Students should be given opportunities to decide their own learning objectives.

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7) Teachers should use questions mainly to elicit factual knowledge from their students.

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8) I consider the most worthwhile assessment to be assessment that is undertaken by the teacher.

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<th>Strongly Agree</th>
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9) Teachers assessment practices help students to learn independently.

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<th>Strongly Agree</th>
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10) Students should be told how well they have done in relation to their own previous performance.

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<th>Strongly Disagree</th>
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11) Students’ learning objectives should be discussed with students in ways they understand.

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<th>Strongly Disagree</th>
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Comments:
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THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

12) Assessment of students’ work should primarily consist of marks and grades.

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13) Teachers should provide guidance to help students assess their own work.

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THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

14) Teachers should identify students’ strengths and advise them on how to develop further.

<table>
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<th>Strongly Agree</th>
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15) Students should be helped to find ways of addressing problems they have in their learning.

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16) Students should be encouraged to view mistakes as valuable learning opportunities.

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<th>Strongly Agree</th>
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17) Students should be helped to think about how they learn best.

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<th>Strongly Agree</th>
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18) Teachers should use questioning mainly to elicit reasons and explanations from their students.

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19) Teachers should provide guidance to help students assess one another’s work.

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20) Students’ errors should be valued for the insights they reveal about how students are thinking.

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THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:
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21) Students should be helped to understand the learning purposes of each lesson or series of lessons.

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22) Assessment of students’ work should be mainly in the form of comments.

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Comments:
23) Students’ learning objectives should be determined mainly by the prescribed curriculum.

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24) Teachers should provide guidance to help students assess their own learning.

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25) The main emphasis in teachers’ assessment should be on what students know, understand and can do.

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26) Students should be helped to plan the next steps in their learning.

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Comments:
27) Student effort should be seen as important when assessing their learning.

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28) Assessment criteria should be discussed with students in ways they understand.

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<th>Strongly Agree</th>
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29) Students should be given opportunities to assess one another’s work.

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30) Teachers should regularly discuss with students ways of improving learning how to learn.

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Comments:
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Appendix B

Sample Questions for the Semi-Structured Interview

1) In your opinion, what makes a good teacher?
2) Is teaching a talent people are born with? Why?
3) How does someone become a teacher?
4) In your opinion, which elements were most relevant in terms of learning how to teach? Why?
5) What is the role of your associate teachers in your teaching process? What kind of support do you expect from them? Do you tend to agree with their practices?
6) What is the role of your practicum supervisors in relation to your learning-to-teach process?
7) How do you prepare your classes? Which elements do you consider (keep in mind) while choosing what you will teach? Why?
8) What is assessment?
9) What is the purpose of assessment? Why should teachers assess their students?
10) How do you keep track of your student’s progress?
11) In relation to the assessments practices, how would you describe your preparation to assess your student’s learning?
12) Which elements (university courses, articles, books, practica) most helped you learn how to assess/evaluate your student’s progress? Do you feel ready for this task? Why? Why not?
13) In your opinion, what is formative assessment? How should a teacher formatively assess their students?

14) How does formative assessment affect your student’s learning?
Appendix C

Example of Stimulated Recall

Good morning, thank you once again for having accepted to participate in my research. Today, we are going to ask you questions about what happened during the activities that you have selected in which you claim that you are formatively assessing your students. We will watch some episodes and for each episode, please comment on what it is about. Did it go how you planned? Would you have done anything differently? Why? Why not? What was the next step after this class (in terms of student’s learning)? How do you prepare your lessons? Which documents do you refer to? How did the university prepare you to use the progression of learning documents?
Appendix D

Example of Narratives

Dear research participant:

This narrative is part of a research project in Education (PhD). The information obtained through it will be analyzed without mentioning the names of the participants: professional ethics will be respected and maintained throughout the development of this work.

Your contribution will be essential for this research!

Instructions: In form of a narrative (a story of events or experiences), please describe your experience with assessments (summative and formative) throughout your life (both as student and as a pre-service teacher). In addition, please describe a moment in which you formatively assessed your pupils during this practicum: how were you prepared to perform such task? How did you feel about it? Would you have changed anything?

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Appendix E

Raw Data

Questionnaire of Beliefs related to Assessment Practices

Dear Annabelle:

This questionnaire is part of a research project in Education (PhD). The information obtained through it will be analyzed without mentioning the names of the participants, and professional ethics will be respected and maintained throughout the development of this work.

Your contribution is essential for this study!

For each question, please choose ONLY ONE answer and provide comments to explain your answer.

1) Assessment provides teachers with useful evidence of the students’ understandings, which can be used to plan subsequent lessons.

<table>
<thead>
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<th>Strongly Disagree</th>
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Comments:

I think that sometimes students are not taking the task seriously and you will find yourself working on the same thing over and over. Therefore, I would mention that I want the students to give their best.
2) The next lessons are determined more by the prescribed curriculum than by how well students did in the last lesson.

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<thead>
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<th>Strongly Disagree</th>
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Comments:
If students are not ready to cover the next material, I won’t do it even if it is prescribed by the curriculum.

3) The main emphasis in assessments should be on whether students know, understand or can do prescribed elements of the curriculum.

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<thead>
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<th>Strongly Disagree</th>
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Comments:
The elements of the curriculum are important, but you can also cover many other things as a teacher.

4) The feedback students receive should help them to improve.

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<th>Strongly Disagree</th>
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Sometimes feedback can only be words for reinforcement, and the teacher does not have to point out every mistake otherwise it will discourage students. Depending on the level, some students don’t read the feedback.

5) Students should be told how well they have done in relation to others in the class.

Comments:

They should be congratulated, but I would never compare two students.

6) Students should be given opportunities to decide their own learning objectives.

Comments:

Objectives are personal.
7) Teachers should use questions mainly to elicit factual knowledge from their students.

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<th>Strongly Disagree</th>
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**Comments:**
Asking questions to make them reflect and think.

8) I consider the most worthwhile assessment to be assessment that is undertaken by the teacher.

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**Comments:**

9) Teachers assessment practices help students to learn independently.

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Comments:
I don’t know if there is a relation between learning independently and assessment practices.

10) Students should be told how well they have done in relation to their own previous performance.

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<th>Strongly Disagree</th>
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Comments:
It is really important to see if students are making progress or not. If they are not, well there is problem, and if they are improving it is rewarding for students. Students can develop an intrinsic desire to perform more. It is always important to keep track of their progress and mentioning it can reinforce the relationships as well. They may feel like someone cares and follows their own progress.

11) Students’ learning objectives should be discussed with students in ways they understand.

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<th>Strongly Disagree</th>
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Comments:
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

I don’t see the point in discussing with someone who does not understand what you mean.

12) Assessment of students’ work should primarily consist of marks and grades.

<table>
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<th>Strongly Disagree</th>
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<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
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<td>X</td>
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</table>

Comments:
I would say that giving marks is not an effective way to deliver a message. A number won’t tell what students have to work on in order to improve. According to a scale, a number can give a general idea of the work, but I feel like marks and grades are too vague. Since, we have to grade the students at the end of a semester I would give one maybe secretly. Many comments should be given.

13) Teachers should provide guidance to help students assess their own work.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>X</td>
</tr>
</tbody>
</table>

Comments:
Teachers should guide students at all times.

14) Teachers should identify students’ strengths and advise them on how to develop further.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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<tbody>
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</tbody>
</table>

Comments:
It is always rewarding for the students to see that someone is able to identify strengths. Just as flaws, strengths should be pointed out. Teachers may teach students how to use their strengths efficiently.

15) Students should be helped to find ways of addressing problems they have in their learning.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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</tr>
</tbody>
</table>

Comments:
Students won’t be able to identify problematic in their learning. They need help.

16) Students should be encouraged to view mistakes as valuable learning opportunities.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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</tbody>
</table>

Comments:
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

It is difficult to make them understand that making mistakes is normal and it helps you correcting yourself, and perhaps it will release some pressure on them.

17) Students should be helped to think about how they learn best.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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</table>

Comments:
If students know how they learn best, they will be able to learn more independently. They will develop learning strategies.

18) Teachers should use questioning mainly to elicit reasons and explanations from their students.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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</tbody>
</table>

Comments:
I think that students should be able to express reasons and explanations, but sometimes it is important to know factual information.

19) Teachers should provide guidance to help students assess one another’s work.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

<table>
<thead>
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<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

Comments:

Nowadays, working in pairs is an approved method for learning. Sometimes, students can have a better understanding of the material or the assessment if it is explained by classmates.

20) Students’ errors should be valued for the insights they reveal about how students are thinking.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

Comments:

Mistakes help the teacher to know what is understood and what is misunderstood by the students.

21) Students should be helped to understand the learning purposes of each lesson or series of lessons.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
**Comments:**

Students should know the reasons why they are doing specific activities. It may help you as a teacher to identify the real purposes of your lessons as well. Each activity should have a goal and when students know that there is a purpose to each activity they will be more motivated to participate and give their best. They will feel like they are learning something useful.

22) Assessment of students’ work should be mainly in the form of comments.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
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</table>

**Comments:** As mentioned before, I really think that grades and marks are only numbers and they give only a general idea of the appreciation of the teacher. It does not help students to understand what they have to improve. Teachers should always write comments.

23) Students’ learning objectives should be determined mainly by the prescribed curriculum.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</table>

**Comments:**
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Objectives are personal and most of the time the curriculum gives very specific objectives like: e.g: At the end of the year I would be able to use punctuation marks efficiently. But sometimes the objectives can be related to motivation or participation which is not part of the curriculum, but will help students with their learning.

24) Teachers should provide guidance to help students assess their own learning.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
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</thead>
<tbody>
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</table>

Comments:
Teachers should help the students because I think it is really difficult to assess our own learning.

25) The main emphasis in teachers’ assessment should be on what students know, understand and can do.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
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</table>

Comments: Totally! Assessments evaluate learning, and learning is what you know, what you understand, and what you can do.

26) Students should be helped to plan the next steps in their learning.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</table>

**Comments:**
It is difficult for them to identify where they are in their learning. By assessing the students, the teacher is able to know what the student’s next step is.

27) Student effort should be seen as Undecided when assessing their learning.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</table>

**Comments:** It is difficult to measure effort.

28) Assessment criteria should be discussed with students in ways they understand.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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**Comments:**
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

When students know what to do and on what they will be evaluated it is easier for them to understand the purpose of the activity and to picture a final result. If the criteria are too vague the students won’t know what to do and won’t know what the teacher is expecting.

29) Students should be given opportunities to assess one another’s work.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
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Comments:
Peer evaluation is a good way to have feedback. I would ask students to give comments, however I question the pertinence of students’ comments sometimes. I use peer-evaluation to make them participate and reflect, but I still question that method.

30) Teachers should regularly discuss with students ways of improving learning how to learn.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</table>

Comments:
In order for the students to improve their ways of learning, they need learning strategies. Therefore, I would teach learning strategies to help them improving their learning and become
more independent and in control of their knowledge. In other words, learning strategies need to be taught.
Questionnaire of Beliefs related to Assessment Practices

Dear Carlos:

This questionnaire is part of a research project in Education (PhD). The information obtained through it will be analyzed without mentioning the names of the participants, and professional ethics will be respected and maintained throughout the development of this work.

Your contribution is essential for this study!

For each question, please choose ONLY ONE answer and provide comments to explain your answer.

1) Assessment provides teachers with useful evidence of the students’ understandings, which can be used to plan subsequent lessons.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</table>

Comments:

This can only properly function if the assessment is made to extract useful information to then plan the following lesson.

2) The next lessons are determined more by the prescribed curriculum than by how well students did in the last lesson.
**THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**Comments:**

The following lesson needs to be planned according to the students understanding.

3) The main emphasis in assessments should be on whether students know, understand or can do prescribed elements of the curriculum.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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<th>Agree</th>
<th>Strongly Agree</th>
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</table>

**Comments:**

That is the main point of assessing.

4) The feedback students receive should help them to improve.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</table>

**Comments:**

That is the only way they will learn if they have weak grades.
5) Students should be told how well they have done in relation to others in the class.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</table>

Comments:
That is not the point of assessing students.

6) Students should be given opportunities to decide their own learning objectives.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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</table>

Comments:
The objectives should be selected by a trained professional.

7) Teachers should use questions mainly to elicit factual knowledge from their students.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</table>
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:
This depends on the subject taught.

8) I consider the most worthwhile assessment to be assessment that is undertaken by the teacher.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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</table>

Comments:
That is the type of assessment that works best.

9) Teachers assessment practices help students to learn independently.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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<th>Undecided</th>
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</table>

Comments:
This does help students understand what they don’t know.

10) Students should be told how well they have done in relation to their own previous performance.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
Comments:
This helps students know where they stand.

11) Students’ learning objectives should be discussed with students in ways they understand.

<table>
<thead>
<tr>
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</table>

Comments:
To help them better understand what they are being assessed on.

12) Assessment of students’ work should primarily consist of marks and grades.

<table>
<thead>
<tr>
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Comments:
That is one way of getting a fair assessment.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

13) Teachers should provide guidance to help students assess their own work.

<table>
<thead>
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</table>

Comments:
This is the only way for students to know how to do it

14) Teachers should identify students’ strengths and advise them on how to develop further.

<table>
<thead>
<tr>
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Comments:
This one way for students to improve.

15) Students should be helped to find ways of addressing problems they have in their learning.

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Comments:
However, teachers need to teach students how to express themselves.
16) Students should be encouraged to view mistakes as valuable learning opportunities.

<table>
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<tr>
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</table>

Comments:

However, that becomes hard when they are being graded with marks and simply want a good grade.

17) Students should be helped to think about how they learn best.

<table>
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Comments:

That is the best way for students to learn.

18) Teachers should use questioning mainly to elicit reasons and explanations from their students.

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Comments:
This helps students realize by themselves.

19) Teachers should provide guidance to help students assess one another’s work.

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Comments:
Students are not trained to assess work.

20) Students’ errors should be valued for the insights they reveal about how students are thinking.

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</table>

Comments:
That could only work if they are not graded numerically or alpha numeric.
21) Students should be helped to understand the learning purposes of each lesson or series of lessons.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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</table>

Comments:
This is the only way to learn.

22) Assessment of students’ work should be mainly in the form of comments.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Disagree</th>
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<tr>
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<td></td>
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</table>

Comments:
Both grades and comments should be used.

23) Students’ learning objectives should be determined mainly by the prescribed curriculum.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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Comments:
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

The curriculum is not as important as students needs.

24) Teachers should provide guidance to help students assess their own learning.

<table>
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<th>Agree</th>
<th>Strongly Agree</th>
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</table>

Comments:
Teachers should help them that way they can learn better.

25) The main emphasis in teachers’ assessment should be on what students know, understand and can do.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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Comments:
That is the only way to make it just.

26) Students should be helped to plan the next steps in their learning.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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</table>
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:
That is the way students can focus on their learning.

27) Student effort should be seen as Undecided when assessing their learning.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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</table>

Comments:
Students could give lots of effort but not know their stuff.

28) Assessment criteria should be discussed with students in ways they understand.

<table>
<thead>
<tr>
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</table>

Comments:
That’s how they will understand what’s happening.
29) Students should be given opportunities to assess one another’s work.

<table>
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<th>Strongly Agree</th>
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</tbody>
</table>

Comments:
They are not trained to do so.

30) Teachers should regularly discuss with students ways of improving learning how to learn.

<table>
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Comments:
That would easily improve the students learning process.
Questionnaire of Beliefs related to Assessment Practices

Dear Mélissa:

This questionnaire is part of a research project in Education (PhD). The information obtained through it will be analyzed without mentioning the names of the participants, and professional ethics will be respected and maintained throughout the development of this work.

Your contribution is essential for this study!

For each question, please choose ONLY ONE answer and provide comments to explain your answer.

1) Assessment provides teachers with useful evidence of the students’ understandings, which can be used to plan subsequent lessons.

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Comments:
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

It is essential to see where students stand with their understanding of what is being taught to them and it is more than essential in planning the following lessons in order to review what was not understood and when students can further their knowledge with new material.

2) The next lessons are determined more by the prescribed curriculum than by how well students did in the last lesson.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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**Comments:**

It would be hard to say if the next lesson will be based on the curriculum rather than how well because it is a good thing to give back to students. However, when teachers need to go through many different types of evaluations, when the material is understood, the teacher will often go to the next field that needs to be covered. Is this a good thing, I wouldn’t be so sure about it.

3) The main emphasis in assessments should be on whether students know, understand or can do prescribed elements of the curriculum.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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</table>
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:
I believe these criteria’s are precise.

4) The feedback students receive should help them to improve.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
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Comments:
I agree teachers need to give feedback to their students. This is the only way for them to see their mistakes and try to better themselves by not repeating them. However, there is not only place for improvement, but also, encouragement.

5) Students should be told how well they have done in relation to others in the class.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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Comments:
Comparison is weak to me. Motivation is a good thing to go for when trying to bring students to their best. A teacher can compare the student with the progress they have made, but not comparing them to each other.
6) Students should be given opportunities to decide their own learning objectives.

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<th>Strongly</th>
<th>Disagree</th>
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<th>Agree</th>
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<td>Agree</td>
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Comments:
There is no better way than having the student involved in his learning and his success. If the material is adapted to the student’s interests, success will be right around the corner. If a student can decide of his own learning objectives, they will be able to give themselves new challenges they believe they can achieve.

7) Teachers should use questions mainly to elicit factual knowledge from their students.

<table>
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<tr>
<th>Strongly</th>
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<td>Agree</td>
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Comments:
Although the question is slightly vague for me, I believe it is a good strategy to use.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

8) I consider the most worthwhile assessment to be **the** assessment that is undertaken by the teacher.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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**Comments:**

I somewhat agree as assessments from students may be interesting but might lack of clarity in certain parts, making it not worthwhile.

9) Teachers assessment practices help students to learn independently.

<table>
<thead>
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<th>Strongly Disagree</th>
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**Comments:**

_____________________________________________________________________________
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10) Students should be told how well they have done in relation to their own previous performance.

<table>
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THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:

It is a great thing to encourage students based on their own progress.

11) Students’ learning objectives should be discussed with students in ways they understand.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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Comments:

Involving students in their own success is what every teacher should do.

12) Assessment of students’ work should primarily consist of marks and grades.

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<tr>
<th>Strongly Agree</th>
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Comments:

Efforts and participation also lead to success and understanding.

13) Teachers should provide guidance to help students assess their own work.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

### Comments:

14) Teachers should identify students’ strengths and advise them on how to develop further.

<table>
<thead>
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**Comments:**

Guiding students to lead them to their success is a great way of helping them individually.

15) Students should be helped to find ways of addressing problems they have in their learning.

<table>
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<th>Strongly Disagree</th>
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**Comments:**

Building on new strategies is a great way to reach success.

16) Students should be encouraged to view mistakes as valuable learning opportunities.

<table>
<thead>
<tr>
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THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:
Perfection doesn’t exist, even being a teacher. Encouraging students through their mistakes is a valuable lesson.

17) Students should be helped to think about how they learn best.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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Comments:
Depending on the age level, students always appreciate being guide through having the best strategies to learn efficiently. Knowing how they learn best, when they hadn’t acknowledged that method before can only help them get better.

18) Teachers should use questioning mainly to elicit reasons and explanations from their students.

<table>
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Comments:
It’s a good strategy. There could be other methods.

19) Teachers should provide guidance to help students assess one another’s work.

<table>
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Comments:
Helping students is a good idea; however letting them use their own strategies and knowledge can sometimes be surprising and beneficent in the end.

20) Students’ errors should be valued for the insights they reveal about how students are thinking.

<table>
<thead>
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Comments:
We can only learn from our mistakes, why not value their worth.

21) Students should be helped to understand the learning purposes of each lesson or series of lessons.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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It is great to include students but will they necessarily understand its worth depending on their level or age? Would it be a lot to handle for them?

22) Assessment of students’ work should be mainly in the form of comments.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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Comments:
They are more personal and can target easily what the student should work on.

23) Students’ learning objectives should be determined mainly by the prescribed curriculum.

<table>
<thead>
<tr>
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Comments:
Mainly but not only.
24) Teachers should provide guidance to help students assess their own learning.

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Comments:

25) The main emphasis in teachers’ assessment should be on what students know, understand and can do.

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Comments:

26) Students should be helped to plan the next steps in their learning.

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</table>

Comments:

Guidance is never too much, especially when it is truly needed.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

27) Student effort should be seen as neutral when assessing their learning.

<table>
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Comments:

Effort is valuable and can most times be a game changer when in a pass or fail situation.

28) Assessment criteria should be discussed with students in ways they understand.

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Comments:

Students should have access to a grid they understand. If need be, the teacher should have its own grid with the same content, but with proper words that are expected.

29) Students should be given opportunities to assess one another’s work.

<table>
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Comments:
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:

Seeing their colleague’s efforts can sometimes raise the sense of motivation. However, there can also be a downside with weaker students. I somehow find that it is a good opportunity for cooperativeness and helping each other with strengths and weaknesses.

30) Teachers should regularly discuss with students ways of improving learning/how to learn.

<table>
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Comments:

However, this might be a good thing to do individually from time to time. Different strategies for different students are important.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Questionnaire of Beliefs related to Assessment Practices

Dear Claire:

This questionnaire is part of a research project in Education (PhD). The information obtained through it will be analyzed without mentioning the names of the participants, and professional ethics will be respected and maintained throughout the development of this work.

Your contribution is essential for this study!

For each question, please choose ONLY ONE answer and provide comments to explain your answer.

1) Assessment provides teachers with useful evidence of the students’ understandings, which can be used to plan subsequent lessons.

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Comments:

To build your lesson plans I think you have to know what the students need to learn and assessment can tell you what you should focus on.
2) The next lessons are determined more by the prescribed curriculum than by how well students did in the last lesson.

<table>
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**Comments:**

It is true that you have to follow the curriculum, but I would never move on to the next lesson if my students did not understand the previous one.

3) The main emphasis in assessments should be on whether students know, understand or can do prescribed elements of the curriculum.

<table>
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**Comments:**

I think assessments should be about what they are supposed to know and what they understand from a specific topic you thought. You want to see if what you taught was learned by the students.
4) The feedback students receive should help them to improve.

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<th>Strongly Disagree</th>
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Comments:
Feedback should be made in the goal of helping them do better next time.

5) Students should be told how well they have done in relation to others in the class.

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<tr>
<th>Strongly Disagree</th>
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Comments:
I don’t think they should know because it is discouraging and competition regarding grades is not relevant to learning according to me.

6) Students should be given opportunities to decide their own learning objectives.

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<tr>
<th>Strongly Disagree</th>
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THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:
To a certain extend yes, but keep in mind the curriculum.

7) Teachers should use questions mainly to elicit factual knowledge from their students.

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<th>Strongly Disagree</th>
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Comments:
Questions should also be about opinion to have deeper understanding of what they think rather than only what they know.

8) I consider the most worthwhile assessment to be assessment that is undertaken by the teacher.

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<tr>
<th></th>
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Comments:
I do think that it is important for teachers to assess what they are doing. It is helping them to improve.

9) Teachers assessment practices help students to learn independently.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

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**Comments:**

If students were assessed on a topic or know they will be, they can take any measure possible to improve.

10) Students should be told how well they have done in relation to their own previous performance.

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<th>Strongly Disagree</th>
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**Comments:**

I think it is important that they see if they did better or worse and make the adjustment.

11) Students’ learning objectives should be discussed with students in ways they understand.

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<th>Strongly Disagree</th>
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**Comments:**

They have to clearly know the teacher asks them to do and what the expectations are.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

12) Assessment of students’ work should primarily consist of marks and grades.

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<th>Strongly Agree</th>
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Comments:

It can also be comments and notes from the teachers on the proficiency.

13) Teachers should provide guidance to help students assess their own work.

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Comments:

I believe it can help for further assessments and so that they understand their mistakes.

14) Teachers should identify students’ strengths and advise them on how to develop further.

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Comments:

It is always better to start with their strength and build from that.
15) Students should be helped to find ways of addressing problems they have in their learning.

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<th>Strongly Agree</th>
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Comments:
They should be supported and guided towards what can help them the best.

16) Students should be encouraged to view mistakes as valuable learning opportunities.

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<th>Strongly Agree</th>
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Comments:
Mistakes should be made positive, so that they don’t see it as negative, but a chance to do better next time.

17) Students should be helped to think about how they learn best.

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<th>Strongly Agree</th>
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Comments:
I think that all learning should come from the student’s perspective about what works better for him or her.

18) Teachers should use questioning mainly to elicit reasons and explanations from their students.

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Comments:
Also to elicit motivation, questioning, and interest. Questioning the students is to me a teaching strategy that can much more than the simple fact of questioning.

19) Teachers should provide guidance to help students assess one another’s work.

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Comments:
It can be stressful to assess someone else work, but a good way for them to learn a new perspective.

20) Students’ errors should be valued for the insights they reveal about how students are thinking.
**Comments:**

It allows the teacher to try and see what goes in the mind of the students when they produce errors. Teachers can ask themselves what produced the error.

21) Students should be helped to understand the learning purposes of each lesson or series of lessons.

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**Comments:**

It is important that they know why they are doing this to develop motivation.

22) Assessment of students’ work should be mainly in the form of comments.

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Comments:
It can be many other forms as long as it helps to guide the students in the right direction for when it comes to other assessments.

23) Students’ learning objectives should be determined mainly by the prescribed curriculum.

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<th>Strongly Disagree</th>
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Comments:
The curriculum gives what has to be done and the objectives, but the teacher can challenge the students with what he or she think can enhance the curriculum.

24) Teachers should provide guidance to help students assess their own learning.

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Comments:
If they can assess their own learning they can see what they have to improve. Teacher must help them at first to develop strategies.
25) The main emphasis in teachers’ assessment should be on what students know, understand and can do.

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Comments:
I do think that assessments are all about that. We do not want to trap students.

26) Students should be helped to plan the next steps in their learning.

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<th>Strongly Disagree</th>
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Comments:
When it comes to learning teachers should always think about what next and help students to do the same.

27) Student effort should be seen as Undecided when assessing their learning.

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<th>Strongly Disagree</th>
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Comments:
The effort should be showed by the students.

28) Assessment criteria should be discussed with students in ways they understand.

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**Comments:**

There is no point in assessment if they do not understand it.

29) Students should be given opportunities to assess one another’s work.

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**Comments:**

You can always learn from some else work.
30) Teachers should regularly discuss with students ways of improving learning how to learn.

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**Comments:**

Those discussions are good because it allows all participants to go in the same direction.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Questionnaire of Beliefs related to Assessment Practices

Dear Isabelle:

This questionnaire is part of a research project in Education (PhD). The information obtained through it will be analyzed without mentioning the names of the participants, and professional ethics will be respected and maintained throughout the development of this work.

Your contribution is essential for this study!

For each question, please choose ONLY ONE answer and provide comments to explain your answer.

1) Assessment provides teachers with useful evidence of the students’ understandings, which can be used to plan subsequent lessons.

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Comments:
I agree since assessing students is a good method to check if students understood what was asked of them. If they leave the page blank than it means that maybe the teaching was not quite clear for students. After doing assessments, creating subsequent lessons will go back on the content
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

that was not understood and the activities students will do will show the teacher if the content
that was taught has been understood.

2) The next lessons are determined more by the prescribed curriculum than by how well students
did in the last lesson.

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<th>Strongly Disagree</th>
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Comments:

I would disagree because the next lessons can be created as a review to make sure that the
content was really understood by the students. It is a waste of time to plan new lessons when a
majority of the children did not quite get what was taught to them. The curriculum has to be
followed by the teacher, but he or she will not jeopardize the learning of his students by going to
fast.

3) The main emphasis in assessments should be on whether students know, understand or can do
prescribed elements of the curriculum.

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THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:

Of course the emphasis in assessments should be done if students understand and can achieve the lesson. The elements taught from the curriculum have to be assessed through activities for the teacher to see if his or her students have a good understand of the content. It is a waste of time to create assessments that are too hard for students, they will get discourage because cannot do the prescribed elements of the curriculum. The teacher need to take his time, not rush the students, but take time to have all his students on the same page.

4) The feedback students receive should help them to improve.

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Comments:

Taking time to go over an assignment, activity and give concrete feedback to students his a wonderful technique. A one on one meeting can absolutely help students to go back on what was not understood and the teacher will explain in another way an element so the student understands what he did not get at first. Going back on elements that were not understood by students has to be done by the teacher. It is his job to give feedback given that will help students improve.

5) Students should be told how well they have done in relation to others in the class.
### Comments:
Telling students how well they have done in relation to others in the class is the worst thing a teacher can do. Students will feel superior and the others will be discourage and also feel that they are weak, unintelligent and maybe even worst. Congratulating a student because he improved is good, but telling him that he did better than his teammates is unacceptable. Everyone in the class puts effort to succeed. There will always be stronger and low-level students, but undermining others is a wrong technique. A teacher is there to help all his students and be fair with all of them.

6) Students should be given opportunities to decide their own learning objectives.

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### Comments:
Students have a right to be involved in their learning objectives. They might have objectives they want to achieve that the teacher does not know. In order to learn, the students have to be part of their learning process, including them in the decisions is a good technique.
7) Teachers should use questions mainly to elicit factual knowledge from their students.

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Comments:
I agree and disagree. Teachers ask questions to have students reflect, think about factual knowledge. They have to be critics and logical in the answers they will be given. Asking questions will also develop their own opinions. They will be able to come up with their own answer.

8) I consider the most worthwhile assessment to be assessment that is undertaken by the teacher.

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Comments:
The teacher knows what his students need. He has been working with them for a while and as a good teacher he must know the weaknesses and strengths of his students. He has been teaching the content in the class, so he knows that to assess in order to check if all his students understand what was taught.

9) Teachers assessment practices help students to learn independently.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

<table>
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**Comments:**

I am not certain what to answer for this statement. Teachers assess students to see if they understand the elements taught in class. Of course when you assess, you want students learn to remember the knowledge they acquired during class so it is pushing them to learn independently.

10) Students should be told how well they have done in relation to their own previous performance.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
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**Comments:**

Students should be told how well they have done in relation to their own previous performance. This is called encouragement. Teachers have to tell their students how well they have improved. It will give them a confidence they might not have had. Students will feel that now they are able to accomplish more.
11) Students’ learning objectives should be discussed with students in ways they understand.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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**Comments:**

It is important to discuss the students’ learning objectives in ways they understand. If teachers have objectives they want students to accomplish, students should know.

12) Assessment of students’ work should primarily consist of marks and grades.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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**Comments:**

There should be concrete feedback to tell the students what they did wrong or right or even what they can improve. Comments that tell students keep up the good work, or come see me we will go over you assessment is a perfect way to show your students you care about their learning.

13) Teachers should provide guidance to help students assess their own work.

<table>
<thead>
<tr>
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**Comments:**


Comments:
Teachers have to give help to their students in order for them to be able to assess their own work to see what they did well or what they did not quite understand.

14) Teachers should identify students’ strengths and advise them on how to develop further.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Disagree</th>
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<th>Agree</th>
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Comments:
Telling students about their strengths will give the confidence to develop and go beyond their limits.

15) Students should be helped to find ways of addressing problems they have in their learning.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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Comments:
Students have to be helped if they have problems in their learning. The teacher should work with the students to come up with solutions.
16) Students should be encouraged to view mistakes as valuable learning opportunities.

<table>
<thead>
<tr>
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**Comments:**

Sometimes when we tell a student that he made mistakes, he will get discouraged. However, teachers have to help students see that if they have done a mistake, try to fix it. In order to learn we have to make mistakes, it is part of the learning. Encouraging students to see this point is an important teaching method.

17) Students should be helped to think about how they learn best.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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**Comments:**

Students should be told that they learned best when they are not sitting with a friend because they keep talking, or they should try to learn when listening to music. There are many ways students can learn and it is by talking with them that the teacher will find how they learn best.

18) Teachers should use questioning mainly to elicit reasons and explanations from their students.
**Questions can be a review of the content learned in class, the main goal of questioning is not only to come up with reasons and explanations, but it is to also reflect on what the students think and have learned.**

19) Teachers should provide guidance to help students assess one another’s work.

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<thead>
<tr>
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**Comments:**

Students should work in teams and assess, give feedback to help teammates on an activity, oral presentation they have done. Peer assessment is a good way to help your students.

20) Students’ errors should be valued for the insights they reveal about how students are thinking.

<table>
<thead>
<tr>
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</table>

**Comments:**

Students should work in teams and assess, give feedback to help teammates on an activity, oral presentation they have done. Peer assessment is a good way to help your students.
Comments:
When students make errors it is a sign that they did not understand the content, and the teacher should try to explain it in another way.

21) Students should be helped to understand the learning purposes of each lesson or series of lessons.

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Comments:
When doing an activity, students should know that it is not a waste of time. It will give them more knowledge in order to accomplish further works.

22) Assessment of students’ work should be mainly in the form of comments.

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Comments:
Grades are not important, but comments and concrete feedback is to help students in their learning.
23) Students’ learning objectives should be determined mainly by the prescribed curriculum.

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<th>Strongly Disagree</th>
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**Comments:**
I do not agree. There is knowledge students are interested in learning so it is important for the teacher to take these interests into account since his students will be more motivated to learn about these elements than the ones from the prescribed curriculum.

24) Teachers should provide guidance to help students assess their own learning.

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**Comments:**
Of course teachers should provide guidance to help students assess their own learning since they are the ones who have a role in it.

25) The main emphasis in teachers’ assessment should be on what students know, understand and can do.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

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Comments:

Teachers do not want to discourage his students by inserting knowledge they have never seen before.

26) Students should be helped to plan the next steps in their learning.

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Comments:

Students should be part of their learning.

27) Student effort should be seen as Undecided when assessing their learning.

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Comments:
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Effort is an important element in the learning of someone. If the students do not put any effort, than he will not learn as much as someone who tries hard.

28) Assessment criteria should be discussed with students in ways they understand.

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Comments:
The expected criteria should be told to the students so they know what the teacher wants.

29) Students should be given opportunities to assess one another’s work.

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<th>Strongly Disagree</th>
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Comments:
Sometimes giving feedback to other teammates might help them understand content better.

30) Teachers should regularly discuss with students ways of improving learning how to learn.

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Comments:

Teachers should give ways of improving the learning. Students need techniques in order to facilitate their learning.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Questionnaire of Beliefs related to Assessment Practices

Dear Marc-Antoine:

This questionnaire is part of a research project in Education (PhD). The information obtained through it will be analyzed without mentioning the names of the participants, and professional ethics will be respected and maintained throughout the development of this work.

Your contribution is essential for this study!

For each question, please choose ONLY ONE answer and provide comments to explain your answer.

1) Assessment provides teachers with useful evidence of the students’ understandings, which can be used to plan subsequent lessons.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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Comments:

I feel that assessments are a good way to see if students understand, but I think it varies from a student to another. Some students understand and know what is on the evaluation, but are not good when they are under pressure.
2) The next lessons are determined more by the prescribed curriculum than by how well students did in the last lesson.

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**Comments:**
I think teachers should consider the students’ performance and not focusing only on the prescribed curriculum.

3) The main emphasis in assessments should be on whether students know, understand or can do prescribed elements of the curriculum.

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<th>Strongly Disagree</th>
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**Comments:**
I feel that teachers should focus on whether students know, understand or can do prescribed elements of the curriculum, but teachers can always adapt if they considered something is more important.
4) The feedback students receive should help them to improve.

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<th>Strongly Disagree</th>
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Comments:
Feedback are there to help the students progress and make them better. Feedback should help the students to work on their weaknesses.

5) Students should be told how well they have done in relation to others in the class.

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<thead>
<tr>
<th>Strongly Disagree</th>
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Comments:
I think that students should be told how well they have done in relation to their previous assessments. They don’t need to know the grades of their classmates.

6) Students should be given opportunities to decide their own learning objectives.

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<th>Strongly Disagree</th>
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THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:
I am not sure that students are able to identify their learning objectives. It is not something every student is able to do.

7) Teachers should use questions mainly to elicit factual knowledge from their students.

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<th>Strongly Agree</th>
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Comments:
Questions are a good and simple way to see if the students understood.

8) I consider the most worthwhile assessment to be assessment that is undertaken by the teacher.

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Comments:
I think that the teacher is able to build assessments for his students because he knows his students and the knowledge they have.
9) Teachers assessment practices help students to learn independently.

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**Comments:**

I am not sure that students learn independently because the practices are there to guide them and help them complete the final assessment.

10) Students should be told how well they have done in relation to their own previous performance.

<table>
<thead>
<tr>
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**Comments:**

Students need to know if they have improve or not.

11) Students’ learning objectives should be discussed with students in ways they understand.

<table>
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**Comments:**
If students do not understand their learning objectives, how can they develop strategies to become good learners.

12) Assessment of students’ work should primarily consist of marks and grades.

<table>
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**Comments:**

Grades or marks mean nothing. Feedback and comments are the most important.

13) Teachers should provide guidance to help students assess their own work.

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**Comments:**

Teachers are guides to students and they need to take them to another level. At one point, teachers need to see if their students are autonomous.

14) Teachers should identify students’ strengths and advise them on how to develop further.

<table>
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As a teacher, I feel that I tend to look at my students weaknesses and not enough at their strengths. It is important to develop those strengths, otherwise students are going to learn a lot slower.

15) Students should be helped to find ways of addressing problems they have in their learning.

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Comments:
This is the teacher’s job. Teachers need to work with students to develop strategies to make them better.

16) Students should be encouraged to view mistakes as valuable learning opportunities.

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Comments:
Students should realize that mistakes make them better. There is something positive in everything.
17) Students should be helped to think about how they learn best.

<table>
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**Comments:**

It is the teacher’s job to develop strategies for each and every student, but they are the only ones that truly know how they learn best.

18) Teachers should use questioning mainly to elicit reasons and explanations from their students.

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**Comments:**

I think that questions are the best ways to elicit explanations because by asking a question you guide the students towards an answer.

19) Teachers should provide guidance to help students assess one another’s work.

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Comments:
Students could help the other students and make it easier for the teacher. Plus, it will promote cooperation.

20) Students’ errors should be valued for the insights they reveal about how students are thinking.

<table>
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Comments:
With the students’ errors you can really see how they processed the question and what they misunderstood.

21) Students should be helped to understand the learning purposes of each lesson or series of lessons.

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<th>Strongly Disagree</th>
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Comments:
By giving and explaining the goal of a lesson you motivate your students.
22) Assessment of students’ work should be mainly in the form of comments.

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<th>Strongly Disagree</th>
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**Comments:**
Comments mean something and help the students improve. Comments help the students to see what they did good and what they need to improve.

23) Students’ learning objectives should be determined mainly by the prescribed curriculum.

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**Comments:**
I feel that the prescribed curriculum best knows what should be the students’ learning objectives, but I think that you should always be able to adapt to the situation.

24) Teachers should provide guidance to help students assess their own learning.

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THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:
That is the more important think in teaching. Teachers should ALWAYS guide students.

25) The main emphasis in teachers’ assessment should be on what students know, understand and can do.

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<th>Strongly Disagree</th>
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Comments:
Otherwise the assessment is not relevant.

26) Students should be helped to plan the next steps in their learning.

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<th>Strongly Disagree</th>
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Comments:
I think that this is the teacher’s job and that students do not know enough of the program to plan the next steps in their learning.

27) Student effort should be seen as Undecided when assessing their learning.
Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree
---|---|---|---|---
| x | |

**Comments:**

I think that if you know your students that you are going to be able to see if they put efforts or not on an assessment.

28) Assessment criteria should be discussed with students in ways they understand.

| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
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| | | | x | |

**Comments:**

Students need to know what they are being evaluated on.

29) Students should be given opportunities to assess one another’s work.

| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
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**Comments:**

Students should have different opportunities to learn.
30) Teachers should regularly discuss with students ways of improving learning how to learn.

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Comments:
Teachers should always discuss ways to improve students’ learning with their students. Students should see that their teachers care about their learning.
First Semi-Structured Interviews (transcribed)

Annabelle

Researcher: Ok, thank you Annabelle for the time. So we will start the interview.

Annabelle: Ok.

Researcher: So we will start with general questions. There is nothing right or wrong. Feel free to say whatever you want. Here we go. Alright, so first question. In your opinion, what makes a good teacher? What is a good teacher in your opinion?

Annabelle: I think a good teacher is someone who is able to, not to control the class, but to keep a good environment in the classroom so the students would be able to learn. Ahm… I think a good teacher is also ahm… very organized. So yes… that is pretty much it. So if you are organized and you are able to deal with ahm… young students…

Researcher: Hum hum…

Annabelle: I think that you can be a good teacher.

Researcher: Good. Alright, nice. Ahm… Is teaching a talent people are born with or you can learn to become a teacher? Become a good teacher? What do you think?
I think that you can learn to become a teacher but I also feel that you have to ahm... have the skills and... you know... you have it or you don't. But you can develop it...

But I feel like are kind of born with the skills.

You mean ahn... by learning at the university?

It could be.

Ah well, you become a teacher by practicing, like you have to practice your teaching and to improve your weaknesses and... well, that is the way you become a teacher, well when you study how to be at the university.

Hum hum. Could someone become a teacher without going to the university? Like...

Yes, I think yes.

Ok, good.

It might be possible.

Ok, good. In your opinion, which elements, which things, were most relevant in terms of learning how to teach for you? And why?
What helped you become a better teacher, helped you become a teacher, learning how to teach…which things during the program?

Annabelle: It was the practicums, the practica…I am pretty sure about it because the feedback are the most important things that you can receive in this program…Well actually you learn a lot of stuff in your classes [university classes], but it’s…like I said before, you can be a teacher without going to the university, so…

Researcher: Hum hum.

Annabelle: So I think the practical aspects are very very important.

Researcher: Good, good. You mentioned about courses…which courses you think, in your path helped you, influenced you most?

Annabelle: Ahm… Didactics. They were great because they gave us a lot of ideas for activities…Ahm…also the classes related to classroom management, like a said, it is important to have the control…

Researcher: Hum hum.

Annabelle: And hum…I would say practicum.

Researcher: Hum hum. Good. Alright, so exactly about that, what is the role of your associate teachers, the ones you had in your practica on your teaching? What was their role? How were they important, how did they influence your teaching process?

Annabelle: At the beginning of the program, I think they don’t have the same role…

Researcher: Hum hum…
Annabelle: Then at the end. For example, at the end of the practicum is really to give feedback and to support the student as much as possible. But at the beginning, it is really to introduce the job and explain how it works and how…

Researcher: Hum hum…

Annabelle: So it’s different. But really, at the end is to support.

Researcher: Hum hum. So that is something…that is actually my next question. What kind of support do you expect from them now, from your associate teacher now, this fourth year?

Annabelle: It’s really feedback, like you did this wrong, you did this right. If I were you, I would have done this…or like to give a lot of advice.

Researcher: Good. So usually from the experiences you had with your associate teachers, did you always tend to agree with their teaching practices or you thought “okay, I am not sure I would do this the same way”. How do you feel about their teaching practices, of your associate teachers?

Annabelle: Well, I think that I have been lucky because most of the time, the relationship was really great. The way they thought was pretty much the same I did…

Researcher: Hum hum…

Annabelle: Sometimes, I mean, it is normal that you don’t agree with the AT, but well, when this happens, you just…

Researcher: What would you do? Would you let your practice aside?
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Annabelle: No, I would try my methods because this is now or never. So if I don’t believe my AT is doing the right thing…When I will be teacher, when I will be in charge of the group, I would try my stuff and if it’s not working well, I will learn from that but…

Researcher: Hum hum.

Annabelle: Yes, it is now or never. And I am not paid, so…

Researcher: Good, so you would try. What about your practicum supervisors in relation to your learning to teach process? How were they responsible? What was their role, would you say, of your practicum supervisor?

Annabelle: I think they are really present for the more formal format like the assignments, written assignments. So they are really there for giving advice. But they are only coming two times or less. So they do have a good idea of who you are as a teacher, but not enough. I think they should come more often.

Researcher: Hum hum.

Annabelle: But, it is more for the…also for the format of the practicum: this day you should be ready for this…it is a good frame…for proving a good frame.

Researcher: Okay. It’s good. It’s interesting. Next, so now we will talk a little bit more about teaching per say…like how you prepare the classes, how to build…and so on…So the first question is: how do you prepare your classes? I mean, you have to teach something, the
content tomorrow, how would you prepare for it? Which elements
do you consider when you come up with a lesson plan, let’s say?
So how would you prepare your classes?

Annabelle: The first question I am asking myself is what do I want them to
learn. For example, the purpose of the class is to learn how to use
“there is” and “there are”, I will base my activity on this exactly.
So, I will look for plural and singular. So I am looking for a goal,
and after I am building my activities around this.

Researcher: Good. Ok, in relation to assessment practices, how would you
describe your preparation to assess your students, so let’s say okay,
you prepared “there is” and “there are”, how would you prepare
yourself to see if they learned? How would prepare your
assessment practices?

Annabelle: Well, you have to observe them or you collect sheets, activity
sheets at the end of the class and you see if they wrote good
answers or wrong answers, so that you can witness if they do get
material or if they don’t.

Researcher: Good. So you would observe. Would you take notes, of course, this
is something you said you haven’t had much practice yet, you only
had 3 practica so far…so let’s say in the previous practicum, were
you able to evaluate, assess…

Annabelle: Well for example, during the second practicum I had the change to
evaluate C1, but I wasn’t alone, so the teacher and I were walking
in the class and we were using the grid, using a checklist…we tried
to evaluate the students…and we compared our grids and we came
up with an average. So I had the chance to evaluate that way, but in
my third practicum not at all.

Researcher: Oh ok.
Annabelle: So we did not…it was only teaching. We did not evaluate.
Researcher: So no formal evaluation, just activities…
Annabelle: Just practicing how to evaluate…but not…
Researcher: That’s good. But how would practice that, I mean? Give me an
example, like an activity that you created and then you something
happened, you were teaching and you noticed something…let’s say
when you gave an activity, you said you observed…what was the
next step…after you observed something and you corrected…what
would you do? Would you think about something?
Annabelle: Well, if I see that something went wrong, I wrote it down, I tried to
modify my activity in order to make it better…
Researcher: Hum hum…
Annabelle: That is it.
Researcher: That’s good, that’s interesting. So would say that’s maybe
something for the next practicum something you would be
interested in doing more, to evaluate more…
Annabelle: Yes, I would like to evaluate C3 because the written assignments, I
feel like the ATs don’t want us to evaluate…well actually during
all my practica, we did not do any written assignments, written productions.

Researcher: What would you need to evaluate their written assignment, what kind of documents?

Annabelle: I would like to create grids related to specific assignments… so like finding the right things to evaluate and also have the change to create or adapt grids… but well… I have never done that.

Researcher: Okay. Good. But, as you said, you did mention, you did some kind of practicing, I mean, what kind of practicing activity you did?

Annabelle: For evaluation? It was really C1, it was walking around the class and hear the English and you try to evaluate using the criteria: what do you think of where the student is situated?

Researcher: That’s good. About that grid, was it your associate teacher’s grid?

Annabelle: Yes.

Researcher: Did you like it? Was it easy for you to use?

Annabelle: Yes. I think that this grid was nice… but also during my observation days, well, two weeks ago, we did the same thing, actually, and it was a pretty similar grid…and it was all great.

Researcher: Okay.

Annabelle: They were pretty similar.

Researcher: Since you mentioned about grid, you had an evaluation course, probably in your second year…

Annabelle: Yes.
Was it useful? How useful was it in terms of assessment and evaluation?

It was useful but it was in order to create assessments. For example, we created multiple choices questions, we created…how to create an evaluation but it was not related to grids exactly. Like, you evaluate this, this and this. It was really like how to build a question…not the questionnaire…

The test?

It was really concentrated on C2. For example, you read the text and then you have to build a questionnaire.

Okay.

How to do exams. But not how to evaluate their understanding.

Interesting. So would you say that this would be something interesting to have in an evaluation course?

Yes, but second year is too far.

Good, interesting to know. Besides the evaluation course, what other courses or other elements helped you to assess your pupils’ progress? So now we are talking not only about tests or exams, but their progress. So as you said you observed…but how did you learn to do that? What made you see that? Or that was something you already knew: when I create this, I have to do this. In terms of students’ progress…how would you see…

Their progress?
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Researcher: Yes.

Annabelle: By doing similar activities…like the criteria are pretty much the same…and you see the first evaluation, the second evaluation…did they improve?

Researcher: On a daily basis, you would do activities that are similar that you are going to, supposed to, create later on. So they would have practiced the activities before the exam…the test…before you count. You practice with them.

Annabelle: Yes.

Researcher: Have you have the chance to do that? Or not really?

Annabelle: No.

Researcher: Okay, fine. Back again…in terms of practica…because we are really focusing on practicum here…when you would create your activities, your associate teacher asked you to create activities, what would she tell you to do, would she give you any instructions? He or she? Any instructions, in terms of like, when you do this, take notes…would he or she tell you what to do in terms of their progress? To keep track…

Annabelle: In terms of evaluation?

Researcher: Well, in terms of learning…so what are they learning? Because usually when we assess, we link it with evaluation, but assessment is more like progress…to see where they are going with their learning…the assessment of their learning…so about their
progress...forget about assessment for a while. How would you see their progress in terms of activities? You said that you would correct their mistakes...

Annabelle: Do you mean when I teach, if I see my students progressing?
Research: Did someone prepare you to do that?
Annabelle: No, no, no...not at all.
Research: So how do you know that you have to do that? It is a weird question...
Annabelle: It is the job of teaching. Making them learn.
Research: Good, so you are aware that you have to be checking. So in terms of assessing your students’ progress, so as I said, not evaluation, so really the progress...one activity, then the next...are you ready for this task? Before the beginning of practicum four, do you feel ready for this?
Annabelle: Alone? I am not...but with the help of the associate teacher I will feel comfortable to try at least...but students’ progress is something so...it’s not something very clear...
Researcher: Hum hum.
Annabelle: Not clear, but it is a bit difficult to witness...maybe I will need someone more experimented to help...
Researcher: Why? Why do you think you need the help of the associate teacher?
Annabelle: Because I am not ready...because nobody trained me for that.
Researcher: Okay, that is fine. Okay, so we are going to go back again…to keep track of students’ progress…based on what we talked in class…in university classes, do you have any tools to help you track their progress? Did you learn anything that you could use? To really measure their progress to see where they are going? During the university or during the practicum?

Annabelle: Well, more in practicum than in university. I would say nothing from the university…they didn’t help at all…But practicum, perhaps using…the grid is the only thing that I am thinking.

Researcher: That is good. Last two questions, we are almost done. More specific now: formative assessment. In your own words, what is formative assessment?

Annabelle: It’s when you evaluate your students’ learning…but it is not summative, so you are not grading them seriously. It is only to witness their progress. And to see if they understand the material.

Researcher: Good, and how should a teacher formatively assess their students? What kind of tools you think it would important for them to use?

Annabelle: To be formatively evaluated?

Researcher: Yes.

Annabelle: Activity sheets? I would say just questions, for example, you ask them: do you understand and show me… Like use the material and form a sentence. Try to include the material in your language. So
just by observing and hearing them, you can understand if they get
the information or not.

Researcher: Okay, that is good. Final question. How does formative assessment
affect their learning? I will explain...How is this relevant for their
learning? Through formative assessment, what is the teacher able to
do?

Annabelle: When you know what they know, you are able to build lessons after
this, so you are not obligated to do all over again the same material.
You can go forward, prepare other activities.

Researcher: Okay, one extra, on the same matter. Because you mentioned about
observe and ask questions: is that something that you think about
when you plan a class? For example, you are building your lesson
plan on there is and there are, as you said, do you write questions in
your planning to check: ask students these questions to know if
they know?

Annabelle: No, it is more natural, I would say.

Research: Great. Thank you very much.

Annabelle: You are welcome. No problem.

Carlos
Researcher: Ok, so good afternoon Carlos. Thank you for accepting, to be part of this research. We will start. So we will start with general questions about teaching. In your opinion, what makes a good teacher?

Carlos: Dynamic individual. Resourceful individual. Someone who is quick on their feet and who is actually helpful towards their students while being quick on their feet. And always finding examples and ways of making it relatable for the students.

Researcher: Good. Ok, that’s great. Is teaching a talent people are born with or you think it is something they can learn and develop? Or both?

Carlos: I would say that you are born with it. I am not saying that it is artistic in any way, but almost…it is somewhat artistic: you have it or you don’t, from my experience. Could you become a good teacher? I think that there is the possibility if you are willing to put the work into it. If you are willing to again, be resourceful. And go outside of just what has been given in a course, and become a better teacher yourself, which then would make you somewhat artistic.

Researcher: Great.

Carlos: I don’t want to say it is an art, but it is. It is just like a comedian.

Research: I agree. Good. That is kind of related to the next question. So how does someone become a teacher? So you said they could learn, develop…but.. so how can someone become a teacher? Like okay, now I am a teacher…
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Carlos: I don’t think that you become a teacher by receiving any diploma or an accreditation from the government or university. I think you became a teacher the minute you decided that you wanted to be a teacher. The minute you started looking at life in a different way…and saying, “oh this could be useful in the classroom” or what that person did, whether it is in a conference or anywhere, would actually work…teaching is everyday. It is not just in the classroom.

Researcher: Good. In your opinion, which elements were most relevant, in terms of learning how to teach, here at the university? What elements that learned, courses, workshops…

Carlos: In my opinion, I think the most important for me it was the writing and grammar classes. Because once that is settled, once it is in the back of your mind…you know…you got it right there, then you can really focus on teaching. And once the curriculum is settled, then you really get to practice what it is important and you know, becoming, not a better person, but a person who listens to the students and who is aware of what it is happening in the classroom.

Researcher: Okay. What about practicum courses? What do you think about those in terms of learning how to teach?

Carlos: They are interesting because the people who run the courses are teachers themselves or have been teachers. I think that they are the people who bring in the most…you know, they bring in more
information than, for example the psychology teacher, that is teaching the psychology class there. They are the ones who are bringing in the real information…the real life. Stuff that students are dying to learn about.

Researcher: That is great. Also about practicum, what is the role of your associate teacher? Of associate teachers in general in the teaching process? How helpful are they in terms of learning how to teach?

Carlos: Everybody got their own way of teaching, so…

Researcher: Let’s say your associate teacher now…

Carlos: If you don’t have the same teaching method or maybe that, you know, like I said earlier, teaching is a skill that you are maybe somewhat born with, does not mean that they are better than you because they have got more years of experience. Maybe you are just better at communicating, you are better at listening to students, in turn which makes it that you are better than you associate teacher and that they probably can’t help you because you don’t have the same teaching method or the same approach towards, you know, everybody is going to approach a problem differently.

Researcher: So would you say that maybe it could be interesting to try to match students with associate teachers that would fit the profile?

Carlos: That would be actually difficult, but that could work. That could work, you know, if you got someone who is more passive, you know, and put them together they would probably have a similar
type of method, you know, if you got someone who is dynamic. But if you going to mix-match a passive individual with a dynamic one, it is night and day. Not that either way is better or worse, it is just completely different.

Researcher: Good, in case… also about the practicum. In case, let’s say, you can base this answer on your past experiences, if you had different teaching practices or ideas from your associate teachers, how would you do it? Because I mean on practicum, would you forget yours, put yours aside and follow what the associate teacher is asking or you would step and say “no, I believe it should be this way”. How was that? How would you say?

Carlos: Being the way I am; I am a take charge person. I like, you know, things done my way.

Researcher: Hum hum.

Carlos: Of course I have to respect the classroom that belongs to the associate teacher. But if I think that it is something that will function better because I have done it before, then of course I am going to do that.

Researcher: Hum hum.

Carlos: You know, just because the teacher has 30 years of experience, but if they failed in that situation and I know that I can solve the problem, I will solve the problem. That is who I am. Maybe
someone else will take a passive role and just watch the teacher because they have 30 years.

Researcher: Hum hum.

Carlos: Personally I don’t think that because you have 30 years makes you a better individual. You have seen more, of course, but it does not mean that you have seen everything.

Researcher: I agree. What is everything?

Carlos: Precisely that. If you have been teaching in a rougher neighborhood, and you got a student with behavior problems and the associate teacher has never dealt with that type of problem… you know, and you know how to figure it out…

Researcher: True, true. Good, so let’s say right now, how would you define the relationship with your associate teacher?

Carlos: Good. Very good.

Researcher: What kind of support would you expect from this person? What would be interesting for you, let’s say, that this person would give you?

Carlos: Maybe from my experience, that I have never really dealt with the parents, students’ parents…

Researcher: Hum hum.

Carlos: And she has, I would like some support there… in that field. But in terms of being in the classroom, I’m an in an advanced grade 6 and
grade 5 English classroom, so the students do everything that they are told to do, there are no problems, per say.

Researcher: Good. That’s alright. What about the supervisor? How would you classify or define the role of your practicum supervisors throughout the years? What are their roles, their functions?

Carlos: I believe they are essential in being a support between yourself and the university.

Researcher: Hum hum.

Carlos: But even the university aside, I find that they are the face that you deal with. They are the person that you are dealing with. The University for Me has no importance. I see, like yourself when you were my supervisor last year, and this year’s supervisor. I see them like, a got a problem, I am going to go to that person.

Researcher: Okay. They are like the bridge.

Carlos: They are that bridge. They are the person that I can run to safety if there is anything wrong.

Research: Good. That is supposed to be idea…alright. That is how I see it, at least. Good. So let’s talk a little a bit about preparing classes now. When you teach, in a general way, how would you prepare your classes? I mean, what documents do you check? What do you think…the first thing…

Carlos: The first thing is I assess the student. I assess all students through various ways, you know, when I am observing, I am watching the
students. I am analyzing the students to see who is stronger and who is weaker. Who has got problems writing, writing problems, you know. As I am checking their writing, if they have done, like I went last time they were doing some writing… I was correcting it with them, and that gives me a general idea of who is really strong, who is really weak… who needs help…

Researcher: Hum hum…

Carlos: And then from there, based on their mistakes, at least in writing, then we can move towards what we are going to do…

Researcher: That’s good…so you plan that before…before you actually teach…if you can, of course…

Carlos: And if I am teaching, well, if there is…you know sometimes right there I will switch up my lesson plan, like you saw last year, I am not sure you were there…

Researcher: Yes, yes…

Carlos: Or I would quickly switch up if I saw that someone had a problem with pronunciation, although it shouldn’t be graded, but, you know, right there and then…might as well…you know, if there is a problem, fix it.


Carlos: I will be honest; I have no idea how to check them.

Researcher: Okay.
Carlos: I have no idea…I don’t think we were prepared enough to check them. I don’t think that anybody showed us adequately how to check them and how they are used…and for what purpose to use.

Researcher: Good. That’s interesting. But do you think it is important to know and be aware? How important is it?

Carlos: Considering that I came from Adult education and supposedly there is a program…nobody uses the program. I have never seen the program. Also stepping into a classroom now…is there a program? That’s the question I ask myself. Is there a program? Because everybody does whatever they want. And I have noticed that not just in English, but all across the subjects. Everybody seems to be doing whatever they want when they close the door. Is it good? Is it bad? You know, there is no consistency, you know…it is the way it works, it is the way it works.

Researcher: Hum hum. True. A little parenthesis here. I like the way you say you base that on what the students know and then you take it from there…if you do that…

Carlos: That’s the other thing that…I wouldn’t function with a program. Even if I had a program, even if I was forced to use the program, I would still adapt it to my students because they are a living organism. They are always learning more; they are learning less. They have a good week. They have a bad week. And every year is
different level. You can have grade 5 for the next 10 years and they will all be at a different level.

Researcher: True.

Carlos: And that comes back that to your good teacher, where is like I said, one sets one bar, but we should always be moving that bar up and not down.

Researcher: I believe in that as well. Now let’s move a little bit to assessment practices. In terms of assessment and evaluation. How would you describe your preparation to assess your students’ learning? Not like a grade, but how much they know, what they know and what is next? How were you prepared for that?

Carlos: To quote T., professor over here, he explained to us, and he has nothing to do with evaluation classes. He was teaching in the FLESH…and he said that it is a tool to gather information. For example, a dictation is not a dictation to give them a grade but it is for the teacher to gather information on the students. I can understand that. What I don’t understand is the assessment classes that were given to us, and we only had one…it never made sense to me. I understand it in the same way as everybody else understands it. Everybody else wants a grade to pass.

Researcher: Hum hum.

Carlos: Everyone wants to pass. Everyone wants to make the threshold of 60%. As for the teacher, if we are just going to collect data to
maybe better our students, then why give them a grade? So…I
don’t know. I am ripped on that idea. So what is really assessment,
I don’t know. To be honest with you, I don’t know because of that.

Researcher: Alright. But that’s pretty knowing…that is a good answer…that is
what it is…keeping track…better their learning, improving their
learning…Honestly, I think that is what it is.

Carlos: For me, off the record, maybe assess with no grades and just assess
because you are getting better, you are improving, you got fewer
mistakes and not an attributed grade to it. Because then the student
does not care about the learning process.

Researcher: True. In terms of when you build…making this link into your
classes, when you…so is that something you think when you
prepare your classes are you thinking “okay, when I do this
activity, I want to see this, I want them to see this”, how do you do
it?

Carlos: That would only work if I would make my own assessments, as I
done previously with, in Adult education when I would give a
dictation, something that I haven’t seen in the elementary school or
high school…so, by creating my own exams, then I am specifically
looking for something. But if I am using the exams that are in the
back of the book that come from the editor or the publisher I should
say, then you are not going to get that information because the
exams are already pre-made. It is not made for your class. What to test, what you are looking for.

Researcher: Good, so that if I would say formative assessment, no grades, so you want to assess really the learning. So when you prepare to the same question, but no evaluation, just daily basis activities, how would you assess, measure their development on a daily basis. How would you plan that?

Carlos: The formative, I am evaluating every minute that I am in the classroom. I am observing. Just observing itself is my way of assessing.

Researcher: I would like you tell me a little bit more of how you do that. Do you plan that before?

Carlos: I don’t. I already go… It is planned, yes. I go in with the mindset of I am always evaluating. I am always looking for something… I am always looking for problems or kinks in whatever we were doing…That I am doing. Am I taking notes like you have done in our classroom where you drawing down notes, no I don’t.

Researcher: Would it be interesting to do that sometimes? Taking notes?

Carlos: It could be. It could be interesting. It is interesting…Hum…it could help…it depends on the classroom. If the class is too disruptive, then…forget it. I don’t think that is even realistic. Your main key point there is to keep the class on track. So making formative
evaluations on paper and taking that extra time, it does not become real anymore.

Researcher: Alright, in terms of university as well, you mention the evaluation course…did any other courses or any elements help you develop your notion of assessment or evaluation, like how to prepare, not only grades, but see their progress…so in terms of university, how were you prepared to assess?

Carlos: I wasn’t.

Researcher: Okay.

Carlos: I have to be honest. I wasn’t. We learned that we had to…in the third year didactics class, we had to create grids and rubrics. But other than that…they were rubrics with the…I don’t even know the name of the document…

Researcher: The progression of learning?

Carlos: The progression of learning…exactly…so that is as much as I know of it. What does it mean to me? Absolutely nothing.

Researcher: Alright. Interesting. Big question: do you feel ready to assess your students’ progress?

Carlos: In my own way? Yes.

Researcher: Good.

Carlos: You know, assessing them in…not assessing them maybe professional or the way research has said that is best…but assessing them in my own way, yes, of course, I think that.
Researcher: But what would be “professionally assessing someone”? How different would that be than your way?

Carlos: Maybe using a lot of more rubrics, maybe following the progression of learning, which is the program…but since I have no idea of…if I had to list some items on the progression of learning, the only thing I know is functional language and that is pretty much it. So, other than that, I don’t think it should be a question of researching it…I think it should be a question that it is in stilled in the students as of year one.

Researcher: Good. Next one, we are almost done. Formative assessment. What is formative assessment in your own words…how would you…

Carlos: I just, you know…assessing everyday, assessing what you are doing everyday, whether they are speaking, they are writing, they are doing their reading comprehensions…you continuously…whether they are speaking outside in their school yard…I mean that’s… you are always there…if you are present, if you are listening, you are their English teacher, you shouldn’t switch to French because the class is over…you are the English teacher and it is always in English…at least for me.

Researcher: I agree. I do the same. So how, in a best way…in an ideal way…how should a teacher formatively assess their students, in terms of tools…in an ideal world, let’s say.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Carlos: In an ideal world? You would have grids; you would have…you would be able to track them…you know…just grids and being always able to track them, that’s…that would be the ideal world…Always having the appropriate tools and enough time to do it.

Researcher: So you think that now, reality time and classroom management…

Carlos: Oh there is a time constraint and then there is classroom management that comes into play…and then there is also their willingness to do the work that day…that comes into play…that alters your findings.

Researcher: Last question.

Carlos: Sure.

Researcher: How does formative assessment affect students’ learning? How could that be useful or not…

Carlos: If you give them the feedback, but not necessarily immediately…but within one class or two…well, if you see them once a week, immediately would be best…hum…that would be the only way for them to improve…if you are on them…immediately. I was told in previous stages…not with you…not to be on them because I would burnout, if I was always on the top of them.

Researcher: And what do you think about that?

Carlos: I totally disagree because that is my job. I have to do that. I have to give immediate feedback. The student is…even though
pronunciation is not being assessed, to learn a language, if we function in terms of a program, we don’t learn a language…that is not how we learn a language. A language is learned everyday being immersed in it and being corrected on the spot. If I let the mistake fossilize, then we are done. There is not coming back to it.

Researcher: I agree.

Carlos: That is why, if we go back to the program, in the progression of learning…I don’t think it functions. Even though I’ve got grade 5 students, who’s to say that I can’t do the subjunctive with them? Maybe they can’t conceptualize the subjunctive because of the complexity and how abstract it is, but why not? You know, why can’t that be worked? The progression of learning says: don’t even think about the subjunctive anytime. But if the students are there…if they are at that level, then you can toy with it, or why not? That’s who I am.

Researcher: I agree.

Carlos: To answer your question when you asked me if I were ready. I don’t think the university prepares us well enough. I don’t think the university comes even close to what reality is…and that is a huge problem.

Researcher: So what should we do? Get more contact with associate teachers? Be out there? See what it is? What do you think?
Carlos: I think that year 1 students should be teaching immediately. There shouldn’t be 10 days of observation. Students should be in the field and working at it…all the time. And that is the only way to improve a trade is working at it. A lot more grammar classes, because that is necessary, that is the foundation of what we are working on…whether the progression of learning says or whatever it wants to say…I think that that’s a key point. Working on grammar throughout all the 4 years…even though it becomes redundant on the fourth year…it is always to be quick and answer any questions. Writing…and then again…practice and practice…we can talk about Piaget and Vygotsky and all those fine people…but I don’t think they are useful. Maybe a little intro about it…you know…just touch on it. Not focus so much.

Researcher: Alright. Thank you very much.

Carlos: Thank you.

Mélissa

Researcher assistant: Okay so I will ask some questions, try to answer to the best of your ability and your opinion what makes a good teacher?

Mélissa: Somebody that is invested somebody that is passionate that has the students at heart and that will be able to put himself aside to truly
like understand the students struggles in order to better their understanding.

Research assistant: Okay. So really the focus on the students and what they are experiencing.

Mélissa: And furthering like, the connection with them that's what we had an exercise this morning, like how do we see teaching…and my focus like, my way of seeing how I will be a teacher later is really like going that step further like doing different activities outside of class like being part of the radio committee, being part of…just trying to differentiate your teaching, like being involved in the school because it will always bring something better for the students.

Research assistant: Do you think teaching is a talent that people are born with it or not and why?

Mélissa: Some might have it easier with their personality so that could be defined as a talent but some could be as good like as another teacher in order to like, have students assimilate and really understand English… but not have like… “oh, he is the best teacher in the world”, but he's doing a good job.

Research assistant: Hum hum.

Mélissa: You know, it is hard to define talent, so that would be…

Research assistant: But if they don't have this talent and how does somebody become a teacher how can somebody go about becoming a teacher who doesn't have it inside them?
Mélissa: I think by trying…trying like if somebody might lack a bit of humor like just try to make a joke from time to time to see if the students like that side of the person or just get out there and try different things. I think in order to find something, some aspect of teaching that will… that will be able, you will be able to create your own world, your own personality that doesn't necessarily define yourself as an individual and as a teacher. The teacher can create your own persona and go from there…That would be creating…

Research assistant: And that would come more from the university? Being in a teacher education programme? Or that would develop on the with the student’s experience?

Mélissa: I think having a program like, it would be like an introspection, like seeing who you are… something like that. I think that would be very useful for University because sometimes we think: well, I will be a good teacher for this, that, that reason. But they have the talent, but they don’t see it…they are just submerged with everything else, like negativity, or like, “oh, I struggle in this and I struggle in that…and I am in my fifth year…and I have been delayed”. I think knowing that they have what it takes and of course like it's going to be more of a struggle with other things. But if they have the talent, why not use it, and why not have a program
at University for that. I think it would be very encouraging for the students.

Research assistant: Which elements in your opinion were the most relevant in terms of learning how to teach and why?

Mélissa: I think ethics. We’ve had a lot of the classes about ethics and some people still lack of it and I believe that is truly a key to being a teacher because you need to know how to act and how to react to certain situations that you don’t necessarily think will happen. And or else it is just really to possess what you will be teaching so for me all the courses at the FLESH, some students think they're worthless, or more like, “why am I doing this right now I've had way too many literature courses” or like “why am I doing Linguistics”, like “I don't like this”… but they're they, they are the basis to what we will be doing and we need to truly able to use the language in order to teach it… and of course grammar will come. But I think… I don't know… I've always struggled with grammar, having spoken English since I'm pretty young but I'm pretty sure that with the years I'll be able to really develop that skill and develop my way of understanding and my way of explaining grammar to my students. Like obviously we can’t be a 100% right now. But we can get there.

Research assistant: Has your grammar, your grammar classes that you had to take in the FLESH, has that helped you? Do you find that…
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Mélissa: They have to help me but I am not at the level that I would want to be because of different reasons like being too involved in the student committee at the same time as a certain class, where of course I passed, but did I really pass? Did I truly understand everything? So, I personally feel that a class like that I think it's Advanced Grammar or I am not sure of the class but it is Professor X that gave it to us. I feel that we should have like two or three of those.

Research assistant: Really?

Mélissa: Because for me I wanted to understand so bad but when I got on the boat like I was really rowing, trying to dig in and I'm trying to go for it, it was too late because I had already missed too much of the first of the basis, that I couldn't catch up and I feel like I'm not the only one because obviously other students have failed it. Fortunately, I haven’t. I feel unfortunate of not having failed because I haven't acquired what I wanted to, so I would have liked, like a second opportunity.

Research assistant: Interesting. Shifting gears to the practical side… what is the role you feel that your associate teachers have added to your teaching process what kind of support did you expect from them and did you agree or disagree with their teaching practices?

Mélissa: Basically, it is always guidance. Like they're there to guide us like we made a mistake or we're not too sure they're going to be like
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

“okay will coming back to what happened”, not necessarily on the to stress you out or things would go out of control. But like come back and they give you concrete advice of what they think went wrong and after asking what could you have done better not necessarily giving the answer, but making you reflect, making you think what could be better. Because like, we often see the changes that we need to make, but maybe we can’t do it like on the spot so that's why I didn't go that well but hum…or else… My associate teacher, I would, I would say they have to be there they have to be invested they have to be present they have to be aware of the good and the bad things that we do and I feel that one of my teacher, just didn't care that much because she felt that we were good enough. It was our first practicum, so my second year, and the…she was just like “well it's going good so I'll just go out, head out and do other things”.

Research assistant: Wow.

Mélissa: And I was like, “okay maybe I am good, but I am not great and you can help me get there”. So…and it was also with the groupe d’adaptation scolaire, special needs students. I obviously had no training for that. And in my first practicum, some kids were way out of control and even when she was in class she wouldn't intervene but at that point we don't necessarily have the training for how, how to control, how to manage my class management, at your
first practicum, I think it's a bit too much for us, like we try to teach, we try to speak in front of a class and make something clear something like you see a light bulb. But class management, I feel is something that even up to the third practicum, like you really have to, you need guidance so, certain things like even that your fourth practicum, you still have a lot to learn about but... yeah, associate teachers are definitely there to comment and give you feedback as much as possible.

Research assistant: Certain things they should not give too much liberty on and some they should. They should put a little measure as to what you are ready for, and what you can handle at the level.

Mélissa: Exactly. Yeah exactly especially the liberty part. When I was teaching in the primary intensive, the teacher was always present in class. Very rarely she went outside of class, so we couldn't really see if we could manage the class or is it the fact that she was there so the students were okay. So my dyad and I sort of struggled with that, and we thought it was a shame that she didn't maybe let us go on our own because she seemed to be confident in our ability to teach, but why not let us do it more freely.

Participant assistant: Interesting. What is the role of your practicum supervisors in relation to learning to teach process?

Mélissa: I feel that this year Alexandre is really doing a good job with what I want from a supervisor as he provides us the tools that we need, to
say I am an Adult Education and I've never had any class about
Adult Education before, we've only had it right now. It's a good
thing but it is somewhat a bit late for me to really grasp of what the
milieu is like, so just having links to websites that we could use or
just giving me the material from the, from the MELS or whatever
the name is. And I think they're there to give us support and say
you can do it don't give up or like at the opposite like I don't think
you're meant for this profession, like, what is your aim is right now
and how do you feel, like you don't seem to be doing well. Like
they are there to give us give it to a straight, I feel. And Y is very
straightforward and I really liked that of him because at some point
I really was having a breakdown and they're there to lift us up as a
person and tell us like, “well you know, this didn't go well but you
have all this in front of you that you've acquired and that you
possess and I don't think that it's you don't have, it you don't have
enough, because you do. It is just right now you're just seeing what
you saw that I saw and think that it is the worst thing in the world
but it really isn't”. We are there to learn and if they feel, as
research assistants, that we are succeeding, like, they're there to tell us and
to make us better.

Research assistant: Hum reality check. How do you prepare your classes which
elements do you consider to keep in mind when choosing what you
will teach and why what's your process what are the criteria, these types of things?

Mélissa: Basically I really want to be able to go towards with the students would want. So I haven't done it yet because I feel that I'm not there a 100% so I can't really have that contact yet. But I would be the type of person that would have either by raising hands or like a test or something just to know what my students like. What are their interests. What are their interests like, would they be interested in traveling because that is like my passion, like I would love sharing about traveling, which I have done in my past practicum, like I did a whole 2 weeks and only Australia, so learning about the aboriginals learning about different sports you can play in Australia, learning about everything about to do with Australia, so what are their interests and so I can base my planning with that put into consideration because in Adult Education, right now, our method is using C1 C2 and C3 every class and when the class is done next class we start over. So it's just a different theme for every class so I feel that if we just choose random themes like fishing like “okay is there anybody that likes fishing in the class” or maybe fishing could be random enough to everyone to enjoy or like how to make a pizza in the different pizzas you can find in the world. Sure, that's interesting at some point but is there anything that can really grasp their attention and their willing to go that
much further in English because with Adults, like, they are there
get their diploma but English isn’t necessary like the class they are
most motivated to go to if they go to their class.

Research assistant: Hum hum. Absolutely, in relation to the assessment practices how
would you describe your preparation to assess your student
learning?

Mélissa: Basically have to review what you've taught. We don't assess a lot
in Adult Education so I will just refer to my last practicum that was
done in Intensive English and we had tests every week and so you
really go through what you taught, the little things that were really
precised in class like you went through it, you gave a lot of
examples, and the students seem to understand, they had a
homework to go back to… basically, when you give a test, you
need to make sure that it's material that they know. Like they have
heard of it before or you've done a review about it. You can’t put it
on the test and say “oh, they were supposed to know this” and put it
on the test. And you need to play with levels, like you want to
make certain questions like easy, but you want to make sure that it
is actually making them think a little harder so… I don't know if I
answered the question.

Research assistant: Yeah, I think you did. You also outlined the difference between
Adults and younger students. Let me ask you this question: which
elements in relation to your courses, the articles you looked at,
books and stuff has helped you to assess and evaluate your students' progress? Where did you gain, I don’t want to say influence, but it is some way influence, where did you get that from, and how does that, do you feel, get you ready for the task of evaluating and assessing students’ progress?

Mélissa: I feel that maybe it is a lack that we have...

Research participant: That could also be the practicum courses...like all the experience.

Mélissa: We've had one evaluation course at the FLESH and it's practical and it's good. It's good book, it's good reference to have like I would definitely like, open it up tomorrow if I were to do some planning. For sure it is going to give me great ideas. But, I feel that there are key moments to have that course, maybe to have it more than once and it wasn’t really well thought out. So, but in order to have like, sources, resources to assess, I feel like maybe examples like on the internet would be would be good enough. Seeing like okay this teacher does it this way this other teacher does it that way, now what is my goal here? And take that and adapt it to what you want and the purpose.

Research assistant: If you could say... you did talk about the evaluation course and you talk about how that you felt that that wasn't very effective for you, where did you find that, where did you get the most, maybe it is the internet, like you just said, but where would you get the most information about how to assess? What do you feel helped you the
most and prepared you the most? It could be on practicum, it can be an associate teacher, practicum supervisor and all of your formative sort of training. What would you feel helped you the most sort of get an idea of how to assess?

Mélissa: I think in my practicum last year with Intensive English, having a test every week, you have to make sure that you have enough material to assess them with. And you have to come back to what you did last week and see “oh, okay this they really didn't understand”. So like, just having that come back repeatedly, weekly, is good because you get better. Because you referred to what you've done and I think that with my associate teacher like, telling us: “well, I do this, so you guys should continue the same thing”, and it's not necessarily something that I would do… in an Intensive group, maybe. But in a regular group, because you see them once a week, I guess, so always assessing them, they would be like “wow, could you give us a break at some point”… like “I am learning, but you are stressing me out”. And I think that having that, just like a repetition of it, brings you to get better. Just by giving an example of something that works and having sections I guess, like “true or false” and after like a “complete sentence” or like whatever you need.

Research assistant: Good, this kind of sort of ties into the next question, so if there's something more you want to say, or something that is missing, feel
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

free to add, but the question is how do you keep track of your students’ progress? What would be way, I mean you more or less mentioned a regular testing… is there anything else or would that be more feel free to comment on that.

Mélissa: I think that what my teacher last year did in the Intensive English, would meet with different students every week. So, on a certain period, she would take students outside of the class, individually and not all the students, obviously, because or else it is too much, but she would meet with them and ask them “how are you doing” like “what is going well with you, what do feel you are struggling with”? … And just like, have a little chat with them so you know how they're doing personally, so maybe that sometimes affects grades, and like how they are in class, their attitude and… I feel that, that's a good way to not necessarily assess them, but understand them and take that into consideration. Yeah, I think that that was a nice thing that I would not necessarily think teachers would do, but in an Intensive context it is very valuable.

Research assistant: Yes, I agree. In your opinion what is formative assessment how should a teacher formatively assess their students?

Mélissa: Basically you can do it in so many ways…

Research assistant: How about you start with… give me a general sense of what you think formative assessment is, and then from there go to what you
think is the best way for a teacher to formatively assess the students.

Mélissa: Basically you want to show them the basic of something and go from there to grasp it but not entirely as like you're progressing towards something that will later be summative or something like that. So basically you want to show them, you want to teach them, you want them to have fun with it and not feel that they are being evaluated to feel that they can make a mistake because they're there to like to learn and to make mistakes now. And they are there to ask questions, I feel that that is formative. To put into context and to further ask as much as you can.

Research assistant: How does formative assessment affect your student learning?

Mélissa: I feel that it is essential.

Research assistant: In what way?

Mélissa: Because it allows them too like, just feel free, I don't know like, if as a teacher like you say okay this is formative or this is summative, but I feel like that if they can speak freely, or they can like, maybe, be less like, “oh but I don't want to make a mistake”, like just have that, that time to really think about it and analyze it and after give an answer and if it's not okay like just working I don't know with a partner or maybe like in teams that could help
Research assistant: That’s all the questions.
Mélissa: Great.

**Claire**

Research assistant: Okay, so in your opinion, what makes a good teacher?
Claire: Hum… I think someone who is capable of adapting to the students in the classroom. Not someone who sticks to what he or she has been doing for like 20 years, because I think learners change over time and you got to be able to adjust to… you know, anything that can happen and like technologies, students with different background in your classes and language disabilities.

Research assistant: Hum… Yeap. Is teaching a talent people are born with?
Claire: I don’t think so. You need some abilities I think, to be a good teacher. Some, you know, they could study it for years and still have issues with it…

Research assistant: Right…
Claire: But I think you can still learn and… I thought I was good when I started then I realized that I had a lot of things to learn… so I don’t think that I was maybe born with it… but I think you can still learn it. That is why you go to school.
Research assistant: Good.

Claire: There is no lost cause.

Research assistant: Yeah, and on that last point, how does someone become a teacher? How does someone, if it’s… if there are some things that you can acquire… what are the ways you can do it… what do you think?

Claire: I think that what you could acquire that is important… maybe like children psychology… techniques to teach, you know, when you create something like an LES, you have to have your own creativity at some point, but the technical elements of how to create something that is going to be effective… I think that it is something that it’s important to learn. I don’t think we learned it enough in universities and we didn’t spend that much time with that technical aspect of you know, the progression of learning, the program. All of those things that is important to learn that and complete with… you know, psychology of children and adolescents.

Research assistant: I think you just kind of answer this next question. Feel free to add anything if you feel the need. In your opinion, which elements were most relevant in terms of learning how to teach? And why?

Claire: Like those learned in the university? Elements?

Research assistant: Yeah.

Claire: Well, you know, the psychology, didactic classes… technical elements… yeah, they were relevant to learn…
Research assistant: Why? Why were they relevant do you feel? What was it that you noticed?

Claire: I feel like…you don’t…let’s say the psychological aspect, you don’t know someone until you’ve learned about the behaviors…what could cause certain behaviors, what could cause certain characteristics of a person…and I feel that when you learn those elements, then it is easier to adjust your teaching, adjust your ways of talking to someone, ways of addressing a situation when, you know, you can understand those aspects… And for the didactic parts, when you are in the university and you learn, let’s say the technical elements of teaching helps you…not helps you create, it helps you focus your creativity maybe on some aspects…focus more on…you know…

Research assistant: Interesting… what is the role that you find…hum of your associate teachers, in your teaching process? What kind of support did you expect from them? Did you tend to agree with their teaching practices? Tell us a little bit about that?

Claire: You know, when it comes to my associate teachers, I have mostly agreed with them, I had great experiences, except last year…

Research assistant: Okay…

Claire: But, I would say mostly I have agreed with them, you know, especially now, I said this today in my presentation, my associate teacher, when I met her last week, I could say, “okay, now we are a
we”. So when we talk about us, we are a “we”. She sees me as a colleague. Someone who could work with her…someone who could bring ideas…and that’s what she wants to do…and that’s the first time I really felt that an associate teacher really trusted my opinions and ideas and that we could work together, in the benefit of the children, well, not children because they are in high school, so let’s say teenagers…

Research assistant: Hum hum.

Claire: And it was a bit like this for my second practicum because it was a teacher I had once, when I was back in high school, so we had this connection…so I think that connection, that feeling that you are taken seriously by the person, it makes you learn even more, because we’ve learned so many other things in practicum that we don’t learn at school…so it’s just so important their opinion, how they value us as professionals…

Research assistant: In the beginning, before you answered that question, you were saying how you had some positive, but some negative…so was there anything that you learned from the negative experiences?

Claire: That teaching is not always fun. That people could be really mean with you because, you know…I realized that…also it is hard to work with…it may not fit with question, but to work with a clientele, you know teachers, because it was in school in Sherbrooke and it was an unprivileged school, so I think maybe the
person who was teacher there, since the task was so hard, it changed in sort of their perspective...there are people are really not opened to any changes, and she was one of them...And I think that was hard because I was very different from her...it was hard to adapt...because as professionals, we have each situation...and she just couldn’t do it...I tried to be like her, but it wasn’t just me. Like I am not a mean person and I don’t have grumpy face all the time...and I guess she didn’t like it.

Research assistant: Hum hum.

Claire: I liked when kids were saying at the say time, she liked them sitting on their chairs...and...

Research assistant: Interesting. Clash of personality.

Claire: But I pulled through.

Research assistant: Good, so we were just talking the associate teachers, so now let’s talk about the practicum supervisors, what was the role of the practicum supervisors in relation to your learning to teach process?

Claire: Well, their role was really, you know, the associate teachers are more colleagues, but I think their role are more like, how can I say that, a guide towards, you know, becoming better...because they are not building the lessons with you because they just coming like twice, to observe you, so I would say more like a guide, sort of like, you know like in Star Wars, like you have the Padawans and the master Jedi, so I would say it’s more like that relationship. It’s also
helpful because you need that eye from the outside to sort of review what you did, find things that maybe you did wrong and you did good, and you just didn’t realize yourself, so…

Research assistant: And this is the practicum supervisor, that are these eyes outside perspective.

Claire: Yes, the outside perspective of what you did and I think it’s important in our teaching…that are things that you just can’t see sometimes, because you know, let’s say, you’ve been planning the lesson, but the outside things that you can’t see, because you’ve planned it, there are some things that you just didn’t realized…so yes, they are important.

Research assistant: Very good. How do you prepare your classes? Which elements do you consider, keep in mind while choosing what you will teach? And why? What’s the strategy? What do you do?

Claire: Well, when I plan my classes, I like to have like, the global ideas of what are my goals, and what is the point at the end, like let’s say, you take a semester, what is the point at the end, what do you want…what are they supposed to achieve, what are they supposed to do? I think it’s important to start from there… I have a tendency to start from that, to build, let’s say the semester, or the classes and to keep in mind that sort of focus, main idea, even if I do, like, let’s say little grammar lessons once in a while, well, at some point, it’s because I want them to perform in C1, C2 or C3, so I still keep my
big idea in mind, even if they are doing grammar. There’s a connection, let’s say, they are watching a movie, and asking questions and discussing about opinions…there is still this main idea…that they have to do C2 at the end, they have to be evaluated on that, so, at least they practice before, so…or something like that.

Research assistant: Yeah…interesting. In relation to the assessment practices, how would you describe your preparation to assess your students’ learning?

Claire: My preparation…I guess I would do a lot of try outs. A lot of “essaie-error”…

Research assistant: Trial and error…

Claire: Trial and error…because I am the eldest of a big family… I have four siblings, and I love to try on them…to use them as guinea-pigs…because they are all at different levels, so it’s fun to try stuff, you know, and then I can see if it works, or if it’s just a bad idea…so I like to try…and if doesn’t work out, I will just do it again…something else…

Research assistant: Move on…trial and error…okay…what was the next question…which elements, so it could be university courses, maybe articles, books, practicum courses…whatever…which elements most helped you learn how to assess or evaluate your students’ progress…and do you feel ready for this task? And why or why not?
Claire: Well, I would say we have one course in the university about evaluation, so I would say that it prepared us…quite well…but I don’t think we focused enough in the university about that, so I don’t think I am fully, a 100% ready to assess…especially in high school. Because the only other time that I have used the framework of evaluation and all that from the MELS was in one of the class last year for elementary. So I feel more comfortable, I would say, evaluating elementary because I have seen the framework, and how it looks like…otherwise not really in high school. I never really had the chance to…and I know the first two weeks of my practicum, my intensive practicum, they are going to be doing a written assessment, so I will be correcting, so it’s going to be my first time really in high school, so I am little bit nervous because I don’t really know, you know, what mistakes I am supposed to correct…do I correct everything, do I not correct everything, do I correct the structure of the sentences, what am I looking for exactly…so it’s sort of blurry…

Research assistant: The fine details are a little bit difficult to know exactly what you are looking for…

Claire: So I guess I will ask a lot of questions to prepare myself, to my associate teacher, to my supervisor, my friends…like “have you done this before, what should I do?”.
Research assistant: It’s a good idea. I guess that it will work. Hum… how do you keep track of your students’ progress?

Claire: I would say that…a lot of teachers in the elementary school like to keep portfolios, their students’ assessments, but I guess not maybe in high school, because they might think it’s babyish. But I mean, you have to sort of keep track, maybe let’s say notes in your schedule everyday, so let’s say something wasn’t done properly, I would keep notes and try to fit with what wasn’t understood in another course, and I would just keep files, like written assessments for this group because I like things organized in folders and colors and you know…keep it organized.

Research assistant: Organization is key. Good. In your opinion, what is formative assessment? How should a teacher formatively assess their students?

Claire: To me, formative assessment is not something that, well, counts, but helps you see what was missed by the students, what they don’t fully understand, as practical before a summative assessment because now you have a better idea…okay, so that, you know, they still have to work on before the real assessment…also you have an idea of what kind of grades you can expect, sort of thing like that…so I think…not just for yourself, but for the learning of you students, it’s important formative assessment because they, themselves can also have a better idea of what they need to work
on, especially the older students when they kind of realize when they are more mature in their learning, and then they realize what they still need to do…right now I will be teaching sec. 1, sec.2 and sec. 3, so they might not be fully understandable yet…my brothers were sec. 4, and sec.5, you know, and at this point, when they do formative assessment, I see that they…they realize, “okay, you know, I have completely couldn’t understand in math, so that’s what I have to study”, so…it also gives then an idea what they have to do on their own…

Research assistant: Yeah, good. You touched a bit on this, we will be a little bit more explicit, how does formative assessment affect your students’ learning…do you feel?

Claire: I guess it affects their learning because they have a better understanding of their capacity. What they are supposed to do and what they are excepted of them, as well, so yeah, I think it’s important for their learning…we live in a world where they have to produce some results, and I think that when they are given an idea of what they are worth, they can improve.

Research assistant: Okay. Good. That was the last question. Thank you very much for your time.

Claire: Good. Thank you.
Research assistant: Alright, so I will ask you some questions. Try to answer them at the best of your ability.

Isabelle: Okay, I will. I will try…

Research assistant: I am sure you will be fine…In your opinion, what makes a good teacher?

Isabelle: Well, a good teacher is someone who listens to her students, well, to his students, and somebody that takes time to help them…like, let’s say extra time during lunch, after school… also someone that is a good teacher is someone who will smile. Because when you come in front of the class, students have to see that you have a nice personality and that they come and talk to you about anything…not…if you don’t have a smile they won’t want to talk to you…

Research assistant: Hum hum…

Isabelle: So that what makes a good teacher.

Researcher assistant: Is teaching a talent that people are born with? Do you feel?

Isabelle: I don’t feel people are born with it…it is more like you’ve worked to become a good teacher…a teacher. The experience you’ve done in the years…let’s say for myself…I’ve worked for 8 years in a day camp…so I’ve worked with kindergarten kids to grade 6. And I’ve also worked with teenager as being a chief counsellor. So you really build your talent as a teacher.
Okay, and you touched on this, but we will be a little bit more specific...how does someone become a teacher? How does someone acquire that skill?

Well, first of all you have to have a passion for teaching... if you really don’t like kids, well then you can’t be a teacher. Also, you have to have...let’s say...you like to teach Math or English...you have to have a passion also for the notions that you want to teach and also master the discipline.

Hum hum...Good...

I don’t know if that is what you want...but...

Yeah yeah...

That is what I think...

There is no right or wrong answer. It is whatever you come up with.

Okay.

Very good. In your opinion, which elements were most in terms of learning how to teach? In your program or even outside your program? In your overall experience, what were the most relevant things...to learn how to teach?

First of all, I really think it was the practica that helped us really acquire the talent of teaching...The classes were good, but of course, it was really when you were in front of the class that you really mastered how it really works...Of course notions are good
because it gives you something to teach that…let’s say…a student throws a phone at your head…what do you do? You don’t learn that in school…and that is what it is missing from the program…

Research assistant: Hum hum…

Isabelle: Yes, I think we had a class on management…a discipline, but it was not enough because we didn’t…we saw, let’s say small arguments between students, but it’s not enough. When you have someone that is really violent or angry…what do you do with the student…you can’t touch him or you can’t touch her…so it’s really like…I don’t know…what you are supposed to do…and that is what we don’t learn in the program…that is what is missing…so…

Research assistant: Hum hum. Interesting…What is the role of your associate teacher in your teaching process? What kind of support do you expect from them? Do you tend do agree with their teaching practices and stuff?

Isabelle: Well, from my experience with my associate teachers, I think that they have to be in class of course at the beginning to give you feedback…how…what you did good, what you did wrong and what you can improve. Because of course criticism is going to help you become a better teacher. But also, I think that the teacher has to go out of the class and let you teach alone and see what you can do, what you can really work with and see if you really like being alone with 55 students…see if you are comfortable in front of the class…so that is what an associate teacher can give you.
Research assistant: And that is kind of the support you expect from them?

Isabelle: Yes.

Research assistant: And did you tend to agree with their teaching practices? Were there any that you didn’t agree with…so far with your experience… what has been like on that?

Isabelle: So far, the first practica were good. Last year I had a good associate teacher but I thought that she didn’t smile enough…because I like my students to feel that we are happy to be in front of the class. Maybe she could have given us, me and Claire, because Claire and I were together, more support…

Research assistant: Hum hum…

Isabelle: Because I felt that maybe she was…she took student teachers just to go drink her coffee with her friends…that she…I think that if she stayed more with us at the beginning, we could have had more support…so…I think I lost track of the question…

Research assistant: No, it is very good. From what I understand, you outlined really well the difference between how that teacher conducted herself in a general way and that you disagreed with that… that is perfect.

Isabelle: Because the one last year, I liked her because she gave us a lot of space. She was never in class, so it was really nice because we could see if I was really comfortable being alone with the students. Because I was always alone. So with that, I really developed my autonomy with the students. The second practicum, she was always
in the class because we were not supposed to be alone with the students. So that was really good for a second practicum because we were not...we were not comfortable alone with students.

Because...And what I liked about that associate teacher is that each...the end of each period, she would give me feedback. Like, “oh, you did this, so maybe you could just change this for the next class”.

Research assistant: Hum hum...

Isabelle: So that's what I like. I like support when we start, but then I like a bit more space, autonomy, when we go on...

Research assistant: Good. Ok, so we are going to switch the focus a little into the practicum supervisors. What is the role of your practicum supervisor in relation to your learning to teach process?

Isabelle: Of course feedback is really good.

Research assistant: Hum hum...

Isabelle: A supervisor is supposed to be there when there is...well there might be something wrong between the student teacher and the associate teacher. Because sometimes there might be tensions that a supervisor can...

Research assistant: Fix or...manage...

Isabelle: Yeah, fix, manage. It’s really somebody that is there for the student teacher. And not for the associate teacher. So yes, feedback and also for the teaching, they have a lot of experience, so sometimes it
is nice to have…to know about their experience…when they were teaching…so…yes.

Research assistant: How do you prepare your classes? Which elements do you consider, you keep in mind while choosing what you will teach?

Isabelle: Well, first of all I look at what grade I am teaching, is it kindergarten, is it grade 6? Because the interest will not at all be the same. Let’s say small kids will prefer animated little persons, little people. And grade 6 students will prefer things that are more grown-up, let’s say, music bands. I always look at the interest and where they are supposed to be at, what they are supposed to develop…and how long the activity should last, let’s say, small kids it’s like maximum 5 to 10 minutes, otherwise you will lose their attention. And for grade 6, well, you have their attention a bit more longer. It can be at least 15 minutes. So that is what I look.

Research assistant: So you look at the grade and the age level. In relation to the assessment practices, how would you describe your preparation to assess your students’ learning?

Isabelle: Well, we had a class with Katherine X, and it was really nice because what she did with us is, we did an assignment, we give it back to her, she corrects it, she gives it back to us and then she asks us to make the corrections needed. And then if you do that, we get like…I think we got 5 points more. So it is really motivating for the students because of course, the work is being corrected but they
The evolution of pre-service ESL teachers’ beliefs and practices.

Isabelle: Having the chance to get more points from the corrections and of course they learn with the correction.

Research assistant: Hum hum.

Isabelle: So that’s one assessment that I really really liked. How she evaluated us. Yeah, and that’s pretty much it.

Research assistant: So give me a sense from going from that… so how does that help you… for your preparation to assess your students? What did you get from that class that informs your way…

Isabelle: Well I got… what I liked and what I didn’t like?

Research assistant: Hum hum.

Isabelle: Well, there were some techniques that I thought I would not use with my students because I thought it was not fair. Let’s say, we had this class this year PSP 400, and this class, we had 5 assignments, we had one that was 10%, the other one was 50 and the other one was 50… or something like that. I think that it is not fair giving the student a big percentage… because 50% is a lot. And it’s at the end of the year and it’s stressful. And also, what I don’t want to do with my students, let’s say, I have never given them any grade yet, so far, and it’s at the end of the year, and they don’t know if they are supposed to pass.

Research assistant: Hum hum.

Isabelle: We are future teachers and we are having these professors teaching us… they are supposed to teach us how we are supposed to evaluate
students…but what they do is kind of…I am sorry for the word, but they kind of suck…by not giving us any grade. And then we get to the final exam that is 50% and it is really stressful.

Research assistant: Hum hum.

Isabelle: And we are not really sure and everybody is talking about it…so my point is that I don’t want my students to be stressed with any evaluation. I want them to really, take their time and be really confident that they can do it. And not care about their grades. So I think that we should give small grades to students and not a big one. Because a big one is too much stressful and that is not what we want as teachers.

Research assistant: Okay. Good. You sort of talked about this, so feel free to add anything. Which elements, so it might be university courses, it might be articles, books, practicum courses, which elements most helped you how to assess your students’ progress? And do you feel ready for this task?

Isabelle: Well, I don’t think I am that ready to evaluate students because we only had one class on evaluation. I feel that I am ready in a way because I have seen things that I like…what my associate teachers have done and I really really liked it. But there are some other stuffs, let’s say, what teachers have done with us that I didn’t approve.

Research assistant: Okay.
Isabelle: I feel ready, but I still think that the university could give us more tools to evaluate because…this program does not give us a lot of evaluation tools. It is mostly the associate teachers. So we really learned on the spot.

Research assistant: When you were on your practicum…

Isabelle: Yes.

Research assistant: With the associate teacher is really where you sharpen and hone your assessment tools.

Isabelle: Yes.

Research assistant: Interesting. How do you keep track of your students’ progress? What ways that you would integrate or when you think of keeping track of progress, what is the way or methods that you would do that?

Isabelle: Well, what I would do with my students is really to have, let’s say binders, of each…let’s say I have five groups…I would have group 64, 66, and nanana…I would keep all the assignments in one binder. So nothing gets lost, and when I have to look at the grade, and see “oh, Matthieu maybe needs a bit more help in language or pronunciation”…

Research assistant: Hum hum…

Isabelle: So I would look at his assessment and then I can give him the help that he needs. So I think that being organized in the evaluation in keeping all the assessment with us, instead of giving them to the
students and then they get lost, so I think it is better if the teacher keeps it. And when they need it or the parents need it to see how it is going, they can just ask the teacher…and it is the teacher that has it and not lost in the garbage or somewhere in the school.

Research assistant: Good. In your opinion, what is formative assessment? How should a teacher formatively assess his or her students?

Isabelle: Okay…formative assessment is…should be fun. I think it should be fun because it does not count. It counts of course because you have a goal with your students. So let’s say you are doing an activity, and then the activity sheet you want the students to…I don’t know…you want the students to do…and it’s on verbs…and I think that formative is…let’s say, you have them do sheet and then they come to the front and they have to do all the reinvestment activity but…I am not sure how I could say that…formative is…it should not stress students. Of course summative should not stress, eh…it’s a good question. It’s really a good question. I am not sure.

Research assistant: Well, you started talking about fun…and then you are saying stress…it definitely feels like a pressure…there should be a lack of pressure on them.

Isabelle: I don’t think I would tell them that is formative or summative. Because if it’s formative, there are some students that won’t…who will say “it doesn’t count, so I don’t have to do it”.

Research participant: Right.
Isabelle: So I would say that everything counts and I will choose specific works that are more important for their grade and choose these ones. But formative I would say it’s an activity that we are doing and we are having fun and…it’s how you bring the activity that makes it fun. It’s how you introduce it…how you place the students, will the work alone or they will work in teams. It doesn’t mean that it is summative or formative that they can’t work in pairs.

Research assistant: Sure. That is a good point. Building a little bit off of that. How does formative assessment…how do you believe formative assessment affects your students’ learning?

Isabelle: I think that when we say that it is formative, they might not work as hard as if it was summative.

Research assistant: Okay.

Isabelle: That is what I think. I think that we should not say that it’s formative because then they know that it does not count, and like I said, they will not put as much effort as if we had said that it was summative…

Research assistant: Okay, so from what I understand is that because they know that it doesn’t count, it will mean that they will put a lack of effort, which means that they might learn less or might not fully understand…ultimately they will not put as much time, so they will not get out as much.
Isabelle: Yes.

Research assistant: I think that it is about it. We are done.

Isabelle: Good.

**Marc-Antoine**

Research assistant: Okay, it’s recording. Good. Alright, so I am going to ask you some questions. Try to answer them the best that you can. In your opinion, what makes a good teacher?

Marc-Antoine: Hum…that’s a tough one, I mean, a good teacher has to be there for the students, I guess that’s the most important aspect of teaching. Secure them, not too much, obviously because they will be too much attached. I think communication as well is a big key for success. If you do not communicate well with your students, then you will get in trouble, and stuff. Yeah. I will go with that.

Research assistant: Ok. And is teaching, do you think teaching is a talent that people are born with? And why? Like is it something, I mean, you know, whether it’s a talent or not, but do you think it’s a…do you think it is something…

Marc-Antoine: That you have in you?

Research assistant: Exactly. You have it or you don’t and why do you think that?

Marc-Antoine: Personality, I guess, it is the most important aspect of it. I feel like, born with that talent of teaching, because some people like, even if
they have high scores on tests, they are not necessarily good on the
field, so yes, I would say people are born with that talent.

Research assistant: Okay. So for the people who are not born, and people who are born
also, how does someone become a teacher? What happens? How
does that happen? How does that process happen?

Marc-Antoine: Yeah, I mean the courses that we have here at the university are
important, but I feel that we learned more on the field with real
teachers that have been doing this for so many years. I think that
that’s probably where we learn the most.

Research assistant: Hum hum. Good. So if I would say that you think that someone
becomes a teacher by going to the field, to the practica. In your
opinion, I guess it ties into this comment in the last question is,
which elements were most relevant in terms of learning how to
teach? What did you find?

Marc-Antoine: Like the courses that we had?

Research assistant: In the whole program.

Marc-Antoine: Practica, obviously, the didactics classes, because there’s mostly
where you learn how to integrate technology. Do certain types of
activities…yeap…

Research assistant: What is the role of your associate teachers in your teaching
process? What kind of support did you expect from them? Did you
tend to agree with their teaching process? Give us a sense of that
whole?
Marc-Antoine: I feel that associate teachers, like have to provide us guidance. They have to guide us through the practicum and help us doing things that perhaps we are not comfortable doing. Also, I would say that no, I did not always necessarily agree with the way that they are teaching, I mean, they have more experience than I do, it is just that something I feel that I would do something different, that maybe they wouldn’t think of doing.

Research assistant: Hum hum, and… so you mentioned guidance, what kind of support specifically did you expect from them when you encounter them?

Marc-Antoine: Sharing their experience, sharing techniques that maybe you did not see in classes. And also let you do something, even though they know you are not…maybe it’s not a success…and that’s where I think you learn the most. Because when you fail, I think that it’s unfortunate, but that’s where you learn the most. Let you do stuff that maybe…

Research assistant: Hum good. So what is the role, so we talked about associate teachers, we are going to shift a little to the practicum supervisors. What is the role of your practicum supervisor in relation to your learning to teach process?

Marc-Antoine: I think that mostly they are there to support us, like not necessarily in terms of teaching, but in terms of the environment that we are in with our associate teacher or school, if things are not going as well as we thought as they would, or if there is any problem…they are
there to support us just in case…when certain difficult situations happen.

Research assistant: So it’s more of a support role.

Marc-Antoine: Yeah.

Research assistant: How do you prepare your classes? Which elements do you consider or you keep in mind, while choosing what you will teach? Why? What is the process? What is the underlining framework?

Marc-Antoine: Well, usually I just go with like what the associate teacher is doing, so he just gives me an activity or class and say “okay, this is what you are going to do”… and when I plan my classes, is that what the question is about?

Research assistant: Yes, exactly.

Marc-Antoine: So when I plan my classes, I just mostly go through the questions that the students might ask. Because, I think that’s very important, because if you are not prepared, you cannot really answer your students. They will not understand…

Research assistant: Hum, so there’s a bit of preparation but also a bit of…

Marc-Antoine: Not expectation…

Research assistant: Trying to foresee what the problems and questions that the students might have…

Marc-Antoine: Yes, that’s mostly it.

Research assistant: Interesting. And now, we talked about the preparation of classes, but now we are going to shift a little to assessment practices. So in
relation to the assessment practices, how would you describe your preparation to assess your students’ learning?

Marc-Antoine: Well, I feel that you need to make your students practice an assessment before doing it, because it is a bit unfair, especially with younger students that haven’t done any type of assessments or evaluations before. So you really need to prepare them and then give them the assessment. I don’t know what else I can say about that.

Research assistant: Okay, so it sounds like you really try to focus on the fact that the students are prepared for the assessment before they get it.

Marc-Antoine: Yeah. The goal of a teacher is not to make his or her student to fail. You want your students to succeed. So you have to do everything you can to prepare them to the evaluations.

Research assistant: Good. Very good. So what elements of your training, so that, you know, might be university courses, it might be articles that you read, books you have come across, it might be your practicum, which of those elements, you feel most helped you learn how to assess and evaluate your students’ progress? Do you feel now that you are in the fourth year, do you feel ready for this task? Why? Why not?

Marc-Antoine: Ah…that’s one of the problems I feel of the program is that we only had one class on evaluation and I think we have it on the second year, or the first year, I don’t know…but in the class for the
BEALS program, we had a meeting with two people from the university, and that’s one of the problems that I came up with, is that we don’t feel that we are ready to evaluate students, we don’t really know how to evaluate them…you know, it’s easy when you have an evaluation sheet…

Research assistant: Like a checklist?

Marc-Antoine: Yeah, yeah. But hum, other than that, I don’t feel that we are ready to evaluate students. We learned the most, once again, with our associate teachers…

Research assistant: When you are on the job, when you are on the field, on practicum.

Marc-Antoine: Yeah.

Research assistant: So, knowing that, how do you keep track of your students’ progress? What are some ways that you have learned at this point, that you’ve come across, thought it for yourself, that this is a way to keep track of where they are and how they are doing?

Marc-Antoine: Well, I will go again with practice. I mean, you give them formative assessment then you see the results, once they have done the summative assessment, you can come back to the prior grades or scores, and then you see if they have progressed or not. But you can also look at the progression of learning, but other than that…I don’t know. I mean, honestly, I don’t feel ready to evaluate as much as I thought we were supposed to.

Research assistant: You feel that you should be.
Marc-Antoine: Yes.

Research assistant: You feel that there should be more. So you said a very important word there, which brings me to the next question: in your opinion, what is formative assessment? How should a teacher formatively assess the students, you feel?

Marc-Antoine: Okay, once again, I feel that formative assessments are like practice, you want to prepare your students to do the real evaluation, the summative evaluations, and it’s also just a way to see if they’ve understood what you have seen in your classes.

Research assistant: Okay, how does, how do you feel formative assessments affect your students’ learning?

Marc-Antoine: I think it’s a good thing because they don’t feel like…once they do the real evaluations, I feel they are ready, a bit more than if you had just given them the evaluation and said everything counts, well, it’s true that everything counts, but not really, so I feel that you put away some pressure from them.

Research assistant: And how do you do that? How do you take away the pressure?

Marc-Antoine: How do I take away the pressure, I mean, I think that formative assessments have to be a bit easier than the real assessments…

Research assistant: The summative ones…

Marc-Antoine: Yeah, the summative ones, because you want to build their confidence, self-esteem…once you get there, I mean, even if the summative assessment is a bit more difficult, even though the
questions are more difficult, the students will be able to answer
because they feel like “I can do this, I have done it before…It went
well…” so…

Research assistant: They are more confident…okay. Good. That’s it.
Marc-Antoine: That’s it?
Research assistant: As easy as that.
Stimulated Recall Sessions

Annabelle

Researcher: Hello Annabelle, thank you for accepting being part of the research. I am going to start asking the questions. First question. Were you able, actually, after you recorded the video, were you able to watch, did you watch the video after?

Annabelle: Well, some part.

Researcher: Good.

Annabelle: But after a couple of minutes, I was... I just could not hear my voice. I was... I didn't like it that much, so...

Researcher: It is okay. So I will ask some questions to help you remember what was going on in the video. First question actually, I know I asked you to film a class that you were assessing and evaluating and whatever, but why did you choose this class in particular? Was there any reason why you chose to record this class?

Annabelle: Yes, because I was teaching something new actually, so I really wanted to film them. And I will, well, there are different parts I am doing different things so it is not just talking, there are parts in which students are in silence so... there are interactions with them. So... it was a good idea to film that class.
Researcher: Great. Excellent. So, you described what was going on in the class, so, it is a test, there is a quiz, and is it like a weekly quiz? How often do you do this type of quiz, verbs tests and stuff?

Annabelle: I am doing a verb test once every nine days, so once every cycle.

Researcher: Okay good.

Annabelle: So, it was a verb test, but when I am teaching something, of course it is every week. But I see this class 8 days on a cycle of 9 days. So I seem them pretty much every day.

Researcher: Okay. Good. So just to know a little bit what it is going on, who decided to have these quizzes? Was it you or it was something that the associate teacher asked you to follow?

Annabelle: He was doing that with the secondary 2 groups and I thought it would be a great idea to do that with secondary one. So it is my idea.

Researcher: Oh good. Excellent. Alright, before we talk about the test and what it is going on, I noticed at the beginning of the class, you usually ask questions like, "oh, how was your weekend", or "how are you" or "what did you do", when you ask these questions, let's say these questions, do you think about them before, like "oh, I am going to ask this" or you really, it is natural, like, "I will see how the class is going to go, I am going to talk a little bit". So how do you think about these questions, like at the beginning, like the warm up questions?
Annabelle: It depends, well usually on Monday mornings of course I ask them “what did you do during the weekend”, so yes, it is planned. However, sometimes on the spot I ask them, "alright, there is a tournament in the school, so are you participating or sometimes I ask question on the spot at the beginning of the class, but on Monday mornings I always have the same questions.

Researcher: Okay good. Yes, of course, because depending on what they answer, you are going to interact, you are going to ask other questions and so on.

Annabelle: So I cannot plan the answers, because I rather first ask some new questions that will come up in my mind so no, I cannot plan these questions, but like the official purpose was to review the weekend.

Researcher: Okay.

Annabelle: It is somehow planned.

Researcher: Okay. Are you keeping track of what your students answer? Like if they make mistakes, like when they are speaking to you, are you keeping track? What do you do like depending on what they answer to you?

Annabelle: Sometimes, well, (inaudible)... I correct them on the spot or sometimes I let them talk and I don't correct them on the spot. So usually depends, for example, if they make a mistake about something that they just saw, for example, we are working on past
tenses and they all talk about everything and they use the simple past
and then I would correct.

Researcher: Okay good.

Annabelle: If they are making a mistake about something that is normal to do,
maybe I would not correct them on the spot.

Researcher: Good. Alright, another thing. How do you choose your students?
When you choose your students to speak, like I noticed that you are
looking for people to participate, how do you choose? Do you plan
before or also is it on the spot, like "oh, I am going to ask this person
today, when I ask this one out"?

Annabelle: Well, I actually if they raise their hands, I would let them talk
because, if they are willing to talk in English, it is fine, I would let
them talk. But sometimes when they are not participating, I would
choose maybe the names...but when I evaluate C1, sometimes I
would say "alright, so today, I will evaluate this student, this student
and this student". So I would make them talk.

Researcher: Okay good.

Annabelle: But they won't know it. They won't know that I am evaluating them.

Researcher: Okay nice. But on a normal basis, because I am trying to focus on a
formative base, like on a day-to-day, so you ask students as it flows,
you choose different ones, you want to make them participate, so
good, alright. That is great. I noticed something that you do, that is
nice. But maybe you don't...I don't know if you know that you do, if
you don't, I will tell you...sometimes, they answer you and, of course, they try to answer something, I am still talking about the warm-up questions, and maybe they cannot say what they want to say or they make mistakes, and then you like, recast. You say what they want to say in other words, how do you feel about that, using recasts? Like helping students speak... did you notice that you do that? Is that effective for your students in terms of correction and making them learn?

Annabelle: I think that when they are looking for they words, they are searching a lot, I put the words in their mouth so they would know for the next time which words to use, to express their ideas, so I think it is great. But I didn't notice...but I think it is natural, I would say... so it is maybe just to show them, "alright, so I understand what you want to say, in English, but that is not the way to say it". So I try just to... that is what I want them understand maybe?

Researcher: Good, so you didn't learn that. Was that something that you learned at the university or something that you were like born with it? Or you learned by practicing it, by doing it, by helping students, you would say?

Annabelle: Well, that is not about teaching, but more about socially when you are talking with someone and the person is looking for his or her words, I would help them. So that would be social skills, I would
say. So it is not really about teaching, but of course it helps for teaching.

Researcher: Okay, got it.

Annabelle: But I did learn about that at the university. It is not the first time that I hear about recast.

Researcher: Okay good, but that is normal. So recast it was a part of the program, but maybe you learned at the university like in a course, or the associate teacher or maybe the supervisor, didn't say, "ah look, what you are doing, it is a recast", they would just tell you what it is, like how to do it, but not like give names, perhaps.

Annabelle: Yes.

Researcher: It is possible. That is a very good strategy. Going on, and another thing also about feedback, because this is formative assessment. When they are speaking to you, they are talking, they are trying, and how much feedback would you give them? It could be any time of feedback, you simply nod your head, yes or no, a gesture or just or actually say "good job, yes, nice, I understand it". How often would you give that to your students when they speak?

Annabelle: Well, every time because like, if they are talking to me and I just don't look at them, or ignore what they just said, well, I never do that. I always answer, I always say, "Yes, good, good try, but that is
not the good answer". But I always answer something, or maybe just nod.

Researcher: Good. So in a formative way, in a general way, before going to the test, how in your practicum, currently, how are you assessing your students? Let's start first on a formative base, like in the video, how would you say that you are formatively assessing your students?

Annabelle: Well, the verb test, it is formative.

Researcher: Good, alright, so let's talk about that. So what is going with the test? How did you prepare for the test?

Annabelle: So, I chose the test, so they had to study for the test before the class, I let them study a little and to practice their learning strategy and then they do the test alone in silence, I collected and we corrected the test all together, I gave the grades and it counted just for a little mark. But there is a huge part of the grade at the end of the semester, and it counts.

Researcher: So it does count, but you use more as a formative tool. To see what they need to improve and what they are still struggling with...

Annabelle: I try to feel if they don't understand, well the verbs, do they know the verbs in the past tense, and if they don't, I will come back to it and we will talk about it more.

Researcher: Good. So, before this quiz, how did you prepare them for this exercise? Let's say in the class, normal other exercises, how did you introduce the verbs, how did you prepare them for the test?
Annabelle: Well, in their agenda, they have a list of verbs tense and I told them that the only way to learn the irregular verbs is to study them, so I told them, "well, you are going to write text in English using the past tense, so you have to know these verbs". So I presented the goal, "you have to know these verbs because of this and that", because well, actually I would say that we read the verbs together first, before they study. We will read the verbs, for the pronunciation, we will take a look at the meaning, and that is pretty much it. It is a test that they have study the verbs.

Researcher: So it is pretty much to memorize, check the verbs, check if they know what it is, and memorize the verbs.

Annabelle: Yeah.

Researcher: Because after they will reinvest.

Annabelle: Yes.

Researcher: Okay good, so, we couldn't say, previously know if they were ready for the test, there was no way to see if they were ready to take the test, right? Because they had to study at home.

Annabelle: No.

Researcher: Okay, no problem. Alright, when students are doing the test, they tend to ask questions, I noticed that 18:22 seconds, someone asked you a question, I am not sure you will remember...

Annabelle: I do remember the question.

Researcher: What did she ask? I only know you said "it is okay".
Annabelle: So the person asked if... she didn't know the past participle, so she thought it was only the infinitive and the simple past, not the past participle. So it was a question... she didn't know she had to study the past participle.

Researcher: Okay.

Annabelle: I just said "yes, you had to, that is it, too bad".

Researcher: Okay, fair enough. I was curious to know. Alright, let me see if there is anything else. I also liked that you put them to correct each other. Why did you choose that? How did you learn about that? Like peer correction...

Annabelle: Well, they can see their mistakes and that other people are making mistakes as well, so I think it is good for self-confidence. I do it like a revision. It is great. I don't have to correct. So that is great as well.

So, I have more time to do other stuff. But the main reason is to recap and to review, to do it another time and to have...they like it as well. I think they like to do it. They are in the teacher's shoes...

Researcher: And who told you to do that? Was it something that you decided or your associate teacher told you?

Annabelle: Well, most of the time I correct the students' work, however, I saw my associate teacher doing this, so I thought it was a really great idea. So I tried it.

Researcher: And you liked it?

Annabelle: Yes, a lot.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Researcher: Good. Alright.

Annabelle: But I had to double-check anyways. Because they are making mistakes, so...yes, I am not correcting but I have to double-check anyway.

Researcher: Great. Alright, that is nice. Once again, making a link back with the university, so previously, do you remember if any or any classes, told you do to do that, about like peer correction, like tell students to correct each other's work. Do you remember if someone told you at the university?

Annabelle: Peer evaluation yes. Peer correction as well. Sometimes my teachers would use more peer evaluation than peer correction.

Researcher: Okay.

Annabelle: So it is very different.

Researcher: So would you say that your practice would depend on also, until this is the fourth practicum, until now, your practice would depend on also what the associate teacher is doing? Would you say that? More than like, "oh, I have seen it before in a theoretical way", how would you see that? I mean...

Annabelle: During my fourth practicum, I am very free actually. For classroom management, I am doing exactly what my associate teacher is doing. So for example, I am doing exactly what he does and...for the planning and for the way I do my activities in class, I am free, I do
what I want, and I don't depend on it. For a classroom management, it is a big yes. I do exactly what he does.

Researcher: Okay good.

Annabelle: Sometimes, after a class, the associate teacher is telling me, "Well, this is the way I do it"... So, he lets me do the activity and afterwards he is telling me, "Alright, this is the way I do it, if you want to improve or to add stuff", and that way I learn and he learns as well. So, he shows me his teaching methods and you just can improve them with my ideas and do the same.

Researcher: So your associate teacher will give you freedom and say like, "this is how I do this", and then, you would adapt, "oh I am going to try or"... So it is really your call. Good. Excellent. It does save time. It is practical, of course, you have to double-check your students' answers. That is it. We are almost done. So based on, let's say, they corrected, what was next? Based on their correction, what did you see? Did you have a chance to take a look at this test exactly?

Annabelle: What do you mean, I don't understand the question.

Researcher: I am sorry, I will rephrase, When they corrected it, they gave it to you, right?

Annabelle: Yes.

Researcher: Did you have time to take a look at it?

Annabelle: Yes.

Researcher: And were there many mistakes? So what did you notice?
Annabelle: I wrote the grade and I could see who is studying and who is not. Who understands and who doesn't. Actually, I can notice sometimes with it, do they know how to study? So...

Researcher: Were able to notice any verbs that many students are struggling with?

Annabelle: Yes, of course. Some irregular verbs are more difficult than others, so I can see that. But they are struggling with some verbs, yes.

Researcher: So that is it, so as you say, when you planned it, as you said, it was a formative test, you wanted to know how they studied, which verbs they are struggling with, so when you have the corrections, you see it. So depending on what they answer, you would do something else. Which is, correct me if I am wrong, what you did next. You had like a revision on capitalization, punctuation and a general review. What they have seen so far. So I have a question about that. Was this review, a normal review or was this a review that you decided to do based on mistakes they were making?

Annabelle: Because on the PowerPoint I did a review before teaching the capitalization.

Researcher: Yes.

Annabelle: It is something I like to do at the beginning of the week, what they have seen so far, "this is what you are supposed to know...if you have questions, this is the time". So I did a review like, "we have seen that, that and that since we are together". So sometimes it
refreshes their mind and then teach something new. I often do that. For example, I taught present participle last week. I did a review of the simple present, the simple past and the future before teaching the new verb tense.

Researcher: But actually I was talking about more before the capitalization, and punctuation. The capital letter and comma, so...

Annabelle: Yes, it was new to then...

Researcher: Was that based on their mistakes or not necessarily? Or something you really wanted to do?

Annabelle: Something I really wanted to work on that because they did not know when to put commas, for example when they wrote the date, or just to capitalization for months and just "I". Because the subject "I", they tend to forget it, so I really wanted to...they are small details, but I thought it was a good idea to teach it.

Researcher: Of course. But how were you able to see that they were struggling with those things?

Annabelle: With the C3. When they would happen to write some texts and I would correct the texts and I can see what the frequently redundant mistakes are.

Researcher: Okay...

Annabelle: I can witness that when I correct their C3 evaluation.

Researcher: That is great.
Annabelle: Well, I think it is all about teaching. Teaching is that. You teach, you evaluate and then you teach and evaluate...always that.

Researcher: So the final question. About that. Where did you learn to do that? In an overall way, to teach adapt, would you say it was more during practicum or university or both? How would you say the way you teach? Where did you learn to do?

Annabelle: I would say both. I would say more at the university than in practicum. Maybe like, I would say the DID classes. And grammar classes as well...because for the tests and evaluations, I tend to do drills, so I would say more school than in practicum.

Researcher: Okay. Good. That is great. Because you mentioned about the final exercise that you had to review, I saw that you would give the sheet for them to review with a partner, to review all the things they have seen so far, and you asked them to do with a partner. What do you think about that? Letting them do with a partner, would you say it is as effective as if it was individual? So what was your purpose of having them do in pairs, the final activity?

Annabelle: Well, I think it is good to let them work in pairs because they speak in English. The main reason why I let them work in teams is because they have to speak in English and they practice C1...I know when they have a question, instead of relying on me all the time, they are going to have a partner and they can learn from each other, I would say that it is difficult to evaluate team work, because, you don't know
maybe one is doing all and the other one is doing nothing, well. Most of the time you see that, maybe you can't... I will not evaluate their work. I will not double-check their understanding. It is just really a practice for them doing by themselves.

Researcher: That was actually my next question, if you collected the sheets...

Annabelle: I will take a look at it, I was going to take a look at it. Maybe I will correct with the group and see when they are struggling, when they are asking questions, while they are doing the work, if both of them don't understand, maybe I can say, "well, maybe there is a problem with that...". With this specific number... But if maybe most of students don't have the answer... maybe don't understand.

Researcher: Now it is really the last question. So when you prepare these activities, do you think, like the sheets, both exercises, do you plan questions, like do you think ahead of question you could ask or, what they could ask you that could guide you something else?

Annabelle: Yes, that is something new that I do. Well, when I was doing my third practicum, I was so... because punctuation was in the planning, and asking question before doing the activity, I guess it goes with experience... but it is new.

Researcher: This you learned last practicum and you applying it again?

Annabelle: Yes.

Researcher: Good. I am sorry it was a bit longer. You said many interesting things, very rich. Thank you.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Carlos

Researcher: Okay, so here we go, so first of all, there is nothing wrong, there is no "oh, I was supposed to or anything", so don't worry. First were you able to watch the class that you recorded after?

Carlos: Yes I did.

Researcher: Okay. Good, I am glad you did. There were two videos, the first one you are review “a”, “an” and “the”, so the articles, before, so the first question actually, even before that, why did you decide to record this class?

Carlos: Well, I needed to record it for the supervisor but also I thought it was a good class to record because it is really the basics and to see how I can teach the basics and if I have any problems teaching the basics, like the definite and indefinite articles, and the plurals.

Researcher: Alright, so another question, was this a review or you actually teaching it for the time?

Carlos: Considering that I was the stagiaire, I don't know if the teacher had thought it previously, so for myself it was the first time.

Researcher: Okay, that is fine. Let's see, Okay, when you ask questions, like when you brainstorm questions. Such as, "when do we use ‘A’ and ‘An’", do you think about these questions before when you plan
your class or ask them on the spot, you come up with these questions on the spot?

Carlos: I guess...do I think about it? Not necessarily, I think it is intrinsic...

I mean, it is just natural for me to do it that way. To put students on the spot to see if they understand or if they know it ahead of time.

If they are capable of explaining it maybe on their own way. So I am looking maybe for some validation there, without even teaching it before...

Researcher: Okay, nice. So you said intrinsically, so did you learn somewhere...where did you learn that? Was it before university, during university?

Carlos: I guess it was before university but I mean, I learned most of my method of teaching on my own. It was trial and error. See what functioned and see what didn't function. And a lot of it was maybe review because this was a grade 5 class, so maybe they had already seen it so I took that into consideration because there was a possible that they had seen it, so did I learn before the university?

Maybe...maybe, I would say yeah.

Researcher: Good. That's good. I agree. Probably grade 5 they have probably seen it before but it was good. Good, that's that. Also, I noticed that when you have your questions, for example "when you use A and An" and you don't get answers, they are not sure, I noticed that you go, restate, reformulate your questions, like "okay, what do we put
in front" so you kind of ask them, like you help them answer the questions. Same question: do you plan these questions before or really on the spot?

Carlos: It is on the spot. I don't think of that, and I would never be able to function if I had to think about that ahead of time.

Researcher: No problem.

Carlos: I don't think I would function. I wouldn't be able to, because in my head there would be a whole schedule of what it has to happen and it wouldn't work.

Researcher: Okay, no problem because it works well. So for example, the order that you followed, all instinct. Like intrinsically, like you decided to review the vowels, you reviewed the vowels, you asked them "how many vowels are there in English", same, so this question also on the spot? You thought...

Carlos: Exactly. It is just because I thought it many times that I developed a method where I improved the method of sort of teaching the definite and indefinite articles. I was able to break down and demonstrate to the students that just remembering the 5 vowels, expect for y, it is much easier than trying to remember all the consonants. So I mean, it is to the test of time that trial and error over a couple of years that I have been doing this.

Researcher: Good, alright nice. When students, for example, when you are teaching vowels or whatever, and then someone asks you a
question on the spot like "oh, I didn't understand this or whatever", okay, I will ask two different questions, when you are explaining something a content, not necessarily A or An, and then someone asks you a question about something else. Let's say you are reviewing Simple Present, verb to Be, and then someone asks "oh what is a pronoun", so a question on the spot that you believe it is important for the follow up. Do you stop the explanation to review pronouns or you say "okay, I will tell you after". How would you do that?

Carlos: What I would do if I was teaching the verb to be, simple present and on the board I have the nouns, just the basic form I am, just I am, and then they ask me about the pronouns, then what I would do is I would erase what I had written down, and list all the pronouns to show them the pronouns and then I would also substitute the "he" and "she" with a name, to demonstrate to the students that it is a male and female. So I would use a male and female name. "It", I would probably replace it with "dog" or "cat". And, that is how I would function. So I would make a little small parenthesis, if it is relevant. If it is not relevant at all, I mean, to rather lose the class, I would keep it to the end and then answer the question.

Researcher: Okay, good.

Carlos: For something that is, when the link is really tight, just like that, and then yes, I would probably take the time to explain it.
Researcher: Good, alright. That is what I would do too.

Carlos: Otherwise the student could lose his train of thought and then you lose yours and I think it is better off to assess if the question is valid, if there is some value in the question or not of if it just doesn't make any sense and leave it to the end or just don't answer at all.

Researcher: Alright, and what does that tell you, like if they ask something, let's say, I will make a link with another question that I was going to ask later, when ask...actually I will do both at the same time, when you ask “are we okay so far, do we have questions”, these questions to check their understanding, same question...

Carlos: It is to check their understand and sort of lower their fears of asking question, because I would rather cut it off, and say like this "does anyone have questions, any problems", instead of continuing then being afraid of cutting me off or sounding stupid or dumb or whatever.

Researcher: Okay...

Carlos: So that is what I am trying to bring when I ask those questions, like headaches, and try to make it funny especially for the kids they always find it funny.

Researcher: Good, nice. Because the thing is, that you know very well, with your experience, it is possible that someone might have a question and might be shy, so that was my next question: what are the
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

ways... What can we teachers do to check that they really understood?

Carlos: Well first of all, if you have a good understanding of the class, and then you could watch the students that have problems, opposed to the stronger students, maybe, put little bit more focus on the weaker ones. Double check even when you are giving an activity or walk by, go and check and see how they are doing on the activity.

Researcher: Exactly.

Carlos: If it is just the explanation, we are not in their head, we can't...we can't assess if they understand or not, however through the activities afterwards that's when we could come and evaluate and see if they actually understood or not...and I suggest maybe picking on them more than the stronger students. Not making it obvious but you know, pick on them to see if they have understood. And to balance it out normally there is a harder and easier scale on the activity, so I would sort of balance it out by asking them an easy one and then a harder one. If they really understood or it was based on luck.

Researcher: Exactly. So about that exactly that question, do you choose before, in advance, like the questions that you are going to ask to which students to whoever or on the spot you know, "okay, I have to ask questions, I am going to choose this student... I am going to ask this
student this question, this one that one". Do you think before or on
the spot as well?

Carlos: It is all on the spot.

Researcher: All on the spot.

Carlos: Unless, I went over the lesson and I looked the activity and said
"oh, this one, this student and I can clearly identify that that student
can have a hard time", then yes. But otherwise, I mean sometimes
the weaker students might be paying more attention that day
or...and it is just clicking, you know, that lesson is just functioning
with them, so they just get it, but normally it would be a stronger
student, you know, struggling a little more that would need that
attention, and you noticed that, then I would abandon the weaker
one and go to the one that is actually struggling that day.

Researcher: Nice, on exactly that point. So it would depend on the lesson that
you are teaching, so what kind of lesson let's say, you would focus
on like, okay, you would have to think before?

Carlos: Can you repeat that?

Researcher: Yes because the question is like, what kind of lesson it would need
more preparation before like to focus on like "this example is
difficult, so I will choose this one [student]"...so what kind of class
would that have to be? If you think of before...

Carlos: You mean what type of lesson?
Researcher: Yeah, like what is hard, what would be hard enough, it is hard the question like on a theoretical...

Carlos: Maybe you say, I mean, if they have seen, if they have taken French class before, so I was dealing with very strong students in the video, so, maybe I would test, I would test just like that one of the classes, let's say, we are looking at adverbs and then there is an adjective and I want to see if they understand the adjective, so I would randomly ask the question like that, let's say "red car, what is read?" and maybe someone would say "an adjective" and let's say, they do say it is an adjective, we try the adjective exercise the following class, then I would find an adverb and see if they understand. If they don't understand, I would bring in a class with adverb and then I would already pre-plan it...

Researcher: Okay.

Carlos: In a way that I would focus on who would have a hard time. So maybe I would try to identify when I am doing the adjectives more adverbs and see who has a harder time and sort of pick on them and if they just halt and they don't know, because they haven't seen it in French, which is, they can't transfer it, from their French knowledge to their English knowledge, then I would already have a pre-determined list of who I would target.

Researcher: Good.
Carlos: Or at least some of a...well, I would have a list, not a perfect list, but I mean, I would know who to target.

Researcher: Okay. Good. That is the next question actually...you have answered interesting things, but I will ask one more question. How this keeping track of, because what I am focusing on, you know, it is formative assessment, it is really the daily basis students' progress and etc. So how do you keep track, which tools do you use, I mean, are you using any tools in the video, are you taking notes, writing down notes? How do you keep track of their progress, normally?

Carlos: Normally what I would do is, this time again it was in with what they call the (inaudible) language 6, it was just one class in Intensive English, so I didn't have to much of a headache to keep track of, because I had 24 students so I knew who was strong and I knew who was weak. I knew who had a harder time yesterday or two days ago with something, so it was just a mental note.

Researcher: Okay.

Carlos: Of who had a harder time and then also base on the exams or any activities I had given out. So basically a mental note there.

Researcher: But there are also exams, so you do use exams and exercises to keep track.

Carlos: I use exams and I also use dictations, to weed out and see what they have a harder time with, so whatever we had gone over, mostly based on vocabulary or like the plurals, then I would give them a
dictation to make sure they understood when to put an “s” or an “es”.

Researchers: Okay, nice. Final question: where did you learn to do that?

Carlos: Well, where did I learn that? I learned from my mother torturing me when I was a kid with dictations for example, but then I took class with Thomas Kirk at Sherbrooke, and he also said that dictations were not obsolete. And I thought that was true, and what he explained, the reasons for using dictations for example, it really became more concrete for me to say “oh yeah, that is really a pool that could be used to assess and not to, to assess and to gather information on the students rather than just evaluating them and giving them a grade”. There is more than to it than just giving them a grade.

Researchers: Nice great.

Carlos: And the same would be for quizzes and exams. That are not really summative. Just to gather information to know where you have to take your students and where they are at. So basically, like a dipstick for the oil for the car.

Researchers: I agree. Good. That’s great. Thank you very much.
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Mélissa

Research assistant: Okay so let's start. So where were you able to watch some of the videos that you recorded?

Mélissa: Yes, I actually did.

Research assistant: The next question, it doesn't have to be a yes or no, why did you choose to film this class, this particular day if you were remember, they were doing activities related to Mahatma Gandhi and Nelson Mandela, just to help you, why did you choose to film this class?

Mélissa: I feel that it was a class that I was putting them to test, like see "are they interested, is it something too farfetched for them"... And exactly, see if they would be able to understand, if they actually know things about them, so it was for my own curiosity and like to come back to it... And also it was either them or the online group. The online is sometimes a bit harder seeing what is happening on the screen and everything so, with everything considered, I thought that class would be interesting.

Research assistant: Okay, so in general base here, what are assessing from them? In general, their knowledge or something specific or both? Like did you want to know?

Mélissa: Basically it was just like really working on the competencies. So like, what they understand from both these two influential personas. Some of the questions, if they had knowledge, they could have
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

answered without even reading or listening to the video or the audio. So for some it was really easy for others, they had no idea who they were really and their names, so reinvesting, which was really interesting or furthering because there were obviously more questions to further their knowledge.

Research assistant: Good, I noticed that when you are interacting with your students, they have questions for sure, you choose different students, how do you choose these students? I will help, do you choose on the spot or at home when you are preparing the class, when you are writing the questions that you are going to ask or your planning the class, you think "I am going to ask this person this question, this person this other question". How do you plan these questions?

Mélissa: For the questions, I don't plan to ask them to certain students, but I do formulate them acknowledging some students to be sure that they understand or that they will be challenged by this question, so that I can ask these certain students that will be challenged, "do you actually understand the question, what do you not understand", questions like, "this, what is it in French? This, okay, so you know, and that part what is it in French? That, so do you actually understand the question? Oh, yeah, okay great. So you are actually good in English". And it is like to boost their confidence.

Research assistant: So you think about these questions before you actually ask them.

Mélissa: Yes.
Research assistant: Good, and where did you learn to do that?

Mélissa: Just naturally.

Research assistant: Good.

Mélissa: I don't know, thinking of myself, like putting myself on their shoes... and just projection, I guess.

Research assistant: Good, no problem.

Mélissa: It is a good question. Maybe in a class. You never realize it...

Research assistant: Alright, that is interesting. So let I write here, what does that question meaning, so you are checking the question.

Mélissa: Hum hum.

Research assistant: I noticed that. Tell me when students ask you, of course you do that, when students ask you questions that you maybe didn't think about, like someone asked "what is awareness", this person asked this question, were you expecting this question or you forgot?

Mélissa: Well, there are always words that you put more focus on or like either they are too hard or simple, but might not get them, and after you have like a certain word where you are like "oh, I didn't think about that" but then "did I actually further on my explaining on this word? No!". So sometimes you just get lost in another aspect and you just tend to forget where you were going like, so yeah, I guess I wasn't expecting...

Research assistant: That is fine, that is normal. You cannot predict all the questions in the world. Let's make a bridge here, if it was a grammar point, like
"teacher, why this is like this" or "the simple past, I forgot how to use did". When they ask questions on the spot about something that you they haven't acquired or they are not sure, what do you usually do? Do you tell them" "okay, I am going to explain later" or do you actually stop the class, give an explanation, and then move on after.

What would you do?

Mélissa: If it is something that I feel that I am prepared for, I can stop the class. If it is something that I feel that I can answer but I won't really help them. Like answering to their question specifically, then...I might like briefly go over it, but say, you know what, I will talk about this next class or like, it is a good question, this will be food for thought and we will review it.

Research assistant: Good. It is kind of like when they asked the name of the Mama Gee.

Mélissa: I know, but after I wasn't sure and I was like, why do I know this? And like, is it actually what it is? And it was. But, I did a research on it. And I was like: ha...good question.

Research assistant: That was the example. That was kind of why. Good, and I noticed as well, you give positive feedback whenever they speak something, they try, they make an effort, and you give positive feedback. Why do you do that?

Mélissa: To tell them that even though it is English, and they don't want to be there, and they are just there to have their diploma, like they are
good and can make a different and they can get better. So positive reinforcement to me is like giving them a pat in the back and saying "hey, you are progressing, continue".

Research assistant: It is a way of giving formative assessment, keep going, keep doing well and improving...

Mélissa: And making them conscious of it: yes, that is a good answer. Oh yeah? Yeah, you answered good. Oh okay. I understood something.

Research assistant: That's good. That's nice. Then, the correction, so at first there was the reading, and then I believe you asked them to read. They read it and then they answered the questions. And then you went for the correction. When you prepare, think about the planning, before you actually do it, so you are preparing the lesson, how do you this? How do you prepare the correction part? Let's say how do you prepare the questions? Let's say, do you choose to adapt the questions based on easier, harder question, tricky questions...How do you build these questions and what are you looking for?

Mélissa: Basically depending on the text, if I recall correctly, this one was short, and I go with at least a question per paragraph. And I actually organize the paragraph myself, I try to put numbers on them, easily refer to them...But yes, so one question per paragraph, and afterwards, trying to understand maybe the whole of the paragraph...or small details that actually push further, like the paragraph, and if you don't actually get that sentence, then you
might not get the paragraph, so just putting a dot on what it is important, and like formulating a question for them to really see "did understand? Did they read?" Or are they just going skimming over. And what was interesting with this one is that...I think it was towards the end of my practicum, so they were ABCD questions whereas as writing a sentence, which really differentiated their learning and like, their motivation in completing the tasks.

Research assistant: Hum, interesting, and how would you keep track of their progress? Let's say, you correct and see them progressing? Would you take notes? Say, okay, they did well on this one, next I can increase the level of difficulties and so on... So how would you keep track of their progress?

Mélissa: Individual progress, I didn't, but the class and their understanding, when they are doing the activity, I would go around, see where is this student, I know that this student always gets lost in class and like, oh, I was somewhere else, sorry. He has only answered one question whereas most of the students have finished. So, like, seeing where the questions maybe difficult or does the person simply have no knowledge and isn't interested in this topic, so, yeah.

Research assistant: So you are aware of the possibilities, that's good. What is important here is to really to know, have this feeling, of course it was a different context, this is going to be interesting for your next
contract because 18 students at the primary level, this, in the
individual basis, will have to happen. So this is...

Mélissa: Yeah yeah.

Research assistant: So, going back, so that is it. It could be interesting to take notes.
Whenever you would correct and you would get this feeling, so on
the individual basis, that's fine, but from the whole class, how
would this class influence the next one? Depending on how it goes,
what's next? How would you prepare the next one? What elements
were you looking for in this class to prepare the next one, let's say?

Mélissa: I think if the class was challenging or not... And some students are
present on certain days and others are on the other, so like,
depending on that, maybe pushing further or like down, like
downgrading the material like, making it easier because there is
going to be a bigger group and with lesser high level students so...
that's how I go about and maybe like this theme was very like, the
topic was too far-fetched for them, maybe just keeping it simple
and talking about... I don't know, I did a class on tattoos, so like,
that is pretty broad and like, you don't really have to think a lot, but
you can actually learn. So...

Research assistant: Good, okay, but in terms of notes, would you take any notes, next
to yourself like, "next class, increase the level" or you would just
do it mentally?

Mélissa: Mentally.
Research assistant: Ok.

Mélissa: Unfortunately.

Research assistant: No, that's fine. That's no problem. Once again, where did you learn to do that... to keep track, like this I have to remember or have to think of what happens here to plan the next, to adjust the next one.

Mélissa: Last year, when we were planning a lot in Primary School, what worked and what didn't work and like, taking that and taking into account and learning, like learning from it, so... yeah, I think with Didactics.

Research assistant: Okay. Good, keep going, so this you already answered, like you choose students according to what you see.

Mélissa: Yes.

Research assistant: So you don't think before choosing students, so you choose the questions, but you choose the students according to what is going on?

Mélissa: Yeah, if they are disturbing the class, or if they are sleeping...

Research assistant: I noticed that. That's good. Alright, going back to the preparing of the questions, there was one tricky question that you misspelled the name of someone. What was the purpose of this question?

Mélissa: Seeing if they could actually take something from the text that is written in like their face, and like transposing to an answer, they just have to circle, not even writing. So there are problems of dyslexia, so maybe that would be challenging for them, but, if they
just take what they understand, then they can just go with the easy answer, why go with the more specific answer whereas they could have a mistake, if these two answers were like, logical for them, why answer the bad one. I don't know. And you always want to make traps to make sure that when they are at their exam, like, there are traps of this kind, so...

Research assistant: That's the next question, so, the activities that you do, these activities that they are doing, you prepare them for the exam, for the MEES exam, okay, so, it is a formative, whatever activity, whichever activity that you do, they are formative for the exam.

Mélissa: Yeah.

Research assistant: Hum, okay.

Mélissa: Every class is to prepare them for a specific exam and at the beginning of my practicum, I actually took on the, my associate teacher's method whereas towards the end I used what I thought was best for them for the exam, putting into perspective what they have at the exam, and what I was doing and how would it be best for them, if do not have to write complete sentences answering questions, so why do they have to do it in class? Could we differentiate or could we maybe ask certain questions with ABCD and one or two questions writing a sentence. Because you do want to keep them writing, but could they simply write a short text. Like, they are asked in the exam.
Interesting. Good, okay, when ask the students a question, and, for
you if the question is quite easy, and they say: I don't know. What
does that tell? When someone tells you "I don't know", how do you
interpret this "I don't know"?

"I am bored out of my mind", "Why are you asking this question to
me", or "I didn't understand" or "You are talking to me".

Okay good, so, I have the same feeling. It is not that they did not
understand the question, more like, I was not paying attention.

Yeah.

So what do you usually do when someone says "I don't know"?

Would you tend to...

Give the answer.

Alright, fine.

You try to target what is the "I don't know": I don't know what are
you talking about, I don't know what you want me to answer, I
don't know what I am doing here... and try to target what I don't
know it is, and afterwards go from there: "I don't understand the
question, okay so what do you understand of the question? Then go
with every word that there is in the sentence, in the question, and
see what does the student understand. And after, "so, you
understand the question, so what is the answer? Well, it is... well
yeah, great, good for you, great answer".
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Research assistant: Good. Alright, just one more because I thought that was interesting.

During the listening of the video, I don't know if you remember,

but you said: "if you have the bad answer, it means that you are not focused". I would like you to develop on that.

Mélissa: I don't know what I meant. Probably it was very, evident, so yeah...

Research assistant: So the way you perceived the exercise was pretty obvious and they were supposed to know based on what you had assess them before.

Mélissa: Hum hum. Or maybe like, yeah, because I think they had done some reading before, so the video was the same thing, and so, if you are not like, watching, or if you don't have this, then you are not focused because you are not reinvesting, because you haven't paid attention.

Research assistant: Alright, that is it. Thank you very much.

Mélissa: Thank you.

Claire

Research assistant: Okay, rolling. Claire thank you for accepting...

Claire: You are welcome.

Research assistant: Be a part of the research. So the first question, you don't have to have a reason why, but why did you choose to record that class?
Claire: Well, I recorded the classes that I knew I was going to ask more questions, I mean, for your research, because some classes, depending if they were doing an exam, I mean, I wouldn't have as much material as this particular class.

Research assistant: Great.

Claire: That is why.

Research assistant: Excellent, were you able to watch the class after?

Claire: Yes, I did. Because I created the thing so I watched everything.

Research assistant: So, in general when are teaching and you ask questions, exactly like you said, when you ask questions to check students' understanding, do you plan these questions ahead of time or you ask questions on the spot?

Claire: Most of them ahead, because whenever I teach a class, I always try to figure it out in my head before, simulate it in my head, and depending on what I want them to answer, I am going to think about questions. And sometimes depending on their answers, I could ask more on the spot, if I see that I am getting somewhere. I could think...but mostly I write them down and I know them.

Research assistant: Excellent. So where did you learn to do that?

Claire: Maybe I would say university in like classes like DFT classes, because we learned how to communicate and to get prepared for communication... probably also on the DID classes, because like the one for high school, elementary school, and then the one we
did with L., because we learned like a variety of different approaches and also from talking mostly to you, that is my supervisor, because it helps, because I mean...It makes you think.

Research assistant: Good, excellent. That's good. Another question, in general, when you teach something or when you ask questions and you notice:

"Oh, this student made a mistake", how do you keep track of their mistakes? Do you keep track of their mistakes?

Claire: I do, I have this example, while you were there when they did their oral discussion in class, and most of my students were saying, "I am agree or I am disagree", then I wrote that down, on their evaluation of course, so that I could tell them "well, you got that because these are the mistakes that you made", and then after I would write their mistakes let's say in my agenda or somewhere else, and then what I wanted to do is to go back on that but then the evaluations were not done when I left... I did mention to my associate teacher and it was the time constraint that I had, but the great thing about that would have been to go back on that and then teach maybe like the discussion pattern, show them "we do say that in French", the pattern that we have in French, "but in English this is like we would use it", and sometimes I use that when I teach grammar, like not to addition, but like a pattern like a, you have your pronoun, you have your verb and you have the rest of your
sentence... and then I would probably do something like that to show them "well, you have to do this and then that".

Research assistant: Great. So once again, I am going to ask something similar, in a different way. Did you learn to do that this year or you used to do that before, like take notes of their mistakes, where did you learn to do that?

Claire: I would say maybe more this year because it was a longer practicum and I am more aware of how they change and how they improve. And I had the chance to evaluate a lot more, I mean, I was in elementary school and we didn't really evaluate anything. I mean, it was only five weeks, and in five weeks there's not a lot you can do and then in 10 weeks you can do a lot more. So I sort of started to do that this year from, I guess, well, realizing they are actually making mistakes because when you don't evaluate or don't check on them, you can't know, so now I was able to see it and then it was flagrant, because everyone was making that mistake. Every... like, 90% of the students were doing it, and I thought, it is major and we have to do something about it.

Research assistant: Good. That's nice. That is very interesting. So you told your associate teacher and eventually, maybe, she will go back...

Claire: She is aware of that mistake as well. My hope is that she is going to teach it, because even if it is like, let's say I try for a class to put on the board, "I agree" or "I disagree" and still they were making
the mistake, and I was like "it is on the board" but they don't know, and if they don't know we can't expect them to know. They have to be taught. They are not anglophones, they are francophones, so there are thinking like francophones.

Research assistant: That is it. Good point. I agree. What about pronunciation mistakes, when you notice...how often would you correct...is it something you think it is important to correct their pronunciation?

Claire: Sometimes I did, let's say some basic stuff like they were not saying the s after he, she or it. But I wouldn't always do it, because then I don't want them to think that they are bad and I don't want to break their flow. So sometimes I would and mostly those who were making the mistakes are probably are like the same and I don't want to be picky, but I would. Somethings, the things that they know, I would... I would but not like all the time and then I could, let's say, I hear other and I could write them down, and eventually teach a class about it. So, but I would, for the things that they know, I would...

Research assistant: Good, alright. That is exactly the point. It is another way of... "oh, your pronunciation, you are having a hard time with this word, maybe it is not only you, it is the whole group, so the third person s, so maybe I should go back". Good, you are aware of that. That is excellent. Next question, how in general, in a normal class, how do you keep track, in general, of their progress? You know, what are
the elements that you look for when you are teaching to make sure they are progressing?

Claire: Hum, good question, I would keep track of their grades, mostly, because that is the physical stuff that I have. But I should find, and that is something that I have issues with the practicum, to find other ways to keep track of what they are doing, like I know Mélissa said that she was doing weekly assessment, weekly journals, weekly other things that are not necessarily graded, because when you have the pressure of the grade, it could change and you can't see everything with grades, but I kept like, their grades in my agenda and I tried to correct them as fast as I could to see if there is an improvement or if they are not...

Research assistant: Good. If you could choose, if you are teacher, because I know you followed what the associate teacher was telling you, but if you could teach your own stuff, so you think you would have used more exercises, collected more data to check?

Claire: Yeah, I would have done more exercises that don't really necessarily count or, because they were evaluated pretty much every classes...and just let's say, do like speaking activities, I know that when I was in high school, we used to do that, we started the period, my teacher would write a question on the board and we would have to discuss, and then from them we could see "oh, they are still struggling with that" or "they are feeling better about
speaking"... So some things just to take off the pressure and see where they are at, I would definitely do that.

Research assistant: That's nice. Good, next question, when you choose students, when you ask questions and you choose students to answer. Do you previously choose these students or it depends on who raises their hands or on the day on the spot? How does it go to choose students to answer questions?

Claire: Sometimes I think about it, but I would go probably with... well, it depends, if there are pupils that, let's say, everyone wants to participate, then I am going to go with someone that maybe doesn't talk as much as usual and they are participating, and that is great, I would go, I don't know if it is the right way to go, I would go with maybe who has a little bit of issues, to see, because I am thinking"if he or she can understand, maybe the others can". Because that is what I did when you came to supervise and they were doing this thing with the baseball and they had to create sentences... so I went with those who usually struggle. Either those who like to participate because then they are, I mean, I don't want them to break their joy, but I don't necessarily think about it before. I have a general idea, but...

Research assistant: Good, that is nice. So this, the class that you sent, you are asking questions... is it a review?

Claire: Yes.
Research assistant: Why did you decide to review that?

Claire: Because they were going to start a project on comparing and contrast, they are in teams of two, and they have to talk about a product, I wasn't there when they did the presentation, but my associate teacher told me that it was really nice and they did good things...because I was working and I couldn't make it. So yes, because we saw the adjectives, because in their activity book we were seeing the adjectives, the superlative, and comparative adjectives, and then, she thought about that project to reinvest everything. So before they were going to start the project, I wanted to make sure they understood the grammar that they were going to use, so that is why we reinvested everything because then they had to write sentences to...saying "my product is better because it is bigger, brighter and stuff like that...".

Research assistant: Good, so it was because you wanted them to prepare, not necessarily because you noticed something...

Claire: No, no, no, it was just...

Research assistant: Good... if ever, it was the case and you noticed something, you would probably have reviewed...

Claire: As well.

Research assistant: Good. Nice, another thing, when you give examples, in general, and once again, there is nothing wrong, and there is nothing bad...when you come up with examples to explain something or
someone asks you a question and you have examples, do you previously prepare these examples, or you some you create on the spot, how does it go?

Claire: I know I should prepare my stuff before, I don't always do it, but it helps a lot when I do prepare the examples, again for the class that you observed with the baseball, well, I started with a clip and I knew that they were going to pick those sentences "he is running towards the wall", "he is catching the ball", "he is throwing the ball", "he is...", I knew they were going to come up with those, so I previously prepared my examples, and because sometimes when I try to come up those examples, I mean, I am going to think and it is not always the best examples...

Research assistant: Why?

Claire: I am going to try to think and I then I could lose sort of focus of the class, because I am going think about something and they are just going to wait... I mean, it doesn't come as naturally as I would like to, that is why I have to... even if it takes time at night, just to think, "I am teaching this, these are the examples that I am going to use".

Research assistant: Good. That is nice. Making a link with what I asked before, the examples and assigning students, would you say... if you prepare more examples, would you say that perhaps you would choose
assigned students for each example? What do you think? Or not necessarily? Or you didn't think about that?

Claire: I didn't think about that, but I mean, it is...if I have more examples, it is just easier when it is all prepared and...

Research assistant: Okay, that's good. That is pretty much it. Thank you very much and that is it.

Isabelle

Research assistant: Thank you for having accepted. So I am going to ask a few questions. First, were you able to watch this class after? Did you have the time to watch the class that you recorded?

Isabelle: Yes, I did.

Research assistant: Good. Alright. Next question. Why did you choose to record this class in particular?

Isabelle: Because I would say that they are my strongest students and I wanted to see if learning something new, they were able to reinvest it and understand what I was teaching to them.

Research assistant: Okay good. Nice. I noticed, more about the video of what was going on, when you asked students questions, to check if they understand, do you plan these questions before or you come up with the questions on the spot?
Isabelle: Well, the questions I ask them, I plan them. But when I see that they don't seem to understand, I change my questions.

Research assistant: Good, nice. So when you plan your class, since my focus is on formative assessment, I want to know how you are thinking before. So when you plan these questions, do you think also which students you are going to ask? Or you let it go with the flow? How do you think about the students that you are going to ask the questions?

Isabelle: Well, when I ask my questions, the easiest ones, I choose the weak ones, but the hardest ones, I keep them to the strong ones so they don't get bored. So there are some questions that are harder, maybe...some...let's say, I was teaching the negative form and the question form, so, sometimes I give the negative form to the strong students and just the question form to the weak students because they know how question form works.

Research assistant: Great, nice. And also, where did you learn to do this? Was it at the university, was it life? Was it on the practicum?

Isabelle: Well I would say that it was on practicum, because I had, C. who taught me to really ask basic questions, not long and complicated questions. So I learned it with her. And I learned by myself also.

Research assistant: Good, alright. Because I want to know, as you know, I am studying like how teachers become teachers and how can we improve that. How we can make it even better. So I like to know that. Good, excellent. What else, and then there was a moment in the video that
I thought was interesting, I want to see how you reacted to that. There was a student that, when you asked her to go to the board and write the negative form of there is... she was not sure whether to use there is not or there isn't. What do you think about that? Why was she not sure? Why was she not comfortable?

Isabelle: I think she was a bit confused because there are two ways you can write the negative form. There is "there isn't" and "there is not", so I think she was unsure which one was correct, but I reminded her that both were acceptable and perfect, so... I guess after I said that she was more comfortable and chose the one that she wanted.

Research assistant: Good, so would you say maybe she was feeling the pressure of being in front of the board, in front of the class and all students? Would you say that too?

Isabelle: Yeah, that is possible. But the people that I choose to come to the board, they raise their hands. They choose to go, but maybe there was a little stress because of peer judgement. She wanted to be correct. So yes, that is really possible.

Research assistant: So my next question: you choose students to go to the board, the ones that raise their hands.

Isabelle: Yes.

Research assistant: Okay, always or do you choose other ones?

Isabelle: Sometimes I give them a little push. Because it is always the same students that raise their hands, so I want my weak students to show
me that they understand. Because I know that the strong ones do understand. Because they are the ones who raise their hand, but sometimes I tell them: "oh, it is always the same who raises their hands", and somebody else comes to the board. So, sometimes it works, but sometimes it doesn't...so I give them points, I give them coupons like to motivate them.

Research assistant: Good. That is excellent. Which was actually the next question, like how would you keep track, because you just answered, how would you keep track of the weak ones if they are not participating? So you try to make them to participate. That is a good answer.

Isabelle: I try and when I see that they don't seem to understand, I keep them at the recess or during lunch time and I explain to them again and I have them come to the board just alone with me, and they show me if they do understand or not.

Research assistant: Wow, great. Good, more about that. So when you see that, once again, behind the scenes, is that something you think ahead or it happens, like you are explaining and you notice: "oh, this one is not learning or is not sure, I am going to keep him". So is it based more, both answers are fine, so would you say it is more on the spot that you choose to keep them, or before when you plan your class, "okay, this one, this and this student might struggle, so I am going to keep them". So how would you say that you do that? Do you think ahead or on the spot to keep them during the break?
Isabelle: Yeah, I think that it is more that I plan ahead that they might not understand, so I try to be very clear in my explanations. But I do plan ahead because I know, like after a couple of months, I know the students. I know which ones will have more difficulty. And some, when I speak, they don't understand English, because my teacher usually speaks French. When she explains an element, she frames it in French. So when I only use English, it is harder for them. So I know that I have to keep them at recess or during lunch because I know that I will have to speak more slowly to them and go back on some elements.

Research assistant: Great, excellent. And once again, the same question. Was this something you learned during practicum, on university or life, like experience? How would you say to do this, like anticipate questions and problems? Where did you learn about that?

Isabelle: Well, I learned in practicum, of course. But we also learned at the university.

Research assistant: Oh okay. Nice. Good. Next question. Okay, so this class it was a review kind of, review new content, there is and there are and there was. Why? Why did you choose this? Was this something they were struggling? Or this was just a part of a review, this was already a part of the plan? How did you choose this?

Isabelle: Well, I chose it because it is something I wanted to see with them, if they understand and it is always like the plural. Because the
plural form, they really have a lot of difficulty, so I wanted to look
at especially there was, like "two houses", the s sound because they
never pronounce it. I know that in French we don't pronounce the s
sound at the plural form, so it is really hard for them. So when I
really...it is really clear that I want them to pronounce it, they do,
when I am not there, they forget about it and they don't pronounce
it. So it was really something I wanted to focus on, the s sound...
And there is and there was, it was something that they did not
know it, so... Yeah, I wanted them to learn it.

Research assistant: Okay great. So you noticed that, it is kind of both like, you know
usually francophones struggle with the s, but you also noticed in
your class. Is that it?

Isabelle: Yes.

Research assistant: Great, and this is formative assessment. That is it. So more
questions, so you also said that they are going to have a test on this
a little bit. So you said, "we are preparing for the test", so what
kind of test was it or it will be if they already had? What kind of
test was it? Was it grammar? Was it formative or summative, with
grades?

Isabelle: It was summative and it was really on grammar. They had many
different parts, they had like the vocabulary section, the adjective
sections, this there is and there was, so it was really grammar and it
counts on the report card.
Research assistant: Okay good. So have they done it?
Isabelle: Yes, they did. And most of them got 100%.
Research assistant: Wow. Good.
Isabelle: They were really good. It is like, the group 66 that you will see when you will come, they are really strong students, really motivated and it is so fun. They participate and it is really. It is not that I like them more, but when I teach, I really appreciate to teach to this group a bit more than the other one that you saw.
Research assistant: Nice. It is normal. There are groups that we connect more. But the other was one good, you did a great job. They love you...so...
Isabelle: But at first it was group 54 that I prefer, not that I prefer, but I thought that would be stronger, but, one I started teaching, I realized it was really group 66. But both are really nice. But I think that the one that you will see are...I am amazed. I really like how they participate.
Research assistant: That is great. Okay, so going on. Almost done. So in terms of assessment, in a general way, so far in your practicum, summative and formative, what have you used, let's start with summative, which are like tests and grids and whatever, how have you assessed and evaluated your students so far? What did you, let's say, which competencies have you assessed?
Isabelle: The 3 ones. I have assessed the C1, the C2 and the C3. Well, summative I have done grammar tests, for C2, they did oral
presentations, and for C1, I circulated around and I took notes of
the ones who were speaking in English and the ones who were
speaking French. So and I took notes of their improvement in the
language.

Research assistant: Good, which is kind of a formative, on a daily basis. Was there any
new tools that you used or are using this semester, this practicum,
that you haven't used before or they are the same that you used to
use? In terms or assessment, let's say...

Isabelle: Well, a new one is video recording. I never did that in my other
practica, so I would say that it is the only one, the new one...Yes, I
would say it is a new one.

Research assistant: How do you find it? Do you like it?

Isabelle: Yes, I really like it because I can watch them again. If I forgot
something or an error or anything, I can watch it again and then
again, I can evaluate them on what I saw.

Research assistant: Good.

Isabelle: Yes, I really like that.

Research assistant: Who came up with this idea? Who suggested you to do that?

Isabelle: It was you and D., in the INT class...

Research assistant: And also you explained, you check with examples, students go to
the board motivated, and also...if the strong ones already new,
great, but if the weak ones didn't, you were ready, there was the
activity after. There was the activity after to back up and...How did
you think about that, I mean, your explanation was already enough, so why did you choose to even give an activity after to check? What was your intention?

Isabelle: Well, I wanted to check if they could reinvest what they had learned with me. Because sometimes, with a teacher it is a bit easier, because it is on the spot, I am here to help them. But sometimes when they are alone, they forget things, then I can see..."oh, maybe you didn't understand this, so we can come back on it".

Research assistant: Nice.

Isabelle: So that is why I use that.

Research assistant: Good. So final question: where did you learn to do this? Was it practicum or university or both?

Isabelle: I would say that it is more of myself. I did learn on practicum, but it was more myself.

Research assistant: Okay good. Final question, is there anything else in terms of formative or assessment, because you do have a couple of weeks left of practicum, that you would like to try or like to learn so that you would graduate feeling "okay, I am ready, whatever comes, I am ready". Is there anything or you are already ready? What do you think?
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Isabelle: I think I am ready to finish. I have...management is fine, English too, there are some things that I want to check with my associate teacher but yes...Yeah.

Research assistant: Great. That is good. Thank you so much.

Marc-Antoine

Research assistant: Alright. So we will start. It is supposed to be the stimulated recall session in which we watch the video together or we talk about the video that you sent. So first question, after you recorded the video, were you able to watch yourself? Did you watch the video after?

Marc-Antoine: No, actually I did not.

Research assistant: It is okay. So just to contextualize, it was the class that you were explaining passive voice...

Marc-Antoine: We were doing exercises after...

Research assistant: Yes. I only have until you are giving the explanation, but I want to know what happened with the exercise after. Alright, why did you choose that class? Do you remember why? Was it just a random class?

Marc-Antoine: It was just a random class, but I mean it was basically a formative assessment, because I just thought something and then I decided to see if they understood.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Research assistant: Good. Alright, in the video, I noticed that you asked questions, you asked your students questions to check their understanding. Do you plan these questions before or you ask them on the spot? Or both?

Marc-Antoine: Well, it depends, because I mean, when you take a look at the exercise, it is easy to, I don't know, like to find maybe questions, like "with this number, with this one, they might ask this question", but I don't necessarily plan questions ahead. I just go with it.

Research assistant: Okay. I forgot to say, there is nothing wrong with the answers. I just want to know how you do things.

Marc-Antoine: Perfect.

Research assistant: Good, and the students, when you choose students to answer, do you think before, "okay, I am going to ask a question to this student because he or she is struggling", or it is based on whether they raise their hands... How do you choose?

Marc-Antoine: Like at the beginning, you go with the ones who want to speak, want to talk, want to answer and then you try to go with maybe, some weaker students that they do not necessarily talk or...and try to make them answer.

Research assistant: Good. How, where did you learn to do that? Was it something that you learned during practicum or instinct? Or at the university?
Marc-Antoine: I don't know, because I just...my teachers used to do this when I was in high school, so I don't know...

Research assistant: Good, alright. You don't have to know. That is fine. For example, there was one moment during the class, you asked, oh yes, right at the beginning when you were explaining passive voice, you gave an example, you asked someone to read the example of passive voice and active voice, you asked the class: "what is the difference". I don't know if you remember this question? What were you looking for like your students to answer when passive voice and active voice...after they write examples?

Marc-Antoine: Yes...

Research assistant: What is the difference?

Marc-Antoine: Well the subject that is not necessarily doing the action...so that is what I wanted...

Research assistant: Did they answer that?

Marc-Antoine: I think so yes. I am pretty sure.

Research assistant: Yes, they did. So this question, was it planned before?

Marc-Antoine: Yes, this one was planned before.

Research assistant: Alright, good. About these questions. Did you learn to do this at anywhere at the university? Or it was really other teachers or based on your experience?

Marc-Antoine: Totally my practicum, but I don't think we had a class on this at the university.
Okay, alright. That is true. And then, I thought it was interesting as well, there was...this was list, wait, there were the exercises as well, this one was the exercise, so you gave them the choice: "would you like to do it individually"... (Interruption)...so you asked the class if they wanted to do the activities individually or as a group, they all said as a group, why? What was your, why did you give them the choice?

Because I knew it wasn't clear, so I was like, maybe if they do it individually they will all have so many questions, and it would be better to do it as a group, since it was new and maybe a bit more complicated.

How were you evaluating them, their progress by doing as a whole, as group?

I mean...I think we did the first two together, then they had to do it...I don't know...I think I was asking Samuel, okay, can you do number two... so I was able to see if they understood and...yes...that is it...

Okay. That is good. And let's say that you did that, and you commented on their answer...you would reinforce, re-explain, show them again...question: when you were doing that or when you do activities like that, how do you keep track of their mistakes? Do write, do you sometimes write these mistakes
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

down? Do you take notes? Or you are keeping in your head? How do you do it?

Marc-Antoine: I take notes in my head, but maybe I should write some errors some down...I don't know...

Research assistant: Yeah, that's fine. And, this thing, where have you learned, or no, you did not know about like keeping track of their mistakes...was it something that they talked about it at the university? Or during practicum, of keeping track of students' progress?

Marc-Antoine: I don't know...once again maybe the practicum. Maybe we talked about it in some of the classes, the courses that I had but, I don't remember a specific class.

Research assistant: No problem. You don't have to know. And then, this was interesting. Then you chose a student in the video, if you want to go back and watch it again, you chose a student to answer: "can you do number 5 or number 6", I don't remember, and he said" "no, I don't know". He couldn't. What does that tell you? If a student like today, you asked for an example and the student said, "no, I don't know". So, in terms of formative assessment, what does that tell you, "okay, should I spend more time with this person after"? What was the follow-up for this particular student?

Marc-Antoine: I think it depends on the students. Because sometimes, it can only because they don't want to do it, and sometimes it is really because they don't understand. So, I think you have to think about
this before... I don't know, asking him to stay after class to come to remedial, so yes...

Research assistant: Good, because what you did after, the student couldn't answer, you said: "can someone help him?", and you chose someone else, and that is it. So, in terms of formative assessment, maybe it could have been, maybe double check or pay attention after... but as you said, it would depend on the follow-up.

Marc-Antoine: Yes, I don't remember this part of the video.

Research assistant: No problem. Another thing that you do, always, pretty much all the time, is to give them positive reinforcement, where did you learn to do that? Do you remember?

Marc-Antoine: In like all my classes, this is what we always talk about, we really have to reinforce our students, and to like, tell them like: "you are good", like "you can do this, you can do that". So yes, so...

Research assistant: Because this is also a form of formative assessment, like feedback, because you are giving them feedback, like "what you did, it was good, and I understood". Good, also another thing that you do, you wrote some verbs on the board, like the spelling... because someone spelled the word, or did not know how to spell the word, and then you reinforced the explanation. Was this, it was ride in past participle, ridden, and you decided to write on the board. Was this something on the spot or something that
you thought about "oh, there is this word in the exercise, they might struggle"...

Marc-Antoine: I think it was...

Research assistant: It was a matter if they would double the D.

Marc-Antoine: Oh yes, I went with CVC?

Research assistant: Yes, that is the one.

Marc-Antoine: I think I...

Research assistant: Was it on the spot?

Marc-Antoine: Was it on the spot or we...just saw this part and we came back to it and then I thought that it was a pretty good example to, you know, with the CVC, I think so...we saw it before, we saw the simple past and all the verb tenses and then we saw the passive voice. So yes.

Research assistant: This was a review...

Marc-Antoine: Yes, I came back to it.

Research assistant: Yes, but the idea to show on the board, was it on the spot?

Marc-Antoine: Yes...it was on the spot. But I think it is a lot easier for them to see that...so ridden was a good example of what we just saw, so that they have something to go back and say, "oh okay yes...".

Research assistant: Another question, now a more general question, if you could say it, how often do you correct their pronunciation mistakes? Is it something that you are keeping track as well?
Marc-Antoine: Well, once in a while. I don't want to focus all my...like effort and time on it, because they are only on sec. 1 and sec 2, like the s sound, especially the s sound...

Research assistant: Good, so in this class in particularly, so you thought about, so it is formative assessment as you explain passive voice and you are keeping track, so how did you keep track? Was it through the exercise after the explanation? What did you plan? What was your main tool to know that they learned?

Marc-Antoine: The exercises, yes. I think it is the easiest way for us to see if they truly understood...

Research assistant: And what was the follow-up? After you gave the exercise, what did you see? Did they all master? I don't it is a way back...

Marc-Antoine: Yes...

Research assistant: Overall...

Marc-Antoine: No, I think that a few students like X, she came back and said: "I don't understand the passive voice". So it was during the big grammar review, and I think it was new for them and yes...I don't remember what I did after...but every time, not every time, but when I see, like passive voice I am like, "oh do you know this? What is this voice? Is this the active voice? Oh no, it is the passive voice", so I like to come back to it every time I see it...but yes...
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Research assistant: And the whole active, the whole passive voice, why did you decide to review? Was this a review?

Marc-Antoine: No it was something new, well, part of it, it was a review. Part of a big grammar review, because they are supposed to see the passive voice before they go to sec. 3.

Research assistant: And the exercise, were you preparing them for an exam? Did they have an exam or will they have an exam?

Marc-Antoine: Yes, they will have an exam, but not only on the passive voice, on like the grammar review that we did...

Research assistant: Good. So have had this exam yet?

Marc-Antoine: No, on March 24th...

Research assistant: So this is going to be part of it. Maybe next interview we talk about what did you see in terms of passive voice. Alright, good. What was it after? Did you work with more exercises with passive voice or that was it for that day?

Marc-Antoine: I think it was it for that day. And maybe...yes I can back on it the class after this one, it was only a review and it seemed more clear for them, but like, the weaker students, they were not sure, so I told them to come to the remedial, because I don't want...

Research assistant: Good, and the examples that you put on the sheets, did...how did you plan them? How did think about the examples that you put on the sheet?
Marc-Antoine: Usually what I do is, I go on the Internet, then there is always like, then like I take them and I modify them because they are not, yes, sometimes they are boring, so okay, I try to use names that they know or activities that they practice and things like this.

Research assistant: That is good. Alright, in general, when you see that they are making mistakes or are struggling, not only for that class, in overall. What do you try to do? Parenthesis, like what I saw today, when you notice that someone is struggling or like with the simple present today, she couldn't answer, so...

Marc-Antoine: I go back and...when they are working alone, I go back to see them and I say: "okay, do you need more time, do you need more explanation, is it okay, do you need more examples and things like this".

Research assistant: So you are aware that when they make mistakes, you have to go back.

Marc-Antoine: Yes.

Research assistant: That is formative assessment. And where did you learn to do that?

Marc-Antoine: It is hard, in my DID classes I guess, maybe...

Research assistant: Okay...So you would say maybe somewhere in the university?

Marc-Antoine: Yes or in my practicum because this is where we learn the most...so...for sure in my practicum and...

Research assistant: Some DID classes?

Marc-Antoine: Yes...
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Research assistant: Alright, that is fine.

Marc-Antoine: I mean the CARDECs, when I say practicum, I mean everything, the meetings and...

Research assistant: Anything else that you are doing now in terms of formative assessment like that day...

Marc-Antoine: No, I think it is okay.

Research assistant: Thank you very much.

Marc-Antoine: Thank you.
I believe that teaching is the most important aspect of a teacher’s task. However, evaluating students’ learning is an important one as well. In fact, I believe that both complement one another. Formative and summative evaluations exist for specific reasons that cannot be ignored. One major reason we evaluate students is to obtain grades, but when evaluating students’ understanding of material, teachers validate their teaching technics, and reflect about learning goals of each assignment. I strongly believe that competency five is as important as any other competencies, and it helps teachers to confirm that evaluation tools, assignments, and material taught in class are appropriate for the students’ level. As new teachers, it is also central to evaluate students and evaluate ourselves at the same time. I believe pertinent for teachers to question and improve their own teaching methods. During my practicum, I have been able to work on competency five in order to evaluate student progress in learning the subject content and mastering the related competencies (C5). To develop this competency, I have tried to design or use tools to evaluate student progress and mastery of competencies. For example, I have created evaluation rubrics, and evaluation materials that were appropriate for the level of the students. By the end of the practicum I have been able to detect students’ strengths and weaknesses, and to identify some corrections that could be brought. For example, some aspects that I have decided to evaluate in a written task were broadly presented in QEP rubrics. Therefore, I took the decision to adjust rubrics and requirements in relation to students’ level and, consequently, they have been able to complete a second task the proper way. In fact, I had to modify evaluation
rubrics on many instances during my practicum. For example, while evaluating oral interaction, I sometimes did not evaluate fluency. Therefore, I had to modify my rubrics for some groups. Teachers should be able to identify students’ weaknesses and strengths, and to modify evaluation tools according to the level of the groups when necessary. Being able to bring modifications when necessary is key when the time comes to evaluate students’ learning. Many evaluation grids based on each level and for each competency are available on the QEP website. In a perfect world, these grids would fit each and every student, but most of the time, it is not the case. Teachers have to adapt and modify grids to make them appropriate for each group. I believe that in order to master the competency five, future teachers need to take students’ needs in consideration. They first have to know their students, so they can adapt later on. Moreover, it is important to evaluate students frequently and to not attribute grades based on only one evaluation. For example, a student might have a bad day, and his language skills might be influenced by his mood. Students are humans, just like us, and it is normal to have bad days. Therefore, I believe that it is important to often evaluate students in order to have coherent and fair evaluations. On one hand, some English teachers teach only an hour a week to some groups, it is therefore a demanding and long task to get to know students’ abilities. On the other hand, a teacher in charge of an intensive English group will get to know them in a short period of time, and the teacher will be able to adapt rubrics at the very beginning of the school year. Besides, sometimes you may not be the only English teacher teaching students of the same level. For example, an English teacher might have four groups of secondary one, and another English teacher might have two groups of the same level. I believe it is important to communicate, and ask the other teacher about the rubrics he/she is using in order to have coherent evaluations and to avoid subjectivity. I think that formative assessments give a better idea of students’
understanding in general. From personal experience, while in University or College, I have seen myself studying the material by heart before exams. The goal of this learning technique was to get an excellent grade, but few hours after the exam, I was not able to remember 30% of what I had just studied. That way, teachers believed that I well understood the material, but in fact I am just good in learning things by heart. I still believe that exams and evaluations exist to test students’ knowledge, but it is one difficult task to do it the right way. If evaluations exist to test knowledge instead of the students’ capacity to memorize as much as possible in a short period of time, they should be built and presented differently. Perhaps exams could be banned, and teachers could rely on formative assessments or on-spot evaluations that could effectively reflect students’ knowledge. As future teacher I also believe that it is difficult to gage who deserves a B, and who deserves a C+ without grids. University courses should teach us how to evaluate instead of how to create tests only because I feel like I am relying on my judgement which might be totally off track.

Carlos

Evaluation if we start when we were younger, it was always, you had to pass a test, to succeed, and I think it is the same thing even now at the university and we had had to talk with some teachers in INT second year. I think it was miss X, and she was saying that she did not like evaluation and how it should be, but when we engaged in a conversation, I told her, I said, you know, everybody has got to come to class just to pass the test, it is not to learn. Nobody really cares about learning. It is really come to school to pass a test, get a paper, in other words. And she agreed but then she ended up giving us a test at the end of the semester, which was a little bit
funny. But that is how I saw testing, that's how I see testing and I think that is also how a lot of people see testing at all levels of Education. When I was studying at Concordia, in history of political science, one of the professors, he was this hard-core military colonel or something like that in the Canadian forces and he was PhD. at Concordia teaching International relations. He stopped the class at one point and he said, you don't come school to learn. You come to school to learn what you gotta do on the exam, pass the exam to get a good job. And I thought that was really interesting because that's the way the system works. No one really goes to school to necessarily learn and what he said afterwards was, if you want to learn, you can learn on your spare time or on the weekends but you don't come to school to learn. And that was true, where I was actually talking to my dad last night about a documentary of education in Finland and you have two choices: you either teach to teach or you teach to the exam. And if you teach to teach, maybe your students will not pass the exam and that's the sad part about evaluation. While using it as a barometer as a threshold for you know, oh you succeeded or you didn't succeed. Instead of maybe using it as tool to improve students' skills or knowledge with the language. So that is how I am starting to use evaluation a lot more now. In terms of, okay, so you got 75 that's fine, but maybe we can work on it. Maybe not count the evaluation necessarily, on the report card or something like that. But just to use it so that the students get an idea of where they are at. What they need to work on. It is really hard to explain to the parents though, because they want a grade. Because if you are 81, you got an 81, that's what you are worth. Which in fact maybe that is not necessarily what you are worth. Maybe you are missing a 20% of understanding to get 100%. To get 100% of understanding. So that is how I feel about evaluation. That is how I saw it, that is how I still see it. And the crazy part is that there are still people in the faculty of Education that think that way but have to apply the standard of whether you pass a test, then you
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

are good, but then if you don't, well too bad. When in fact it should be more "you are learning",
"it is a learning process" and you can't really evaluate learning. Maybe you can evaluate it as I
was saying, to gather your understanding, where are you: do you understand it or you don't
understand it instead of giving a grade, you know, pass or fail: “Oh you passed, you succeeded"
but if you don't, “oh well, too bad”. And that is how I see evaluation.

Mélissa

Being in the context of Adult Education, no evaluation was done in class other than C1. When coming back to those, I reinforced the learners’ knowledge and understanding of English by asking them to talk on a subject or matter dealt in class. When they did, I furthered their reflection by asking more questions. These evaluations took place when referring to their weekends being more comfortable with the subject. I would use the same method. These evaluations were held every week and on any given occasion in order to evaluate their progress and understanding, not penalizing them given a circumstance. The evaluation I remember was concerning a video seen in class that was about global warming and how we are not contributing much to help. Most students contributed their opinion on the subject. There were 2 good students that had no difficulty in expressing themselves in English. However, other students spoke French and I helped them by taking what they said and asking how this could be said in English and most time the students were able to express that same opinion in English. With other students I helped them with formulating their thoughts a little more clearly. I was happy with the conversations that followed the video as it was the purpose to have them express themselves
seeing it is one of the key elements adults need to develop in the adult education system. Evaluations of this kind are better I feel as they are humane and not so stressful.

Evaluations were always very stressful for me as often there was memorization to be done and I have hated that for as long as I can remember. I remember one evaluation at University where all the BES-BEALS students were asked to take the exam in the biggest room there is in the A2 and it was one of the worst evaluations I've had. I passed but barely. It was stressful having so many students in the same place and struggling to understand the exam in front of you. I kept raising my hand towards the end of the evaluation to be sure to understand the questions that were all in French and for some vague reason not clear enough for me, although being francophone. The evaluation having a lot of pages was also an added stress. The worst part for me was to see how some students finished so fast when you are barely at half of the exam. In a perfect world, and evaluation would have no time limit, no big group where you hear everyone turning their pages, where you would be allowed to listen to music in order to concentrate. Basically, the evaluation should be done in an environment that is best to the learner and that would advantage them.

Claire

Alright, well, first with university, I am going to start with university, in terms of classes about assessment, we don't have a lot, so what we had was maybe I wish I had a little bit more and had more chances to work really with the progression of learning, the framework of evaluation, because now that I am teaching, and it is great because I am teaching, I have the same level with other teachers so we really share and talk about evaluation, especially at this
time of the year. Sometimes I felt a little bit lost because I wasn't so sure of what to say and all, but they gave me a lot of support and they helped me, but I think that is something that I lack in my training, maybe a little bit. In terms of me assessing in class and assessments that I do, well, I think that the last practicum, I thought that that too much wasn't a good idea, and it does not really give a set of idea of the students' ability. It is not because they did evaluate 12 times for one competency that we can actually see a progression. I would say that it is tough for them and tough for us because we have to correct. So I would say that in general, I would probably tend to go more towards something that is not formal, when it comes to using exams more often, because then you can have a better picture without putting the pressure of thinking, it is an evaluation and it counts. And in the school that I am in right now the teachers are assessing the 3 competencies 3 times so each evaluation is worth 30% and then there is like a 10% that is worth of more, not formal evaluation, but it is as if we were evaluating their participation. So there is the 10% in class that is more of a general opinion of students in class if they are participating and stuff like that. So I like that sort of approach that their participation and something that is more formal still has an impact on the evaluations as well.

When I was in school, I always felt kind of comfortable with evaluations. I know that my friends used to worry a lot and struggle. They were really worried, but I used to like evaluation. You know that I am dyslexic and I have ADD, so I used to have more time to write my evaluation. For the French evaluation, I used Wordq and I also had access to a tool to read text for me, but I was a good reader so I did not need it. So, I sort of lived evaluation based on my friends because I was always in a room alone away doing my things on my own. I have to think about evaluation, but my experience was a bit different because I had some tools that were different, to go to the evaluation and to perform as much as the others, as well as the others,
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

because I was partly different. So I had more tool. But I have always seen evaluation as
something positive because to me, yes it was evaluating my knowledge and all, but I felt
comfortable with what I had learned that I was never really worried about my evaluations.
Sometimes I was, I would say maybe the Math or Physics exams were just cold. But I never felt
anxiety or nothing about evaluation when I was in high-school or elementary school. Never a
problem for me.

Isabelle

As a teacher, when I assess my students I always think about the weaker ones. I have to
adapt my evaluation in order to fit their needs. During this practicum, I have witnessed with my
students that they are very anxious when the word assessment or evaluation comes up. They feel
stressed because they think the worse of their abilities. In fact, this situation was recurrent during
my last practicum. My students had to be reassured that we would review all the notions that
they were going to be evaluated on. Moreover, I was reflecting on their fear on failure and I was
able to relate since I am still a student. As students we worry about our grades and if our
performance is higher than what was attended. We always desire to become better. Furthermore,
we desperately want to succeed and this is why when I would assess my students I made sure to
tell them that they did not have to be anxious. I reminded them that they had the potential to
achieve anything they wished and all they had to do was to have confidence. Therefore, as a
teacher, I am certain that encouraging my students helps with their anxiety. Plus, I observed they
were calmer when I assessed them, which made my job easier. On another hand, I remember
when I had this course with a university teacher, she would evaluate the group’s assignments,
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

give them back to us and we had the opportunity to correct it, get back half of the points we had lost and she would check it and change our grade. I enjoyed this class because we had the chance to correct ourselves, have a second chance to improve our grade. When I will have my own class, I will use this motivating and encouraging technique with my students. The fact that we assess them, give them a mark, but they can upgrade it their fear of evaluations. Finally, this experience as a student was rewarding for my future career because I was able to see a new technique that will motivate my students even if they are being assessed.

Marc-Antoine

So, in high school, I mean I was not absolutely nervous or stressed with exams. I am not someone who is usually stressed out for no reasons. When I feel that prepared, evaluations are not like a big thing for me. But, I had very good teachers who used to prepare us a lot, I mean for exams. Like we did some practice games and we corrected it and the exam was not exactly the same thing, but it was similar to what we just did, but with different questions and different answers... but because of that, I was not necessarily nervous in high schools when we had exams. At the university, I mean it was not the same thing, obviously. Because they don't like to give us all the answers. So, I was not nervous also, because I mean, we were taught by professionals, so I mean like everything, well not necessarily everything but most of what they say is significant and we have to understand like: okay, this is going to be somewhere in an exam or in an assignment that have to include this, this or that. So, yeah, I mean, at the university I felt that we, like the evaluations were basically the same as in the high school, expect that we had more responsibility and to do a bit more work, obviously. And if I see like in the university, I felt that
as a student and as a future teacher, I was not actually ready to evaluate students. I think we only had one class on evaluation. It was first or second year and... I mean, we saw some different points in my journey to become a teacher. Some projects that we could do, some evaluations that you could use some grids. It's...it was not necessarily...I was not...how can I say this... I would have loved to have had a bit more courses or classes on evaluations. Because I think that they are more than half of what we have to do of our job. I mean, to evaluate and be able to evaluate the students. So yes, that is what it would be in the university. And, now in my practicum, it was helpful because the amazing associate, we were able to go over the progression of learning, so I was able to see: okay, so this is what I have to evaluate when I am correcting a text, because it might sound simple...okay, yes, we have to correct the text, but if they haven't seen this, you cannot evaluate it. So, by seeing, taking a look at the progression of learning, I was able to identify different aspects that I can focus on when I am correcting my students' evaluations. Create some grids, and I did a lot of formative assessment because what I did is we did the grammar review and every class I did like...I came back on what we seen and I asked questions, we did exercises. So this they understand and this they don't. And it was like a small evaluation, that did not count, I mean, and after I was able to throw back on different tasks that were maybe misunderstood or... Yes, it is about it. Like a teenager or in high school, evaluations were like, I did not feel they were significant. Like we had to this exam or that exam because we had to do so. So it was not necessarily...I knew it was important but I did not know why we’re doing them. I mean, I did it because I had to. Like with some other teachers, they explained like: we have to do this because this is part of the progression of learning like at the end of sec. two you have to master this, like master the simple future or I don't know... It depends on the teachers but it was
more like, I had to do it just...I had to deal with it and it was not more than that. Now I am in the teacher's shoes, I have a totally different view of evaluations, I know why we did it.
Final Questionnaires

Annabelle

Questionnaire of Beliefs related to Assessment Practices

Dear Annabelle:

This final questionnaire is part of a research project in Education (PhD). The information obtained through it will be analyzed without mentioning the names of the participants, and professional ethics will be respected and maintained throughout the development of this work.

Your contribution is essential for this study!

For each question, based on what you answered in the previous questionnaire, please provide comments to explain if your opinion has changed.

1) In the first questionnaire, when asked to choose an answer to the statement “assessment provides teachers with useful evidence of the students’ understandings, which can be used to plan subsequent lessons”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:

No, my view hasn’t changed because I have been able to plan lessons according to my students’ results and the mistakes they were making in their assessments.
2) In the first questionnaire, when asked to choose an answer to the statement “the next lessons are determined more by the prescribed curriculum than by how well students did in the last lesson”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:
My view has changed because I believe that it is important to follow the curriculum, however if the students are misunderstanding material, it might be important to review before going further. However, even if some students are still misunderstanding the material, as teachers we need to keep going in the curriculum. I would say that I AGREE instead of STRONGLY AGREE.

3) In the first questionnaire, when asked to choose an answer to the statement “the main emphasis in assessments should be on whether students know, understand or can do prescribed elements of the curriculum”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
No, I still believe that assessments should be based on elements of the curriculum. My view had not changed.

4) In the first questionnaire, when asked to choose an answer to the statement “the feedback students receive should help them to improve”, you answered AGREE. Has your view changed? Why? Why not?
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:
My view has changed; I would say that I strongly agree that feedback should help students to improve if they pay attention or if they actually read feedback. Considering they are, I would strongly agree.

5) In the first questionnaire, when asked to choose an answer to the statement “students should be told how well they have done in relation to others in the class”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
My view has changed; I would strongly disagree because learning is not a competition. It might be good to let students know how well they have improved, but not in relation to others.

6) In the first questionnaire, when asked to choose an answer to the statement “students should be given opportunities to decide their own learning objectives”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
No, my view has not changed because students should participate in their learning. It might increase their intrinsic motivation and have a different perception regarding learning.

7) In the first questionnaire, when asked to choose an answer to the statement “teachers should use questions mainly to elicit factual knowledge from their students”, you answered DISAGREE. Has your view changed? Why? Why not?
Comments:
No, my view has not changed because as teachers we might encourage students to share opinions and thoughts.

8) In the first questionnaire, when asked to choose an answer to the statement “I consider the most worthwhile assessment to be assessment that is undertaken by the teacher”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
My view has changed. I would agree because students might have some good ideas about how to assess some things to make them more interesting or original. I would say that the teacher knows best what has to be covered or evaluated, but it might be interesting to let students take on once in a while.

9) In the first questionnaire, when asked to choose an answer to the statement “teachers assessment practices help students to learn independently”, you answered UNDECIDED. Has your view changed? Why? Why not?

Comments:
No, my view has not changed because it is difficult to witness if a student is learning independently. I would say that learning strategies are helping students to learn independently, but I am still unsure about teachers assessment practices.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

10) In the first questionnaire, when asked to choose an answer to the statement “students should be told how well they have done in relation to their own previous performance”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
My view has not changed, but I would strongly avoid comparing if the student has not improved. I think it is important to tell our students how well they improve and it might develop motivation and make them proud.

11) In the first questionnaire, when asked to choose an answer to the statement “students’ learning objectives should be discussed with students in ways they understand”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
My view has not changed. I believe that it is important to present the objectives so students concretely know what the teacher is expecting.

12) In the first questionnaire, when asked to choose an answer to the statement “assessment of students’ work should primarily consist of marks and grades”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:
Marks and grades do not represent the students’ abilities. It might include comments, and grades should be kept secret so students would focus on comments instead of grades. Consequently, they might pay more attention to feedback. My view has not changed.

13) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess their own work”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
My view has not changed. I believe that teachers are guide and students should be supported.

14) In the first questionnaire, when asked to choose an answer to the statement “teachers should identify students’ strengths and advise them on how to develop further”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
My view has not changed. Just like weaknesses, students should be able or have the chance to improve every aspect of a subject, even if certain aspects are strengths. I believe that there is always room for improvement.

15) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to find ways of addressing problems they have in their learning”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?
Comments:
My view has not changed. Students don’t necessarily recognize their learning problems. They need help from teachers or friends.

16) In the first questionnaire, when asked to choose an answer to the statement “students should be encouraged to view mistakes as valuable learning opportunities”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
My view has not changed because we learn from our mistakes. Teachers should encourage students to perceive mistakes differently.

17) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to think about how they learn best”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
My view has not changed. Students should discover how they learn best. What are the best strategies to use on specific occasions, and which strategies fit them best. Teachers should be the ones providing tools and teaching learning strategies.
18) In the first questionnaire, when asked to choose an answer to the statement “Teachers should use questioning mainly to elicit reasons and explanations from their students”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:
My view has not changed. Sometimes teachers need to have factual answers to test knowledge. It depends.

19) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess one another’s work”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
My view has not changed. I am not a fan of students assessing one another’s work but I believe that they would need guidance.

20) In the first questionnaire, when asked to choose an answer to the statement “students’ errors should be valued for the insights they reveal about how students are thinking”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
My view has changed. I believe that in order to see what students are thinking we need to ask them. It is difficult to see it via a paper only. In other words, I believe students’
misunderstandings cannot be witnessed on a paper only. In order to know what students are thinking, we need to ask them. The assignment is not enough to demonstrate the entire thinking process.

21) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to understand the learning purposes of each lesson or series of lessons”, you answered AGREE. Has your view changed? Why? Why not?

**Comments:**
My view has not changed because understanding the purposes of each lessons help the majority of students to attribute a meaning to the lessons. Lessons become meaningful.

22) In the first questionnaire, when asked to choose an answer to the statement “assessment of students’ work should be mainly in the form of comments”, you answered AGREE. Has your view changed? Why? Why not?

**Comments:**
No, my view has not changed. Refer to question 12.

23) In the first questionnaire, when asked to choose an answer to the statement “students’ learning objectives should be determined mainly by the prescribed curriculum”, you answered DISAGREE. Has your view changed? Why? Why not?
Comments:
My view has not changed. It might be interesting to teach different things.

24) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess their own learning”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
My view has not changed. I believe that teachers should guide students during the entire process of learning.

25) In the first questionnaire, when asked to choose an answer to the statement “the main emphasis in teachers’ assessment should be on what students know, understand and can do”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
My view has not changed. I believe testing what students know, understand and can do summarizes abilities and knowledge.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

26) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to plan the next steps in their learning”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
My view has not changed because your job is to bring them forward.

27) In the first questionnaire, when asked to choose an answer to the statement “student effort should be seen as neutral when assessing their learning”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
My view has not changed. It is however difficult to be neutral when we strongly know our students. But, yes student’s effort should be seen as neutral.

28) In the first questionnaire, when asked to choose an answer to the statement “assessment criteria should be discussed with students in ways they understand”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
No my view has not changed. I believe important that students know what are the teachers’ expectations.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

29) In the first questionnaire, when asked to choose an answer to the statement “students should be given opportunities to assess one another’s work”, you answered UNDECIDED. Has your view changed? Why? Why not?

Comments:
My view has not changed. I am not a fan of students assessing one another’s work for some unknown reasons. Perhaps lack of experience, therefore I don’t know.

30) In the first questionnaire, when asked to choose an answer to the statement “teachers should regularly discuss with students ways of improving learning how to learn”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
My view has not changed. With time, students’ intellect might change, be modified and strategies used in the past might not be well appropriated for them anymore or other strategies might fit them best.
For each question, based on what you answered in the previous questionnaire, please provide comments to explain if your opinion has changed.

1) In the first questionnaire, when asked to choose an answer to the statement “assessment provides teachers with useful evidence of the students’ understandings, which can be used to plan subsequent lessons”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
My view has not changed and I still strongly agree with my previous answer, as that is how I feel about assessment. I still believe assessments are tools used to gather data about our students.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

2) In the first questionnaire, when asked to choose an answer to the statement “the next lessons are determined more by the prescribed curriculum than by how well students did in the last lesson”, you answered STRONGLY DISAGREE. Has your view changed? Why? Why not?

Comments:
I still disagree. Classes should be planned in terms of students’ understanding and not by a curriculum that does not take your classe’s strengths or weakness into consideration.

3) In the first questionnaire, when asked to choose an answer to the statement “the main emphasis in assessments should be on whether students know, understand or can do prescribed elements of the curriculum”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I agree. Because students must be able to reach a certain threshold that standardizes the learning process.

4) In the first questionnaire, when asked to choose an answer to the statement “the feedback students receive should help them to improve”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

I still strongly agree. As it is only through feedback that students can know if they are on the right path towards their learning.

5) In the first questionnaire, when asked to choose an answer to the statement “students should be told how well they have done in relation to others in the class”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:
Strongly Disagree. Students need to compete against themselves and not against others in the class unless they want to do so. It creates a useless stress barrier that impedes the learning process.

6) In the first questionnaire, when asked to choose an answer to the statement “students should be given opportunities to decide their own learning objectives”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:
I still disagree. Students should not be given the right to choose, as the teacher knows best or should at least know best.

7) In the first questionnaire, when asked to choose an answer to the statement “teachers should use questions mainly to elicit factual knowledge from their students”, you answered AGREE. Has your view changed? Why? Why not?
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:
No it has not changed I still because that is the only way to know if students understand or not

8) In the first questionnaire, when asked to choose an answer to the statement “I consider the most worthwhile assessment to be assessment that is undertaken by the teacher”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
It has not changed because only the teacher knows exactly what needs to be assessed

9) In the first questionnaire, when asked to choose an answer to the statement “teachers assessment practices help students to learn independently”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
No it has not because it forces students to learn the required material

10) In the first questionnaire, when asked to choose an answer to the statement “students should be told how well they have done in relation to their own previous performance”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I have not changed my outlook. Students need to know how they have performed compared to their previous performance.

11) In the first questionnaire, when asked to choose an answer to the statement “students’ learning objectives should be discussed with students in ways they understand”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
I still believe students should understand what is happening by being told in a way that they understand.

12) In the first questionnaire, when asked to choose an answer to the statement “assessment of students’ work should primarily consist of marks and grades”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
Yes it should be done that way for students to be able to understand where they stand. In other words they know if they surpassed the threshold or not.

13) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess their own work”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:
Yes teachers should help students assess their own work as it helps them understand their own mistakes.

14) In the first questionnaire, when asked to choose an answer to the statement “teachers should identify students’ strengths and advise them on how to develop further”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
Focusing only on negative points does not motivate students helping them also improve strengths helps students become much better.

15) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to find ways of addressing problems they have in their learning”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
Students need to learn what they problems are and how to resolve the issues they are having.

16) In the first questionnaire, when asked to choose an answer to the statement “students should be encouraged to view mistakes as valuable learning opportunities”, you answered AGREE. Has your view changed? Why? Why not?
Comments:
Oppose to seeing mistakes as negative points, they should embrace the errors and work at improving on them.

17) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to think about how they learn best”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
Yes students need to focus on metacognition and develop their own learning patterns.

18) In the first questionnaire, when asked to choose an answer to the statement “Teachers should use questioning mainly to elicit reasons and explanations from their students”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
My view remains the same as it is one of the only ways to get confirmation of understanding as a teacher.

19) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess one another’s work”, you answered DISAGREE. Has your view changed? Why? Why not?
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:

Students are not qualified to assess other people’s work.

20) In the first questionnaire, when asked to choose an answer to the statement “students’ errors should be valued for the insights they reveal about how students are thinking”, you answered AGREE. Has your view changed? Why? Why not?

Comments:

Errors should not be seen as negative, but rather as a view of what needs work.

21) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to understand the learning purposes of each lesson or series of lessons”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:

Teachers’ need to assume students do not understand and explain everything even if it’s simple, since looking foolish creates a learning barrier and impedes the learning process.

22) In the first questionnaire, when asked to choose an answer to the statement “assessment of students’ work should be mainly in the form of comments”, you answered UNDECIDED. Has your view changed? Why? Why not?
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:

I remain undecided as it is good and bad since students are not sure exactly what that represents.

23) In the first questionnaire, when asked to choose an answer to the statement “students’ learning objectives should be determined mainly by the prescribed curriculum”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:

My view remains the same every class is different and a curriculum does not necessarily match a said class.

24) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess their own learning”, you answered AGREE. Has your view changed? Why? Why not?

Comments:

Teachers should teach students to look over their work and analyze it to see if it is good or bad.

25) In the first questionnaire, when asked to choose an answer to the statement “the main emphasis in teachers’ assessment should be on what students know, understand and can do”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

My view remains the same that is what we are assessing as teachers.

26) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to plan the next steps in their learning”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
Teachers need to teach students to prepare themselves for the next step and learn how to take it.

27) In the first questionnaire, when asked to choose an answer to the statement “student effort should be seen as neutral when assessing their learning”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
We are assessing understanding and not effort unfortunately.

28) In the first questionnaire, when asked to choose an answer to the statement “assessment criteria should be discussed with students in ways they understand”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
Yes they should understand what they are being assessed on and what they are doing good or wrong.
29) In the first questionnaire, when asked to choose an answer to the statement “students should be given opportunities to assess one another’s work”, you answered STRONGLY DISAGREE. Has your view changed? Why? Why not?

Comments:
Students are not ready or have the know how to assess each other.

30) In the first questionnaire, when asked to choose an answer to the statement “teachers should regularly discuss with students ways of improving learning how to learn”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
Yes teachers should take the time to teach and explain to students how to learn and how to improve themselves.
The questionnaire is part of a research project in Education (PhD). The information obtained through it will be analyzed without mentioning the names of the participants, and professional ethics will be respected and maintained throughout the development of this work.

Your contribution is essential for this study!

For each question, based on what you answered in the previous questionnaire, please provide comments to explain if your opinion has changed.

1) In the first questionnaire, when asked to choose an answer to the statement “assessment provides teachers with useful evidence of the students’ understandings, which can be used to plan subsequent lessons”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
My views have not changed seeing that it is a great way of seeing if a teacher should move onto other knowledge or continue reinforcing the material seen for that same assessment.
2) In the first questionnaire, when asked to choose an answer to the statement “the next lessons are determined more by the prescribed curriculum than by how well students did in the last lesson”, you answered UNDECIDED. Has your view changed? Why? Why not?

**Comments:**
My views have changed seeing that I disagree. I believe the teacher should plan in consideration of student's understanding.

3) In the first questionnaire, when asked to choose an answer to the statement “the main emphasis in assessments should be on whether students know, understand or can do prescribed elements of the curriculum”, you answered AGREE. Has your view changed? Why? Why not?

**Comments:**
My views have not changed. Assessing should always be determined by what students have been shown in order to know, understand or do prescribed elements of the curriculum.

4) In the first questionnaire, when asked to choose an answer to the statement “the feedback students receive should help them to improve”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

**Comments:**
I still strongly agree, as feedback should help them use tools in a more appropriate way and therefore help them succeed.
5) In the first questionnaire, when asked to choose an answer to the statement “students should be told how well they have done in relation to others in the class”, you answered STRONGLY DISAGREE. Has your view changed? Why? Why not?

Comments:
Comparison does not help the student see his efforts or struggles. I have not changed my views on this.

6) In the first questionnaire, when asked to choose an answer to the statement “students should be given opportunities to decide their own learning objectives”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
I strongly agree as they are the ones that see their struggles the most and have the ability to push through them. They can therefore decide their learning objectives.

7) In the first questionnaire, when asked to choose an answer to the statement “teachers should use questions mainly to elicit factual knowledge from their students”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I agree when it comes to evaluation. However, it is important to have students open themselves to new ideas and to think outside of the box. Factual knowledge is not everything that is taught, but a part of it.

8) In the first questionnaire, when asked to choose an answer to the statement “I consider the most worthwhile assessment to be assessment that is undertaken by the teacher”, you answered AGREE.

Comments:
It is now the most efficient form of assessment. It is possible that there are more worthwhile assessments but can they be ideal for all students especially comparing primary school students to adult education? I believe there are a lot of things to consider.

9) In the first questionnaire, when asked to choose an answer to the statement “teachers assessment practices help students to learn independently”, you answered UNDECIDED. Has your view changed? Why? Why not?

Comments:
I believe students can acquire independence through routines. Practices are just like routines and I agree that practice can make independence.
10) In the first questionnaire, when asked to choose an answer to the statement “students should be told how well they have done in relation to their own previous performance”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
I agree and I want to put this into practice. Students should benefit from their efforts and see what they can achieve and have the gratification they deserve. My views have not changed.

11) In the first questionnaire, when asked to choose an answer to the statement “students’ learning objectives should be discussed with students in ways they understand”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
Students are in school to learn and should know what they are learning and how they will do to get there. Communication has always been necessary and students gain from it. To me, there is no such thing as too much information especially when it comes to what concerns students directly.

12) In the first questionnaire, when asked to choose an answer to the statement “assessment of students’ work should primarily consist of marks and grades”, you answered STRONGLY DISAGREE. Has your view changed? Why? Why not?

Comments:
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

My views have not changed considering I have no other knowledge of what other assessments could be other than marks and grades. One of the most important things to consider is student progression which to me is some sort of mark. If this is not the case, I would DISAGREE with this statement. Personal notes should always be considered. But primarily, marks and grades remain the easiest ways to assess students.

13) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess their own work”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
My views have not changed. This is important for all teachers to do with their students for them to be conscious of their performance.

14) In the first questionnaire, when asked to choose an answer to the statement “teachers should identify students’ strengths and advise them on how to develop further”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
I still strongly agree. If teachers were to have individual time with every student and see how they have been doing it could involve students much more with the teacher’s expectations.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

15) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to find ways of addressing problems they have in their learning”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
My views have not changed because students need all the support they can have.

16) In the first questionnaire, when asked to choose an answer to the statement “students should be encouraged to view mistakes as valuable learning opportunities”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
I strongly agree because nobody can be perfect in learning a second language. Therefore mistakes are not a bad thing but rather a valuable learning opportunity.

17) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to think about how they learn best”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
Finding the appropriate strategies for students could only help them in getting better at what they already do. It is definitely something I strongly agree with.
18) In the first questionnaire, when asked to choose an answer to the statement “teachers should use questioning mainly to elicit reasons and explanations from their students”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I still agree as they are possibilities but there are much more uses to questioning.

19) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess one another’s work”, you answered UNDECIDED. Has your view changed? Why? Why not?

Comments:
I am not sure it would be necessary at all levels and if it would not influence students instead of helping them. I remain undecided.

20) In the first questionnaire, when asked to choose an answer to the statement “students’ errors should be valued for the insights they reveal about how students are thinking”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
Still strongly agree, every test guides be into evaluating what has been retained form students.
21) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to understand the learning purposes of each lesson or series of lessons”, you answered UNDECIDED. Has your view changed? Why? Why not?

Comments:
I would agree as students like knowing what they do and why and this could possibly help them in making links to what they learn.

22) In the first questionnaire, when asked to choose an answer to the statement “assessment of students’ work should be mainly in the form of comments”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
It could be done mainly in this form, I agree.

23) In the first questionnaire, when asked to choose an answer to the statement “students’ learning objectives should be determined mainly by the prescribed curriculum”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I still agree to this as this is what the ministry of education requires, e
24) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess their own learning”, you answered UNDECIDED. Has your view changed? Why? Why not?

Comments:
I am not for more against this and therefore will see what is to come in the profession and comeback with an answer.

25) In the first questionnaire, when asked to choose an answer to the statement “the main emphasis in teachers’ assessment should be on what students know, understand and can do”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I still agree as they should not be assessed on something they do not possess unless it doesn’t count.

26) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to plan the next steps in their learning”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
Students are their own master mind. They should always be involved.
27) In the first questionnaire, when asked to choose an answer to the statement “student effort should be seen as neutral when assessing their learning”, you answered STRONGLY DISAGREE. Has your view changed? Why? Why not?

Comments:
I disagree as it is what can make the difference for every single student.

28) In the first questionnaire, when asked to choose an answer to the statement “assessment criteria should be discussed with students in ways they understand”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
My views have not changed. It remains very important for students to know what they are to do and what they will be evaluated on.

29) In the first questionnaire, when asked to choose an answer to the statement “students should be given opportunities to assess one another’s work”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
I believe changing things is a good way to learn and being conscious of the struggles or understanding of others can help.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

30) In the first questionnaire, when asked to choose an answer to the statement “teachers should regularly discuss with students ways of improving learning/how to learn”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:

I still strongly agree. It is imperative for students to have all their tools in one basket.
Claire

Questionnaire of Beliefs related to Assessment Practices

Dear Claire,

This questionnaire is part of a research project in Education (PhD). The information obtained through it will be analyzed without mentioning the names of the participants, and professional ethics will be respected and maintained throughout the development of this work.

Your contribution is essential for this study!

For each question, based on what you answered in the previous questionnaire, please provide comments to explain if your opinion has changed.

1) In the first questionnaire, when asked to choose an answer to the statement “assessment provides teachers with useful evidence of the students’ understandings, which can be used to plan subsequent lessons”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
Yes, I still agree with that statement. I think assessments are good tools to build lessons on. As teachers, we have to get our information somewhere and assessments are helping us to do that.
2) In the first questionnaire, when asked to choose an answer to the statement “the next lessons are determined more by the prescribed curriculum than by how well students did in the last lesson”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:
No, I do understand however that the curriculum has an impact on the following lessons that I will give, but I cannot see myself moving on if I see that my students still struggle with the previous lessons. I think that it is a major concern in the system right now. Students are push to follow a curriculum even if they cannot master the basic learning.

3) In the first questionnaire, when asked to choose an answer to the statement “the main emphasis in assessments should be on whether students know, understand or can do prescribed elements of the curriculum”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I still believe that students should be assessed on what they know, understand and can do otherwise there is no point in assessments.

4) In the first questionnaire, when asked to choose an answer to the statement “the feedback students receive should help them to improve”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I still agree, but they should also receive feedback on what they already do well because no one can improve if they feel they always need to improve something and that nothing is right.

5) In the first questionnaire, when asked to choose an answer to the statement “students should be told how well they have done in relation to others in the class”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:
No, competition is good, but with the academic it can hurt students. A student that went from a 35% average to a 65% average is competing with himself/herself and is succeeding and improving, but if the class average is 85% this student will not feel like he/she improved.

6) In the first questionnaire, when asked to choose an answer to the statement “students should be given opportunities to decide their own learning objectives”, you answered UNDECIDED. Has your view changed? Why? Why not?

Comments:
Undecided, still students should feel that they have a certain control over what is going on in the classroom. I would say that now, I would tend towards a yes, they should be given the opportunity to decide some learning objectives.
7) In the first questionnaire, when asked to choose an answer to the statement “teachers should use questions mainly to elicit factual knowledge from their students”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:
We should use questions to get all sorts of knowledge from our students. I still disagree because I asked questions often to get to know my students on a deeper level. I want them to know that I care.

8) In the first questionnaire, when asked to choose an answer to the statement “I consider the most worthwhile assessment to be assessment that is undertaken by the teacher”, you answered UNDECIDED. Has your view changed? Why? Why not?

Comments:
I guess now I would say I agree. Teachers must assess themselves to improve on their teaching. We need to know that we are doing our best and that changing our practice is beneficial for all students.

9) In the first questionnaire, when asked to choose an answer to the statement “teachers assessment practices help students to learn independently”, you answered UNDECIDED. Has your view changed? Why? Why not?

Comments:
I would say that now I agree. Good assessment practices allow students to learn on their own and to study on their own. Sometimes students have issues with studying because the assessments of the teachers are not helping them to focus. I believe that this is all related.

10) In the first questionnaire, when asked to choose an answer to the statement “students should be told how well they have done in relation to their own previous performance”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
Yes, I still agree. Students should be competing against themselves and their main goal should be to improve regarding their previous results.

11) In the first questionnaire, when asked to choose an answer to the statement “students’ learning objectives should be discussed with students in ways they understand”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
Students should always know and understand the learning objectives on which they are being evaluated. Schools and education should not be seen as a trap, but as a place where learning happens. There is no learning if there is no understanding, therefore, I still agree with this statement.
12) In the first questionnaire, when asked to choose an answer to the statement “assessment of students’ work should primarily consist of marks and grades”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:
I still disagree. Assessments should also be formative. Assessments that consist only of marks and grades will stress and scare students. Assessments should be relaxing and a way for the students to show their true potential. Assessments should allow them to shine.

13) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess their own work”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
Yes, I still agree with that statement because I think that if students can assess their own work they will get better in their assessments. They will also know their true value.

14) In the first questionnaire, when asked to choose an answer to the statement “teachers should identify students’ strengths and advise them on how to develop further”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
The evolution of pre-service ESL teachers’ beliefs and practices.

As teachers we should always value the strengths of our students because I believe that students can learn better if there are valued. I still agree with that statement.

15) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to find ways of addressing problems they have in their learning”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
We should help students to become independent in their learning it is our job to help them to find solutions to their problems. Yes, I still agree with that statement.

16) In the first questionnaire, when asked to choose an answer to the statement “students should be encouraged to view mistakes as valuable learning opportunities”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
Mistakes happen to everyone and we should teach students that we can learn through our mistakes. I still strongly agree with that statement.

17) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to think about how they learn best”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
Yes, I still agree. Everyone is different and all students learn differently. It is important to include differentiation in the classroom and value those who learn differently.

18) In the first questionnaire, when asked to choose an answer to the statement “Teachers should use questioning mainly to elicit reasons and explanations from their students”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:
Questioning should be used for many reasons. However, my answer changed a bit. I would have a tendency to agreeing with that statement. Complete answers from students is always better and eliciting reasons and explanation will help students to develop and becoming better.

19) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess one another’s work”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
Students can learn a great deal from working with their peers. I think they should learn how to assess their peers because it could help themselves as well. I still agree with that statement for those reasons.
20) In the first questionnaire, when asked to choose an answer to the statement “students’ errors should be valued for the insights they reveal about how students are thinking”, you answered AGREE. Has your view changed? Why? Why not?

**Comments:**
I still agree because as I said previously errors are a way to improve and to reflect on the students’ learning, but also on the teaching. It is important to see how the students think to be able to help him/her go in the right direction the next time.

21) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to understand the learning purposes of each lesson or series of lessons”, you answered AGREE. Has your view changed? Why? Why not?

**Comments:**
I still agree. Teacher must be fair when they are assessing and making sure students understand is a way to be fair. They also need to understand the purpose for which they are working to improve their motivation

22) In the first questionnaire, when asked to choose an answer to the statement “assessment of students’ work should be mainly in the form of comments”, you answered UNDECIDED. Has your view changed? Why? Why not?

**Comments:**
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Up to now I would say that I agree, I use a lot of comments, but there are others that I would like to try such as pictograms of images (mostly for younger students). I answered undecided because I had those other ways in mind.

23) In the first questionnaire, when asked to choose an answer to the statement “students’ learning objectives should be determined mainly by the prescribed curriculum”, you answered UNDECIDED. Has your view changed? Why? Why not?

Comments:
I guess since I am working with a curriculum I would agree, but for those students that cannot meet the objectives from the curriculum their objectives should be decided another way. All students have objectives, and maybe they are not always the same. This is why I answered undecided.

24) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess their own learning”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
My view did not change. I still agree with that statement because as teachers, we must provide guidance not only for assessments, but for learning.
25) In the first questionnaire, when asked to choose an answer to the statement “the main emphasis in teachers’ assessment should be on what students know, understand and can do”, you answered AGREE. Has your view changed? Why? Why not?

**Comments:**
I still believe that students should be assessed on what they know, understand and can do otherwise there is no point in assessments.

26) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to plan the next steps in their learning”, you answered AGREE. Has your view changed? Why? Why not?

**Comments:**
Yes, I still agree. The key to their learning is a great planning.

27) In the first questionnaire, when asked to choose an answer to the statement “student effort should be seen as neutral when assessing their learning”, you answered DISAGREE. Has your view changed? Why? Why not?

**Comments:**
Student effort has a big impact and it should be taken into consideration because it tells more than the actual result. I still disagree.
28) In the first questionnaire, when asked to choose an answer to the statement “assessment criteria should be discussed with students in ways they understand”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
Yes, I still agree. Students must know the criteria they have to meet. Assessments are not made to trap students, but a way to see how they can evolve.

29) In the first questionnaire, when asked to choose an answer to the statement “students should be given opportunities to assess one another’s work”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
Students can learn from their peers’ comments and those who are assessing are also learning.

30) In the first questionnaire, when asked to choose an answer to the statement “teachers should regularly discuss with students ways of improving learning how to learn”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
Yes, I still agree with that statement because learning is not a guessing game it is with us at all time and it is a capacity that we all have. Teachers and students should work together to achieve learning goals.
Isabelle

Questionnaire of Beliefs related to Assessment Practices

Dear Isabelle,

This final questionnaire is part of a research project in Education (PhD). The information obtained through it will be analyzed without mentioning the names of the participants, and professional ethics will be respected and maintained throughout the development of this work.

Your contribution is essential for this study!

For each question, based on what you answered in the previous questionnaire, please provide comments to explain if your opinion has changed.

1) In the first questionnaire, when asked to choose an answer to the statement “assessment provides teachers with useful evidence of the students’ understandings, which can be used to plan subsequent lessons”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I still agree with my statement. Students’ assessments provide teachers with useful evidence on how students understand or do not on certain subjects taught. It is important to check and observe through their work and lessons how to help them come to understanding the knowledge learned. Then, a useful tool is to plan this revision by planning it in future subsequent lessons.
2) In the first questionnaire, when asked to choose an answer to the statement “the next lessons are determined more by the prescribed curriculum than by how well students did in the last lesson”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:
I still disagree. In many situations, the teacher is able to help students by looking at what they did not understand in their last lesson. It is not by only looking at the curriculum that a teacher will be able to help his/her students in what they do not understand. The curriculum will not tell the teacher where exactly a student needs help. It is the lessons and assessments that will show the students weaknesses.

3) In the first questionnaire, when asked to choose an answer to the statement “the main emphasis in assessments should be on whether students know, understand or can do prescribed elements of the curriculum”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I still agree. As teachers, we need to follow the curriculum since it will tell us what we need to teach our students. The main emphasis in assessment should be on how students know, understand or can do prescribed elements of the curriculum. In order to help them, teachers need to observe and check if students are able to understand the content.

4) In the first questionnaire, when asked to choose an answer to the statement “the feedback students receive should help them to improve”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:
I still strongly agree. I have seen during my practicum that giving feedback helps them improve. Teachers see where students have difficulty and then it is by looking back at the exercises that it is possible for the students to finally understand.

5) In the first questionnaire, when asked to choose an answer to the statement “students should be told how well they have done in relation to others in the class”, you answered STRONGLY DISAGREE. Has your view changed? Why? Why not?

Comments:
I still disagree. It is not by comparing our students to each other that they will understand better. Telling a student that he is stronger than another one is not fun to hear for the second one. Everyone is different and have different strengths and weaknesses. It is important as a teacher to be aware of this difference and never compare our students in the class.

6) In the first questionnaire, when asked to choose an answer to the statement “students should be given opportunities to decide their own learning objectives”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
Of course I still agree. It is important for the students to feel motivated and if by given him or her, the opportunity to decide his or her learning objectives well it is a perfectly good idea. We
want students to be included and to participate in their learning. I think by given them choices and having them decide on those choices they will feel more motivated to learn.

7) In the first questionnaire, when asked to choose an answer to the statement “teachers should use questions mainly to elicit factual knowledge from their students”, you answered UNDECIDED. Has your view changed? Why? Why not?

**Comments:**

I am still undecided because I don’t understand the meaning of the statement.

8) In the first questionnaire, when asked to choose an answer to the statement “I consider the most worthwhile assessment to be assessment that is undertaken by the teacher”, you answered AGREE. Has your view changed? Why? Why not?

**Comments:**

I still agree because the teacher is the one who has the knowledge. The teacher has the knowledge and all the instructions that will facilitate students’ understand and they will have more ease when doing the assessment.

9) In the first questionnaire, when asked to choose an answer to the statement “teachers assessment practices help students to learn independently”, you answered UNDECIDED. Has your view changed? Why? Why not?
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:
I now agree. If I understand the statement correctly, students become more independent after practicing different assessments. They become more familiar with how they are supposed to accomplish a work and what is expected of them.

10) In the first questionnaire, when asked to choose an answer to the statement “students should be told how well they have done in relation to their own previous performance”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
I strongly agree. It is again very important to motivate and encourage our students. Telling them that they have done better than their own previous performance is nice to hear. However, the opposite is also a good way to bring them to become focused again on the task.

11) In the first questionnaire, when asked to choose an answer to the statement “students’ learning objectives should be discussed with students in ways they understand”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I still agree. Students need to know and understand the learning objectives and by discussing it with them it will help them have a clearer idea.
12) In the first questionnaire, when asked to choose an answer to the statement “assessment of students’ work should primarily consist of marks and grades”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments: A student who put effort in his work should still be…

13) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess their own work”, you answered AGREE. Has your view changed? Why? Why not?

Comments: I still agree. Teachers should provide guidance to help students assess their own work. What better way to help students understand their own work since they are the ones who will be able to understand where they have more ease and where they have more difficulty.

14) In the first questionnaire, when asked to choose an answer to the statement “teachers should identify students’ strengths and advise them on how to develop further”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments: Teachers are guides and they should take this advantage to help students identify their strengths and advise them on how to develop further. Teachers’ duty is to find different ways/techniques to help students develop their skills to another level.
15) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to find ways of addressing problems they have in their learning”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
I still strongly agree. It often happens that students do not seem to understand their problems in their learning and just want an easy answer. Well, I think that they should work on trying to find solutions to understand their weaknesses.

16) In the first questionnaire, when asked to choose an answer to the statement “students should be encouraged to view mistakes as valuable learning opportunities”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
Of course they should. We learn from our mistakes. Students have to know that no one is perfect and everyone makes mistakes. It is part of the learning. I still agree with this statement. Students have to stop being discouraged by the mistakes they have made and learn from them and finally understand better what they had difficulty with. Weaknesses and strengths are part of a human being. The teacher is present to guide the students to view mistakes as valuable learning opportunities.
17) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to think about how they learn best”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
I still strongly agree because students need to be encouraged by the teacher if he/she wants them to learn even more. Motivation is one of the keys to success since students feel that they are doing good work. The teacher is present again to guide them to think about how they learn best. Finding tools and techniques is part of the teacher’s job and the student has to choose which technique is the one for him or her.

18) In the first questionnaire, when asked to choose an answer to the statement “Teachers should use questioning mainly to elicit reasons and explanations from their students”, you answered BLANK. Has your view changed? Why? Why not?

Comments:
I disagree. Teachers should use questioning to come back on a notion that was not understood and clarify it with the students. Of course it can be used to elicit reasons and explanations from the students, but there are many situations where it is important to use questioning to see if the student understand or where he/she misunderstood.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

19) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess one another’s work”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I still agree. A teacher is present again to help and guide students in their work. It is by showing them how something is done that they will be able to carry on the right path.

20) In the first questionnaire, when asked to choose an answer to the statement “students’ errors should be valued for the insights they reveal about how students are thinking”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I still agree. Students’ errors have to be valued for the insights they reveal about how students are thinking. When assessing students, teachers can see what errors they have made and see why and find a way to help them understand so they stop making the error.

21) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to understand the learning purposes of each lesson or series of lessons”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I still agree. Students need to be helped to understand the learning purpose of each lesson or series of lessons because often they wonder why they are doing this assignment. So, by giving them the reason why they will be more focused in their work.

22) In the first questionnaire, when asked to choose an answer to the statement “assessment of students’ work should be mainly in the form of comments”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I still agree. Comments are the best way to help students understand where they had trouble. Explaining something to the students when you have 25 or 30 students is easier by comments because they do not always have the same weaknesses.

23) In the first questionnaire, when asked to choose an answer to the statement “students’ learning objectives should be determined mainly by the prescribed curriculum”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:
I still disagree. The curriculum help teachers know what students have to learn, but it does not mean that students learning objectives should be determined mainly by the prescribed curriculum. A good teacher is someone who is able to help students using other ways, techniques and tools and not only what the curriculum says.
24) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess their own learning”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I still agree. Teachers have to be present and guide students to help them assess their own learning. We want them to be able to reflect on themselves. They are the ones who are learning and as teachers it is difficult to get in their head. By having them assess their learning we provide them guidance and we can see where they have trouble and help them overcome these difficulties.

25) In the first questionnaire, when asked to choose an answer to the statement “the main emphasis in teachers’ assessment should be on what students know, understand and can do”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I still agree. We do not want to discourage students by putting subjects that they never saw and have them fail. We want to encourage and motivate the students not trap them.

26) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to plan the next steps in their learning”, you answered AGREE. Has your view changed? Why? Why not?
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:
I still agree. Students need to be helped by the teacher since helping students get on the right track is what matters to teachers. Planning the next steps in students learning has to be done and if they have no help than they will stay stuck and won’t be able to learn correctly.

27) In the first questionnaire, when asked to choose an answer to the statement “student effort should be seen as neutral when assessing their learning”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:
I still totally disagree. Student effort is what is important when assessing their work. It is important to observe them while they work. There are strong students who will do the work, but will fool around and disturb the class. Students who put effort in their work need to be encouraged and congratulated.

28) In the first questionnaire, when asked to choose an answer to the statement “assessment criteria should be discussed with students in ways they understand”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
Of course I still agree. Students have to be aware, know and understand the assessment criteria otherwise they will not follow the right instructions and will lose points. By discussing the
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

criteria with them in ways they understand it will help them become better when doing an
assignment.

29) In the first questionnaire, when asked to choose an answer to the statement “students should
be given opportunities to assess one another’s work”, you answered AGREE. Has your view
changed? Why? Why not?

Comments:
I still agree with this statement. Students often make mistakes that could have been avoided and
by having students assess one another’s work they can see through others works mistakes that
they always make and this way they will be aware and will stop making them.

30) In the first questionnaire, when asked to choose an answer to the statement “teachers should
regularly discuss with students ways of improving learning how to learn”, you answered
AGREE. Has your view changed? Why? Why not?

Comments:
I still agree with this statement since it is important to talk with our students on different topics.
However, it is also important to discuss ways of improving learning and see how they wish to
learn. They have to be engaged in their learning and knowing how they would like to do so is an
important key for their success.
Marc-Antoine

Questionnaire of Beliefs related to Assessment Practices

Dear Marc-Antoine,

This final questionnaire is part of a research project in Education (PhD). The information obtained through it will be analyzed without mentioning the names of the participants, and professional ethics will be respected and maintained throughout the development of this work.

Your contribution is essential for this study!

For each question, based on what you answered in the previous questionnaire, please provide comments to explain if your opinion has changed.

1) In the first questionnaire, when asked to choose an answer to the statement “assessment provides teachers with useful evidence of the students’ understandings, which can be used to plan subsequent lessons”, you answered UNDECIDED. Has your view changed? Why? Why not?

Comments:
My view has changed. Over my 45 days of practicum, I had the chance to see that assessments were very useful evidence of the students’ understanding. I had to do a big review of many grammar elements and, with the assessments, I was able to see whether or not students needed more time to work on it or if they had mastered the grammatical aspect.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

2) In the first questionnaire, when asked to choose an answer to the statement “the next lessons are determined more by the prescribed curriculum than by how well students did in the last lesson”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:
No it has not change. The prescribed curriculum is there to GUIDE us (teachers). But if we see that our students had some issues concerning the last element presented in class, we cannot skip it. We have to take more time and make sure that they understand before starting something else. Teachers have to adjust.

3) In the first questionnaire, when asked to choose an answer to the statement “the main emphasis in assessments should be on whether students know, understand or can do prescribed elements of the curriculum”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
I still feel the same because students are going to be evaluated on these elements from the curriculum and our job as teachers is to prepare them for those evaluations.

4) In the first questionnaire, when asked to choose an answer to the statement “the feedback students receive should help them to improve”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Comments:
No! Our feedback given to the students should obviously help them to improve. With our feedback we are supposed to demonstrate the students’ positive elements and also the errors/mistakes that they made so they don’t make them again.

5) In the first questionnaire, when asked to choose an answer to the statement “students should be told how well they have done in relation to others in the class”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:
No it has not changed. I still think that students should only know how well they have done in relation to other exams that THEY have had (to see their progress).

6) In the first questionnaire, when asked to choose an answer to the statement “students should be given opportunities to decide their own learning objectives”, you answered UNDECIDED. Has your view changed? Why? Why not?

Comments:
It is still UNDECIDED because I haven’t had the time to see this in my practicum and I am not sure that some students are mature enough to decide their own learning objectives.
7) In the first questionnaire, when asked to choose an answer to the statement “teachers should use questions mainly to elicit factual knowledge from their students”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
No, it has not changed. I still think that students should be asked questions that elicit factual knowledge, but teachers should ask different types of questions to their students.

8) In the first questionnaire, when asked to choose an answer to the statement “I consider the most worthwhile assessment to be assessment that is undertaken by the teacher”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
No, it has not changed because I still consider the most worthwhile assessment to be assessment that is undertaken by teachers because teachers should know what they are doing and why they are doing it.

9) In the first questionnaire, when asked to choose an answer to the statement “teachers assessment practices help students to learn independently”, you answered UNDECIDED. Has your view changed? Why? Why not?

Comments:
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

I am still not sure that teachers’ assessment practices help students to learn independently because they are doing it to get ready for an exam and we, teachers, have to make sure that we get them ready for the “real” exam. So, I am not sure that they learn independently.

10) In the first questionnaire, when asked to choose an answer to the statement “students should be told how well they have done in relation to their own previous performance”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
It has not changed and I don’t know how it would. I still think that students should only know how well they have done in relation to other exams that THEY have had (to see their progress).

11) In the first questionnaire, when asked to choose an answer to the statement “students’ learning objectives should be discussed with students in ways they understand”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
No it has not changed because I have experienced it with my students in my practicum and for them to understand I had to use different words (more simple words) so they would really understand what was expected from them.
12) In the first questionnaire, when asked to choose an answer to the statement “assessment of students’ work should primarily consist of marks and grades”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:
It has not changed because, to me, a mark or a grade is only a number or a letter. It does not mean much. I think that assessment of students’ work should consists of feedback and retrospection. In my opinion, this is how students are really going to improve and get better.

13) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess their own work”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
No it has not. I still think that our role as teachers is to guide our students during their work. We are there to help them to succeed. Students need that guidance to feel safe and conformable.

14) In the first questionnaire, when asked to choose an answer to the statement “teachers should identify students’ strengths and advise them on how to develop further”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

It has not changed because I still think that teachers need to pay attention to the strong students even though they are doing great in the class because they can also improve, just like any other students.

15) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to find ways of addressing problems they have in their learning”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

**Comments:**
It has not changed at all. Especially that we have more and more of students with learning disabilities in our “regular” classes.

16) In the first questionnaire, when asked to choose an answer to the statement “students should be encouraged to view mistakes as valuable learning opportunities”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

**Comments:**
It has not changed. Michael Jordan once said that: “I’ve failed over and over and over again in my life.. and that is why I succeed.” He said that the errors he had made, made him a better player. I think it is the same think with students.

17) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to think about how they learn best”, you answered UNDECIDED. Has your view changed? Why? Why not?
Comments:
Now, I agree with this statement. Some students are not aware of how they learn best, they just can’t see it. So, it is our job as teachers to tell them and put them in situations where they can learn best.

18) In the first questionnaire, when asked to choose an answer to the statement “teachers should use questioning mainly to elicit reasons and explanations from their students”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
It has not changed because I still think that by asking such questions you can really see who has understand and who has not.

19) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess one another’s work”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
No it has not changed because I think that teachers should always guide their students into an assessment.
20) In the first questionnaire, when asked to choose an answer to the statement “students’ errors should be valued for the insights they reveal about how students are thinking”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
Of course! With the errors that the students are making, we can clearly see how they are thinking.

21) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to understand the learning purposes of each lesson or series of lessons”, you answered STRONGLY DISAGREE. Has your view changed? Why? Why not?

Comments:
It has not changed. I still think that teachers need to make every lesson significant to the students. The worst thing that a student once told me was: “Why are we doing this?”.

22) In the first questionnaire, when asked to choose an answer to the statement “assessment of students’ work should be mainly in the form of comments”, you answered STRONGLY AGREE. Has your view changed? Why? Why not?

Comments:
It has not changed. Grades and scores are just numbers. They meant nothing. Comments are way more significant and clear to students.
23) In the first questionnaire, when asked to choose an answer to the statement “students’ learning objectives should be determined mainly by the prescribed curriculum”, you answered UNDECIDED. Has your view changed? Why? Why not?

**Comments:**

No! The prescribed curriculum is there to guide us, but we have to use our judgment to determine students’ learning objectives. We have to make adjustments along the way.

24) In the first questionnaire, when asked to choose an answer to the statement “teachers should provide guidance to help students assess their own learning”, you answered AGREE.

**Comments:**

It has not changed. Teachers are guide to students, if students were able to assess their own learning, teachers would not be needed.

25) In the first questionnaire, when asked to choose an answer to the statement “the main emphasis in teachers’ assessment should be on what students know, understand and can do”, you answered AGREE. Has your view changed? Why? Why not?

**Comments:** True! I mean, teachers’ assessment should not be only on what students can memorize, but also on what they can do.
26) In the first questionnaire, when asked to choose an answer to the statement “students should be helped to plan the next steps in their learning”, you answered DISAGREE.

Comments:
To be honest, I can’t remember why I wrote disagree. From what I have seen in my different practica, I think that students do what they have to do and then, they wait for another assessment. I don’t think that they are able to plan the next steps in their learning.

27) In the first questionnaire, when asked to choose an answer to the statement “student effort should be seen as neutral when assessing their learning”, you answered DISAGREE. Has your view changed? Why? Why not?

Comments:
No, it has not changed. Efforts need to be noticed. Especially with weaker students because they encourage them to continue working and improving.

28) In the first questionnaire, when asked to choose an answer to the statement “assessment criteria should be discussed with students in ways they understand”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
As I wrote earlier, I think that it is important to discuss an evaluation with your students in order for them to truly understand what is expected of them.

29) In the first questionnaire, when asked to choose an answer to the statement “students should be given opportunities to assess one another’s work”, you answered AGREE. Has your view changed? Why? Why not?

Comments:
It has not changed because it is another learning opportunities and they are able to find new ways of working. Plus, I think they can learn from other classmates.

30) In the first questionnaire, when asked to choose an answer to the statement “teachers should regularly discuss with students ways of improving learning how to learn”, you DID NOT CHOOSE an answer. Has your view changed? Why? Why not?

Comments:
With my 4 practica, I can say that teachers should regularly discuss with the students ways of improving learning because in a classroom you have 32 different students, so they all learn differently. Teachers need to go over different learning strategies to cover different learning styles.
Final Semi-Structured Interviews

Annabelle

Researcher: And now it is recording, alright. First question, if you can remember, what were your expectations in terms of evaluation and assessment at the beginning of the fourth year? When you began fourth year, what were your expectations in terms of assessment and evaluation? Do you remember?

Annabelle: Can you be more precise? Like what were my expectations during my practicum?

Researcher: Everything. To learn how to assess...to assess a student. What did you expect to learn in the fourth year during the practicum and during the classes?

Annabelle: Okay, so I was expecting to try evaluations that I would have created.

Researcher: Okay...

Annabelle: So, yes, I expected myself to use some quizzes and evaluations in class. And outside of class, at home, actually with their written production.

Researcher: Good, did you notice, did you think that there was something missing in terms of like, knowledge, like "Oh, I have to learn how to do this...", at the beginning?

Annabelle: Yes, maybe I didn't know exactly what to evaluate with each level, for example, I didn't know what would secondary two students be evaluated
on, so...maybe I didn't know what were the points to evaluate and the materials to be evaluated for each level.

Researcher: Okay good. Nice, if you compare to the third year, let's say, the third year practicum, was it, let's say, how did you use to evaluate in third year, if you compare to this one, what was missing, how different do you think it would be like, "okay, primary, third year practicum, I evaluated like this, but I want to try something else". Was there something different, do you think? Like from 3rd year that you didn't see that you were going to see in fourth year? I am not sure my question is clear...

Annabelle: Actually during my practicum in third year, I didn't have to evaluate that much, my associate teacher didn't want me to evaluate. So, I was mainly observing the students while they were doing the work, but I was not evaluating that much and I did not use a quiz them...So no, I did not evaluate actually during my third practicum.

Researcher: Wow, okay good. That was the beginning. Then, it started the fourth year, do you think, if you look back, you last methodology class, the DID 413, did you learn how to evaluate or anything related to evaluation in that course? Do you remember?

Annabelle: The class with L. that we had last semester?

Researcher: Yes.

Annabelle: Hum...good question. Not that much actually, let's say, the class wasn't about evaluating, it was more about differentiation, so I learned how to, well, different ways to assess students, and original ways or different
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

ways, depending on the students' ability, but...about evaluation, like...well...yes...I learned how to, maybe modify to it, according to the students' level, so yes...I learned actually...I am sorry...

Researcher: It is okay, that's fine.

Annabelle: It's...yes, she gave us some quizzes and we had to adapt it according to the students' level.

Researcher: So, that's great, so you learned how to assess in specific ways, like how to differentiate, like I use the same grid, adapt, that's good. About doing the practicum, to summarize, then we are going to go to the details, in terms of assessment, what did you learn, in terms of assessment, during this practicum? If you could summarize it, then we are going to go into details, like what did you learn...if you learned something new?

Annabelle: Well, it is sometimes difficult to assess students, because you have different levels in the class, so when you create an activity or an assessment, you have to think about the other students. You cannot just do an activity for everyone. You have to think twice...

Researcher: Good, that you learned during this practicum?

Annabelle: Yes, the fourth practicum.

Researcher: How did you learn that, what made you see that? Was it the associate teacher? Was it experience? Was it a test? How did you learn that? If you can remember.

Annabelle: Yes, I can remember, it was when I saw, for example, the students' answers, I was able to see like, "oh, okay, the majority of the students
have been able to do the activity, but many students struggled to complete the activity", so even if they are on the same level, they are not able to complete the same activity. They need proper way...

Researcher: Interesting, so it was by yourself...

Annabelle: Yes.

Researcher: Good. That's great. In terms of the associate, in what way did she or didn't she, influence you? Did she influence you in a way of doing something? Oh, him, actually...

Annabelle: Yes, it was a man, but he was pretty much absent when I was teaching. He was rarely in the classroom, like I mentioned to it, but it wasn't really in the classroom, so most of the time I had to reflect on myself, and he was just like listening to me and agreeing on what I was saying. So pretty much he did not influence me that much.

Researcher: Good. What about your supervisor? Was he helpful in any way in terms of assessment or evaluation? Or not really? During the CARDECs, let's say...

Annabelle: Hum...let me think...

Researcher: Let me help you...usually we have CARDECs during, before the beginning of the practicum, so we usually talk about planning, or anything, there is like the midterm, or...the documents in general. Maybe on how to plan a class. So it is usually before the beginning of the practicum, so it is not usually during the practicum, it is usually before the practicum...
Annabelle: Before the practicum, I didn't have a lot of comments, from my supervisor... It was more like "good job" or like... but I did not have like more explanations or instructions from the supervisor, so...

Researcher: So, let's say during, after when he visited, during the visits, was there any comments related to assessment or feedback?

Annabelle: Feedback yes, a lot of feedback... the feedback that I am giving to my students or?

Researcher: Yes...

Annabelle: Alright, it is great, like when a student is participating in class, you say "good job, good job", and "nice try, but it is not the good answer". But in terms of evaluation, I have never evaluated the students when the supervisor was in the class.

Researcher: Okay, that's normal, because we really don't want to go to see you do that actually. But sometimes we give, supervisors could give tips or ideas, share grids or anything, but that's fine... part of the fourth year: associate teacher and supervisor. So you would say not a lot. Associate teacher not very present in the class, supervisor didn't mention much about evaluation. Okay.

Annabelle: No.

Researcher: No problem. Was there something new that you learned, in terms of formative assessment? Did you learn anything new this year, in terms of formative assessment? Like, which is like a daily basis, keeping track of students?
Annabelle: Well, yes, because I learned that we cannot base your judgment on only one assessment, I learned that...you should actually observe the students understanding instead of judge on the paper.

Researcher: Good...

Annabelle: Because sometimes they will understand, they know the material, but they won't listen to what...when it is the moment to prove that they understand...like, I can see that they understand, but maybe they are not able to show it on paper, so...

Researcher: So what would you do? Would you take notes?

Annabelle: I used my memory. I try my judgement when I see that they understand, they understand, I can feel it.

Researcher: Okay...so let me see if I understood, so you are able now to see, to notice without them actually showing, without actually they writing things or producing things...now you are able to perceive when they understand and when they don't.

Annabelle: Yes, when I ask question in the class, and they answer it well...but after on the paper, they can make mistakes, for example, on a drill, on a drill they can make mistakes, but that does not necessarily prove that they did not understand.

Researcher: I read one of questions about that, that grades don't actually reflect what they actually know. Good, going on, so this your learned on your own. By noticing this on a daily basis that you cannot base only on paper.

Annabelle: Yes.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Researcher: Interesting. In terms of specific tests or assessments, do you remember the first assessment, test, quiz or whatever, that you did this year with your students? Do you remember? Maybe the first ones... it doesn't have to be the first one...

Annabelle: Yeah, I remember.

Researcher: What did you use to evaluate? What was it? Was it a test, was it a quiz?

Annabelle: It was a test. It was like a drill, let's say...

Researcher: That's good. It counts. So how was it? Can you tell me a little bit about that? How was the drill?

Annabelle: Well, it was on Simple Present, the students had to conjugate the verb.

Researcher: Okay...

Annabelle: In the simple present.

Researcher: And how did you...was it you that created? Or was it the associate teacher that told you to use it?

Annabelle: I created it.

Researcher: And, if you go back now, if you had the chance to do it again, would you change anything in this assessment?

Annabelle: Yes, probably I would do some modifications, sometimes it is not very very clear to everyone. I could have added some more information in the instructions.

Researcher: Okay...Interesting.

Annabelle: Yes, I would modify it.
And let's say, if you compare this one maybe to the last one that you did. Were they very different? What was the different between this one and let's say a final evaluation, a quiz, test or drill that you did?

Well, the difference is that...well, according to the questions that the students were asking to me when we were doing the activity, I have been able to create something clearer.

Okay good. So, how did you get to this point? So, to the question would be, how did you get there? How were you able to make clearer questions, what made this possible? Was it practice? Was it reflection? What do you think?

Well, I thought that my activities were clear, but when the students were asking so many questions, I realized, "well, actually some aspects of my assessment were not that clear". So according to the students' comments, or questions, I have been able to notice: "alright, so this part is not clear, so I will have to make some modification". According to the students' questions, I was able to improve...

So students' questions and also you reflected on them...you thought on them, about it.

Yes.

That's great. Almost done, final 3 questions in a general way. Why should teachers assess their students? If you could summarize in a short way...why should teachers assess?
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Annabelle: Well to test their knowledge, to know if they understand and the material in class...as well...if some students are not understanding the activity or a certain grammar aspect, you can work more on this, you can review more...and...

Researcher: So you would say, okay a link between this one and the next question, how should they assess?

Annabelle: Teachers?

Researcher: Yes, how should teachers assess students? Really, tools, and here you can really just name them now...things that you used in this practicum that you thought it was interesting that you are probably going to use through your career. Assessment tools.

Annabelle: Well, written productions, okay...well...

Researcher: Drills? Would you still use drills?

Annabelle: Yes, drills, a lot of drills, well for me it worked. I tried to do that for them. C2, reading comprehension.

Researcher: Good, and the same question. How would you mix summative and formative? How would you divide that? I mean, because formative is on a daily basis, but would you have quizzes and tests that they don't count? Like or an exercise?

Annabelle: Yes, (inaudible) the knowledge I would do a lot of formative, and summative, well, students know that they are evaluated on that, and they, well, I would use more formative assessment than summative assessment.
Researcher: So, before the last, because you mentioned, in this practicum, were you free to create any test, your own test, or did you feel any pressure in terms of the teacher "oh you have to assess this, I need a grade" or how do you feel in terms of liberty of creating tests and assessments, formative assessments or summative this year?
Annabelle: Well, I was pretty free, actually. My associate teacher never told me how to do the grade this way or that way, but I had to evaluate written productions two times.
Researcher: Okay, so you free to choose when you wanted to evaluate and how?
Annabelle: Yes, and how and what and...
Researcher: That's great.
Annabelle: I have been pretty lucky.
Researcher: And this is very rich for me.
Annabelle: I felt that I was the real teacher actually, and my associate teacher was only supporting me when I needed help he was there, but if I didn't need help...
Researcher: That's great. And final question. Do you feel confident to assess your students? Right now...
Annabelle: Yes and no, I feel more confident, but I am not completely at ease to do it.
Researcher: Why?
Annabelle: Maybe lack of experience? Maybe I have to rely on the MELS grid. I am not sure what I need to work on...maybe because I am teaching different
levels and not always sure what we have to evaluate, for this level. Because I know we have to follow the progression of learning, but if sometimes, the difficult to know what to assess. But I feel more confident but I am not 100% confident with assessment and evaluation.

Researcher: So you think that is going to come with experience and time.

Annabelle: I think yes, because like I mentioned a lot, I reflect about what I create, I reflect when students are asking questions, like, and I think that a lot of, that's how I progress by reflecting on what is happening at the very moment.

Researcher: Good. Excellent. Thank you very much.

Carlos

Researcher: Alright, as you will see, it is really like a summary of the four years: what happened in terms of evaluation and assessment and etc. So first question, if you can remember, what were your expectations in terms of evaluation and assessment at the beginning of the fourth year? Like what were you expecting to learn this year, your fears and challenges at the beginning of this year?

Carlos: In terms of the university, right?

Researcher: Yes.

Carlos: Well, I was thinking that it was going to be a little bit more, we would go more into depth from what we had previously seen, I was expecting a lot more useful information. Useful things that would really have helped us, you know, just the "I don't know how to correct that". In other words,
what I was expecting never happened, I was expecting to see a lot more evaluation, a lot more...you know, hands on training which never happened. It was a lot more hands and less theoretical. A lot more of hands on, and I don't think that it ever came true...so that was what I was expecting.

Researcher: So that was something before...they never gave you, let's say at this time, at the beginning of the year, this was missing: hands on, it was too theoretical...

Carlos: Yeah. I was expecting, you know, "okay this is how you create an appropriate rubric, this is a way that you can depth the evaluation" or even millions of other things related to teaching... And it never, personally, I think it was a useless year. I think we could have condensed it in the other years and we could gotten this in 3 years instead of 4.

Researcher: Okay, so in terms...if you think about the third year practicum that you had, which was after, this was during the fall, and in the third year you had the winter session and then it was the fourth year. How did you used to evaluate in the third year? How was the third year in terms of evaluation? If you remember...making a bridge between what was missing to what you had. Did you have any of these or it was the same?

Carlos: It is same things. I felt not prepared at all. Not prepared, under-prepared. Just thinking about assessment, we only had one class, and that was it. And that was not sufficient. It is not sufficient especially once you have picked the know-how, like I told you previously with the assessments,
most teachers don't know what assessing really is and how it is gathering information opposed to just grading. You know, you pass or you fail...

So I think that there is a huge problem, not just in terms of how I felt, or how I was taught, but in general in the field because even teachers were just grading to give a student a grade: a pass or a fail basically. And in terms of "okay, yeah, you understand or what are you lacking or what are you good at and what are you not good at", basically... And that is how I feel and I have seen it even again this year, in the fourth year...

Researcher: Okay, so if you would summarize, which is the next question, what did you learn in terms of assessment during the last year? Not much or nothing, you would say?

Carlos: Yeah, pretty much, if there was any highlight that I could remember... there is nothing, anything important or useful that I could say "well, that fourth year it was critical to my education".

Researcher: Okay, nice. So let's go deeper what actually happened during the fourth year. One of the courses, because I am interested in this as well, one of the courses that theory says that could influence you guys, is the methodology class. This year, the last one was DID413, and you had with L. It was teaching ESL in different contexts, was there any impact from this class on your evaluation?

Carlos: No. Nothing. I wouldn't say that there wasn't much. I was... I would say not much. I was disappointed because we have to teach a class to ourselves basically, and I don't think that we were prepared in any way. I
mean, students were not going to ask enough questions to through off their peers, so I think...I didn't appreciate...I mean, I understand how it was used, you know, that we were going to learn our own thing, but I just...again, I don't think there was anything to grasp on and say "oh yeah, this was essential, this was necessary". And when I think back, I can't think back, there was nothing really...I can't remember what was about assessment, I think someone might have talked about assessment, but I can't remember. That is how important or crucial it was to me.

Researcher: Wow. Thanks. Good to know. Next question, now we will jump to the practicum, how was the influence of your associate teacher? In what way, did he or she influence you, if he or she did at all?

Carlos: It didn't...I taught my way. There was very little influence...I did it my way and I did not follow my associate teacher's way.

Researcher: Okay.

Carlos: I did not find it to be...she wasn't dynamic enough for me. I did it my way, opposed to when you came, which would be third year. That teacher was a lot more dynamic and I did absorb and take things from her...but this teacher, I did it my way. I did everything my way.

Researcher: In terms of evaluation and assessment, what would she do? What would she ask you to do, I mean, you did something different?

Carlos: She...the way she evaluated, like I told you, it was just give a student a grade. It was give a student a grade, and the data, information collected through the means of the exam, was... did not matter, like most teachers,
they don't go over what they have just examined. They just "okay, I will give a test and you got 60 or you got 90, congratulations, or you have to work harder". And that is it. And not go over and say, "okay, well you know, the average was 70% or 75%, well maybe we should go over some stuff again...maybe not immediately, but maybe two weeks after the test". But that never happened. It was almost modular. You pass the module, congratulations, you move on to the next...

Researcher: It is kind of like the formative part was missing...

Carlos: Yes, exactly.

Researcher: Even like a summative one, as we seen in the theory, it could have a formative feature, it depends really with that you do with the information, like you said. Okay, 70%, what do we do with that...So she would just ignore...

Carlos: Exactly, and like I have seen with most of the teachers that I have seen going to school, and I think that there is a lack of...maybe not interest, but of information or knowledge, what to do with the evaluation and how to use...

Researcher: What about your supervisor, did he influence you in any way during CARDECs or visits...did he mention anything about assessment?

Carlos: Assessment no, in general yes, certain things, just...more motivational, insights that he gave us, at least for myself, but in terms of assessment, not much. He did not touch on assessment that much.
Okay that is fine. Going on. Now going more specific, formative assessment, did you learn anything new this year in terms of formative assessment? Any tools, features or...doesn't have to be by someone else teaching you, or... you were able to reflect on something and you noticed something new related to formative assessment?

No, I didn't at all, both through education and myself. I haven't, I didn't look into it...I mean, I would go more with just a formative assessment in terms of, if I would do writing, I would assess them ahead of time before the final assessment, if I know that there is something large coming up, that is the way that I would function, just to have a buildup and to know where they stand...so almost teaching towards the exam, preparing them towards the exam instead of just teaching to teach. That is where I would stand on. From my education, no new tool, new idea or concept that could have improved my teaching skills.

So, this is something that you already used to do before the beginning of the practicum or beginning of this year...you...

Yes, that is something that I would do, almost like mini-tests, like mini quizzes going on there, it is something like that...smaller version of the test but formative, in other words...

That was actually the next question: how would you formatively assess your students, and you just answered...mini quizzes ahead of time to prepare them, to make sure they were ready for the test.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Carlos: Exactly.

Researcher: Where did you learn about them? Was it life?

Carlos: Just in life, in general, I mean, that is how I would prepare for something in theory, if I had to prepare for whatever it is, just going through to life...if you were going to prepare for an event, where you practice multiple times beforehand and then you prepare yourself for the main event. So that is how I would do. Almost like coaching.

Researcher: Okay, that is good. So no new tool, like checklist or taking notes...

Carlos: Well, the checklist maybe came in in the class that you and Dominque taught us, but that checklist idea was more for the final AR, not that someone that would have explained it for the assessment, like it wasn't directly linked by far. Like you explained to us for the AR, when you and L. taught the class, and doing that, I could remember clearly, everything that I remember it was associated with the AR and the research. I remember you bringing it up as well, when you were in class, but not that I could, it wasn't in the class, so I could link with the assessment, basically...Now that I can go back to it, now that you have said that, now I can go back and I can remember...not that I would have thought about any time before that.

Researcher: Okay. So next question, so how would you describe the role of reflection, how could reflection help future teachers improve their learning, in terms of assessment, making a bridge with what you used to do...the reflections that you had to make...
Carlos: What I think that the way to do it in terms of reflection is that if you reflect by yourself, it is much harder to see the flaws, to see the problem with it or the positive aspects of it. I think that the only way to reflect on it is in at least in a teams of two or in a group and discussing with other people, because it is very hard to see your problem when you are directly there. Someone else could tell you, "well maybe you could do it this way or that way, I don't think that way works appropriately"...I think that is the only way. To reflect on it yourself, most people are not big enough to accept that they are doing something wrong, if they are.

Researcher: So would you say that this tool, like in the practicum, you are required to write reflections, they were not very helpful in terms of assessment?

Carlos: No because I think that we take out what we want to take out. Like when we would write down, I think that most people would write down exactly what it is, and only after years and years of teaching and then maturing as teacher, then if you would reflect on it, maybe in ten years down the line, maybe you would say "well, where was I", you know, "what was I thinking about?". I think that...then you could maybe reflect on the impact within like a week or two weeks or a month, I don't think could much change the outcome of that...

Researcher: So maybe if it was more guided oriented or associate teacher, help you reflect at the end of the day, after watching the class, you think it would be more relevant?
Carlos: Yes. And then again, it depends on the associate teacher. Some associate teachers, want to be out of the school by, if the class ends at 2:25, they want to be out at 2:35. So, it is really, it is really tough to get the right, you need the right associate teacher who can help you become better. So yes, I think that is what...

Researcher: Nice, if you think about the first assessment that you did this year with your group, the first time that you assessed your students, what was the assessment on? Do you remember? The first test, quiz, or whatever you did this year? What was it?

Carlos: Ah probably reading comprehension.

Researcher: Okay. And how did they go? How did the students perform?

Carlos: They performed so so. Because they weren't used to it. She didn't give them any reading comprehensions. They performed so so. And also it was linked with my AR, which was the metacognitive reading strategies, and due to the fact that they did not have the strategies or did not know the strategies or did not use them at all, then, their performance was inferior to the following reading comprehension. So that is how I saw it...I saw that there was problem. I knew, I was expecting there to be a problem because most of the teachers do not even know, know the definition to metacognitive...and what it is going on the field right now, they probably heard about it but have no idea what it means.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Researcher: Okay, so if you compared it to the last one, how has it changed? How did it change in terms of evolution, like the first assessment and the last assessment? Did you change something? Did you improve something?

Carlos: Well the students improved because I kept hammering in the fact that their grades, I had to use their grades to be able to identify if they were doing fine or not, but it was too errors that I was able to know that they were not using reading strategies that were appropriate to their learning patterns or understanding of the text. So then, I think that using that and being able to grasp that there was a problem there, and exploiting that, I was able to help them achieve a better grade, but also see in, to the range their ability of understanding the text.

Researcher: Okay, so you would say that the students improve, but you did, let's say, if you compare the assessment, you didn't change anything in the assessments, you just...

Carlos: No, no, I kept the assessments the same.

Researcher: Hum okay, it was more in the way that you taught the class and prepare them for it, that it was different, like giving the strategies, teaching the strategies.

Carlos: Yeah.

Researcher: Okay. Nice, so if you would go back, you would do it the same way? If you would go back to the first one, you would have done the same way?

Carlos: Most probably.
Researcher: Okay. Three last questions. They are kind of like general. You kind of like already answered them in an indirect way...why should teachers assess their students?

Carlos: To determine understanding of whatever it is happening. To determine if they are competent. And if they have reached the objective stated by, I guess by the Ministry. So at least the teacher's objectives, if they are supposed to surpass the Ministry expectations. That is what I would say.

Researcher: Good, and how should teachers assess? Now you can literally name the tools that you would use, things teachers should use to assess their pupils...

Carlos: What should they use, I mean, they can use rubrics when you talk about writing and identify exactly what you are going to correct. I think that the reading comprehension, also use a rubric...Not because they can answer a question, that is cool and all, but still have a rubric there to see if the kid is answering appropriately. And for speaking, the same thing, I mean, that rubric, I find it is necessary, they are guidelines for the students, they are the rules and regulations basically, to which they, they have to follow. Because that's where they will be assessed on, and I find that there are a lot of teachers that don't use rubrics, and they just put a grade. Like, "here's your grade, thank you very much". And, it is not right, to go without it. Maybe reading comprehension you could go by without it, but speaking and writing are almost impossible. Because I mean, any composition is atrocious, you could take points off of anything you would like. So...
I agree, it is important. So during your last practicum, so going back again, your associate teacher didn't say anything, didn't share or help you build one?

No, she did not use rubrics. She used a rubric, but it wasn't hers. She did not build them or you know, modify them in terms of helping your students. You know, maintaining that passing bar or threshold, you know, but never modify any, she didn't do any. She just kept the rubric as it was as is, and that is then. You know, which I find it is not correct, it is not right. You know, you should maybe modify it. Maybe the rubric is correct for your class, great. But maybe 90% of the time, they should be modified to be built for your class. Because every class is a living organism and it changes every year.

That is it. I agree. Final question. Do you feel confident to assess your students? Let's say, you have a contract starting tomorrow, do you feel confident to assess your students? And why?

Personally, I am a confident person, so I would know what I would be doing would (inaudible) that would be able to explain to the parents, but in terms of...if I had to do it based on what I am supposed to really do, according to the Ministry, no.

Okay.

If a parent is a teacher and comes in and tells me, "the QEP says this, this and the other", and I would say "you are probably right". But I am not sure...this is the way I think...and I would be able to back up what I had
to do and for the reasons why I wanted to do it, but not based on the
Ministry and in any way...yeah. Not at all. I mean, there is a lot if info in
the QEP and there is a lot of information in the Progression of the
Learning, but, not that I can memorize or remember anything for the
grade.

Researcher: Since you mentioned, your last associate teacher, she did not help you or
mention anything about the Progression of the Learning of how to use it...

Carlos: Not at all.

Researcher: Interesting.

Carlos: Not even a little bit. I don't even think she knew what the Progression of
Learning was.

Researcher: Alright.

Carlos: I am sure she knew it existed, but not that, she needed to correct with it.
So that is why I am telling you, if a parent argued with me why, has the
students reached this point, were we supposed to reach that point? I
would say, oh, that happened, but I wouldn't be able to back it up, I
wouldn't be able to explain it to her or him why.

Researcher: So you would say that the last year there was not progress, you got
stagnated. You could have graduated in the 3rd year.

Carlos: Yeah, I think 3 years, I mean, something I am a bit exaggerated, I mean,
maybe two years, properly done, I think that program could have been
done in two years. Because there are lot of classes that can be cut it for
the most part it and just take the most crucial information and just inter it into another class. There is a lot of redundancy, in other words. Very redundant classes.

Researcher: Thank you very much for your time.

Carlos: You are welcome.

**Mélissa**

Researcher: Alright, so here we go. It is the final interview, so it is like a recap a review in this year in terms of assessment. So the first question, if we go back to the beginning of the fourth year, what were your expectations in terms of evaluation and assessment? Like, what did you expect to learn, what were your concerns at the beginning of this year?

Mélissa: For evaluation? Considering that I was at the Adult Education, that it would be very different. And that I had no experience, like in evaluating adults in adult education.

Researcher: Okay...

Mélissa: And, so it was knowing that my teacher, most teachers only do presentations and just evaluate with the final exam. Yes.

Researcher: In terms of knowledge, let's say if we go beyond Adult Education, let's say Primary and Secondary levels, was there anything else that you wanted to learn during this year? Like any concern or you only thinking about the practicum in general?
Mélissa: I think more thinking about future, like being a teacher, just being as...as having as many tools as possible, so materials like websites, materials in everything, or in Didactics course with L., where we just went over pretty much everything, over again, so...that was very interesting.

Researcher: Since you mentioned about that, how did this class help you? This DID413 in terms of assessment? Did you learn anything new? What was the impact on your learning to assess? Do you remember?

Mélissa: Yes, sort of...to think that there are many types of learning situations that you can use and students have...not sure...yes, there are many things that you can consider in order to assess...as being an ESL teacher.

Researcher: Okay, good. So going back again, if you would summarize, what did you learn during the fourth year, in terms of assessment? Like if you could summarize the fourth year...what new did you learn, in a general way?

Mélissa: Different things... like (inaudible), what were the other courses that we had, last semester?

Researcher: Well, there was the INT, L.'s class and the practicum...so pretty much more like L.'s class and the practicum...so if you would say something that you learned this year in terms of assessment? It could be both...L.'s class and the practicum...

Mélissa: Actually, even if on the professional essay, just doing all the documentation to do like, just like to having proof of what we were doing in class and the purpose of it all, like, just like proving everything...being sure of the purpose of the goal, there is no evaluation in doing this, but it
was the professional essay that really...a key feature, that like, "okay, we
need a proof here, we need to be sure what you are doing".

Researcher: Interesting. So it was a way of forcing you to document what students
were learning, so to make sure they are actually learning something.

Interesting. You are actually the first one that mentioned the INT class as
a source to learn to evaluate. That is nice. So going on, in doing the
practicum, in what way did you associate teacher influence you? If he did
or he didn't, actually? Your associate teacher in your practicum...

Mélissa: In regards of assessment?

Researcher: Yes.

Mélissa: It is a bit hard, being that Adult Education is really different... I am just
trying to see how he influenced me...obviously he influenced me, just
like being sure of myself or like what I do has a (inaudible) and if it
doesn't work out, if he is in class, we would be like, "we are there to
learn", so like no matter what experience we have. So it was just like
trying, I guess...trying and adjusting is what I learned the most.

Researcher: So it would be...

Mélissa: Because before I was the teacher everyday had to be like if I am at ease
and before that it was just do everything that he wanted like, "I teach this
this way and you teach this way as well". So this time, I was just like
more, a bit more, the leash was a bit loose, which was good, especially
now that I have a job. Like being more on own on my last practicum, it
allowed me to gain some confidence.
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Researcher: Nice, you would say that in terms of being free, so the impact would be, allowing you to do your own stuff and being there to support and...Just like a guide.

Mélissa: Yes. Always working together.

Researcher: What about your supervisor? What was the impact of your supervisor on your evaluation and assessment? Feel free to say whatever...

Mélissa: I would just say think further...think further of what we have already put in practice, being aware of what might go wrong but if we choose to change or not, like we could choose to do it...so we have been advised, so...think through or like pushing further our thoughts. Basically what the supervisor did...

Researcher: Yes. That sounds like me. Pushing further. Good, so going on. Since there was no actually assessments and tests and stuff, how would you formatively assess your students? What did you use to do in practicum? Like how would you keep track of your students learning?

Mélissa: It is a complicated question... with their...being...comfortable in going to the exam, like giving preparation beforehand, like it was...participation in class and evaluation of their all abilities and being comfortable like, making effort and making mistakes and learning from them.

Researcher: So what tool would you use, like? How would you keep track? What would you do? What were you looking for? So you said, if they would participate...
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Mélissa: Yeah, it would be more so with the texts that they handed in before going
to...this was like their key to go to the exam...they had to...it was like a
practice text. So with that, I evaluated their progress and see where their
struggles were and what they needed to work...

Researcher: So based on their text, what would you do? Would you tell them: "oh,
you are not ready or you are ready, you can go?"

Mélissa: Yeah. I would correct it as soon as they would give it back and after give
immediate feedback...so like written form and orally as well... and in the
language that they would need...

Researcher: And who would prepare this text, this activity? Was it you that told them
to do it? Or it was something that your associate teacher told you? How
did it go?

Mélissa: Yes, it was the associate teacher that had the idea for the different levels
and I hand them out and every time the students wanted to do the exam, I
was like, "okay, but you have to do the text first". So...

Researcher: Would you say that that was something nice, that you liked to do? Was it
useful? Was it something that you would keep doing if you were teaching
Adults? Maybe not necessarily Adults, but any other practice, you would
ask them to write a text or something similar in a regular class?

Mélissa: I think it was useful. Although the exam is not necessarily the part that is
worth the most the points...So it was useful, because you can see a lot of
(inaudible) and then just like...then different grammar rules or
whatever...yeap. What we did in class, maybe it was more to my
knowledge. We can't really keep track of everything...there are a lot of students that don't show up...and the text is like a guide.

Researcher: And now that you are teaching, you have a contract, I will take advantage of that situation, what do you? Do you use any of these tools? Like formative tools? Do you use any? What do you use, in terms of formative assessment to keep track of your students' progress?

Mélissa: I do weekly test. One test every week to see what they understood of what was taught, as much as grammar or whatever we are seeing, like last week we saw about Australian animals, so...because, I had a class specifically to study this....I did it as a bonus point, to see what they did understand and what could be maybe more reinforced...and go from there with what was seen in class...

Researcher: Okay nice. Where did you learn about this tool? This weekly test?

Mélissa: Where did I learn about it?

Researcher: Yeah.

Mélissa: With C., with my last practicum in primary school.

Researcher: Good, that was something that you learned before, you liked it and you incorporated to your practice because it was meaningful.

Mélissa: Yes.

Researcher: Alright, that is good. Good nice, almost done. Because you did not have tests, do you remember your first activity, the text that students had to write...if would change something...this question doesn't really apply to your context. I am trying to adapt here.
Mélissa: Yes, I know.

Researcher: Maybe think about your teaching experience now, the first weekly test that you prepared, like now, if you could go back, would you change anything from what you are doing today, in the first one that you did? Would you change something?

Mélissa: With the test or with me?

Researcher: The test.

Mélissa: I presumed that students basically, that they should, absolutely know by six grade, that they did not know, so most students did not do well, at all...in the first test. But it was something that the teacher had told me, they had understood, they had acquired...but...yeah, I would change the level...vary, not vary, but try to focus on key elements that really, like have a number that would be very easy, or a part of a number that it would be very easy and go from there, and really to see where the struggles are, to see the level of understanding.

Researcher: And how were you able to see that? Like to notice this...was it based on their results? Based on what exactly?

Mélissa: Yes, it was based on their results. Then what they said afterwards.

Researcher: Okay. Interesting. Alright, so the 3 last questions are more like general. Why should teachers assess their students? Why should we assess?

Mélissa: To see their progress. To change our teaching, to guide us as teachers. And...
Researcher: Nice. Actually you mentioned something interesting, change our practice...interesting. So, next following question, it is related. How should we assess? What tools, now you can just say it, tools, types of tests, quizzes, or whatever... we should use to assess students?

Mélissa: With games, with interactive online quizzes, like what is it called....I don't remember... you have to hold up a card and you can change the card sides and you have like a, b, c, d, and they see the results after...and they are having fun but they are answering questions but they don't feel like that are evaluated...and it is more interactive because it includes technology as well...so yes... something that is exciting, I think it is a good way to assess. Quiz, written quiz, oral activities and something that can be presented in front of the class, for sure, but just in a very relaxed atmosphere...so... maybe like a group talk, just like nothing stressing about it, just like conversation, like teacher comes by...and having peer evaluation, peer assessment and self-assessments as well of their progression.

Researcher: That is good, so you would say traditional and also alternative types of assessment, like dynamic, fun, and interactive. Good, so everything, although something everything is not possible, but we try.

Mélissa: Yes, I tried with the directive quizzes, three times I think, but they were too excited...they hyperactive ones were really stood out and it was too much chaos and I said: "Okay, you decided, I told you, if you were not able to take this quiz, we won't just do it again". 
And final question. Do you feel confident to assess your students? And why?

I do, although I feel that I have a lot of, it is hard to say, a long way to go. Because like, I don't know, we always work in a certain type of way when we are on practicum, now we have to find our way. That is a long way down the road...we have to find the preach that we want.... the things that we want, the things that we want to take and the things that are not good at all in our way of teaching...things that are adapted...

Actually I will ask one more question, mini question connected to this one, you kind could answer this, it could help you the next step, the long road...what was the role, or what is the role of reflection in the teaching and assessment process? I mean, think about the last practicum, maybe not only the last practicum, but throughout the year, the last few years. How did reflection help? Did it help actually? Improve anything? In terms of assessment, reflecting on something...how did that play out in terms of learning how to teach?

I think it is necessary. I think it is something that you think of and like analyze....and consider the possibilities, consider everything...

Because the way you answered the questions, it is something that you already do, like on a normal basis, like the students tell you, and stop and think..."ah, this did not go well". So you are reflecting, you are thinking...and then with that you are changing and improving. So think that it is important for you, I guess.
Claire

Researcher: So this is pretty much a review of the whole year. Like what you learned, how things went in terms of the practicum related to assessment and related to the university. So first question: when you began the fourth year, what were your expectations in terms of evaluation and assessment? Like, what were your ideas your concerns? What did you want to learn? Do you remember?

Claire: Well, in terms of what I wanted to learn, I wanted to learn like, how to be not professionally fair, but sort of have the capacity to look at a work to evaluate it, like, I would say in the right way...I know it is kind of vague, but to have a better idea of how to be fair and how to really to be able to look at a copy and say "alright, this person is worth that or that and to be able to put a number or grade to something without really wondering, "oh maybe, he or she shouldn't have that"... so we are not really, not that we are not learning that, but we don't have access to teachers' work in the university so we can't really practice to give children that is the right one, so I was really looking forward to that...it is just that the practicum was larger than the other and thought that we were going to see more students work...so I was really looking forward to practicing that...in terms of...you mentioned the main challenges?
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

Researcher: Yes, that too, for sure. Anything. So, the question is like, if these things were missing, whatever you are going to mention next, why were they missing? So go ahead, you can talk about the challenges...

Claire: Yeah, in terms of the challenges, I guess it was the difference of being, also there was to adapt to the right level, because you never know if what you are doing is right, or it is too difficult or if it is not difficult enough...so I guess it was really practicing and getting to know my students and to know if they were able to, and the relational thing if it was appropriate, and I was, not necessarily afraid, but it was one of my challenges because I was in elementary school before, so it was different to evaluate in elementary school and in high school...and my last practicum in high school was in my second, so it has been a while since I evaluated kids at high school, so I would say that I was searching for something that was appropriate for the right level.

Researcher: Okay good, so you would say that your expectations and challenges it was because you were not provided before, like you did not have access?

Claire: Well, I think I was provided by that background knowledge but it was really the practice that would provide that background knowledge because in the university, we don't have access to students' work, even if we were pretending to be students, like make our colleagues practice. So it is not really, we were not high school students or elementary students. We had a class on evaluation and we were building evaluations for the others, but obviously our evaluations were easy because, well, I mean, if
they were completed by an university student, so, it wasn't really accurate, but I think we were provided with that background knowledge, but it was just to apply it...we needed to apply it before.

Researcher: Okay, good, so it was practical knowledge that was missing. So about that, in terms of third year practicum, what did you do, what did you learn during the third year? How did you use to evaluate during the third year practicum or third year? Did you learn anything? Were you able to practice?

Claire: Third year?

Researcher: Yes.

Claire: When we were in the elementary school?

Researcher: Yes.

Claire: Well, yes I was able to practice to a certain extent, we did evaluate my students a bit, but it was, let's say if I compare the level grade 1, it was to, it was more of a personal evaluation more of the behavior than the capacities and, we were evaluating drawings, if the drawing matched the words and...so it was a different kind of evaluation, but I did learn about evaluation, but I was also asked to include evaluations on LESs that we were building because the associate teacher asked us to build an LES and she asked us to give the grade as well and all the requirements to see if we were able to evaluate properly and she also gave us her feedback and I think that was constructive, probably that was the only good feedback that we received from that practicum, but, but it was great just to practice
to have some, for my personal opinion, work and reliability to evaluate students properly, so I think it was really helpful. Yeah.

Researcher: Great. Next question. Then you started the fourth year, great. Then you had one class...I am interested in one specific class, it was L.'s class, which was the last methodology course, it is called DID413, which is the class on differentiation. Did you learn how to assess or how to evaluate in this class? Do you remember?

Claire: Well, I remember that we wanted to talk about. We did talk about it for one class, there was (inaudible) and one, I think it was X and Y that talked about evaluation. So what was appropriate and how to also build the grids for the evaluation and the also differences between a good grid and a not so good grid, like a grid that is too wordy and we thought that it was better to use numbers than words because words to people, like, the student often does that or the student rarely or often... because it could have different meaning to people, so we learned that it was better to use numbers than words and stuff like that. But we only spent one class on that.

Researcher: Okay. But you did learn something.

Claire: Yes.

Researcher: That is good. And were you able to apply any of this knowledge in your last practicum?

Claire: Yes, a little bit because whenever I was evaluating my students, I would, I was using my own grid...well, my associate teacher showed me a
website called rubistar 4 teachers or something like that, I can't remember right exactly, and on that website I was able to build my grid. So every time I was building a new one, I was trying to remember not to use too many words to be specific and clear, focused on a little amount of things to prove that we were not, we didn't have like twelve things to evaluate at the same time, with the grid that we chose. Like if I was evaluating the content, stick to the content...to build smaller grids. So yes, I did apply what I had learned and what I have seen when I was building my grids.

Researcher: Good, that is great. Alright, so going on, also about your associate teacher, you mentioned, so she told you about this website rubistar, so how would you say that she influenced you? How did she influence your evaluation? Your knowledge of how to assess and evaluate?

Claire: I think she was a good, positive influence. Because I built a lot of evaluations with her and she gave a lot of feedback with the evaluation that we were doing together, for just so that I could use later on, so I have to give stronger grids, and also with her I was building a C2 evaluation. Specifically with what I was expecting from her, what we should be able to do, and to remember that I am not supposed to be trapping students and putting them in a situation uncomfortable. A situation that they can't....they feel they can't perform. So always to have that in mind when I was building my things. So I do consider that, yes I did learn quite a bit, and she was a positive influence, so I was able to really practice...I was a little exhausted because I was always building my things, but it was a
good experience because, that is what teaching is all about, building evaluations, building what goes with the evaluation, like the grids. So I think that was a good experience.

Researcher: Good, so if you go back to your first answer, your expectation was to practice, because you said you did not have enough, so I would say that based on your answer, you did have a lot now to practice.

Claire: I did.

Researcher: Alright. Good because not many student teachers have this opportunity to correct a lot before they graduate. Because one of the complaints that I get is "no one told us about the amount the corrections that we have to make". So...

Claire: Yeah. You can, you really can...the amount of corrections it is not all that bad, you just use...well, I was working while doing my practicum, but there are some things, that in some way, you teach us, unless you have a sample class of students that we could use their work, but it is true. If I didn't have that experience, I would probably have freaked out right now, because I have a lot of corrections, but I was expecting it. I knew it was to be this way, so I think I am more prepared than maybe some of my friends that have easier practicum, and who didn't do as much as I did...you know, sometimes I thought that I wanted a practicum that was easier, but now I see that it was good that I have suffered...

Researcher: I told you at the beginning, you don't want an easy practicum. Alright, at least you saw that. Okay, so in terms of...what about the supervisor, how
did your supervisor help, or how did he influence you in terms of assessment or at any type?

Claire: In terms of assessment, since I was part of your research, I think I was totally comfortable with talking with you, can I say you in the recording? Can I say your name?

Researcher: Of course.

Claire: Good, so that was something that I was comfortable with talking with you and also I felt comfortable because I knew it was sort of a field of expertise for you, so it was great to have your feedback on whatever I was doing and also I think that we were able to spend some time on that when we were doing our CARDEC, when I was teaching as well, so it was good to have your feedback, well, someone else than our associate teacher to have a look at what we were doing so talk about it as well.

Researcher: Excellent. I am happy. Now in terms of formative assessment, because that is what I am interested in. Would you say, did you learn anything new, let's say, or did you learn anything, during this practicum, during this year, let's say?

Claire: Well, I would say that I have learned more in my practicum than in school about formative assessment because I was able to try to techniques such as asking questions to see if they understand. Which is something that we can't really practice at school, we can't ask questions, because I have like no one to ask my questions to...which in practicum I could do more. In terms of my university training, I don't think we spent
a lot of time on formative assessment, which in the future it would be
great if there was maybe it was included in the training of the other who
will do the program eventually. Because I think it is a really good tool to
see what your students understand without having the pressure to give the
grade for them as well, without like feeling the pressure to give the good
answer. I am also practicing now that I am working, I like to ask question
to my students to see if they understand, what they remember let’s say
from one class to another, so...I always start my lessons like, "last week,
what did we talk about" and then I try to get them talking and get them to
remember before moving on to see where I stand what I need to do next.

Researcher: Nice, like brainstorming what they did. That's great. So this is something
that you would say that you learned this year or your practice more?

Where did you learn about this like to ask questions?

Claire: Well, I think what I learned about (inaudible) of my teaching before my
students, but again I would say it was something that was new to me this
year. I got to learn it this year. Well, my fourth year and my
practicum...and sometimes it is some kind of mix, but really in school.

Yeah.

Researcher: Great. Excellent. You mentioned about questioning. Is there any other
tools that use or that you used for formative assessment? Because just to
remind some, it can be anything...it can be like exercises, activities...

Claire: Well, not really. I did a lot more of questioning, like this

Wednesday...because I... do I talk about my work right now or is it?
Sure, sure. Go ahead.

Claire: I was with one group and had them write journals and I wanted to place students with students so that their journals could interact, and I sort of used them as a way of feedback on their written and what they could do... what they could do to improve their writing...and also I did exercises with grammar points to see if what they know and I corrected the work after because the truth is more about knowing who is working and who is not working, and also with what they still struggle with...and that was really helpful.

Researcher: So you are doing this now...

Claire: Hum hum...

Researcher: Is it because you are teaching, why didn't you do this before?

Claire: I would say that...well, now that I am teaching I am sort of more in charge of what I am doing, so I can decide really what to evaluate, what to teach from my stuff, what to get feedback on, which we don't always have the possibility in our practicum, because we have to sort of follow someone else's ideas. So I am more free to do whatever I want right now, which I like, because I can really, I could use more of formative assessment, I can really plan my schedule according to what I want them to do, not someone else's class.

Researcher: Great. Excellent. So now you have more freedom to try a few things that you learned.

Claire: Exactly.
Researcher: Great. Excellent, so, we are almost done. Do you remember the first assessment that you gave this year? The first test or first quiz?

Claire: The first quiz...

Researcher: It could be test or evaluation...

Claire: I would say it was probably...I think it was probably the first, like C2 evaluation of my students' novel in January or maybe beginning of February. That was the first evaluation I think I did and I built also.

Researcher: So you built is also. Nice. How was it?

Claire: Yeah. Well, it was fun to build it, but tough at the same time because I was wondering what kind of questions to go, what kind, because I knew the topic or the subject, because it was a novel, but, we were doing one test per chapter, and in a chapter you have a lot of information and I was wondering what kind of information to go...was it something more general, something more specific, how many questions, how much it was going to be on...so I had a lot of questions in my head at the same time, but, I felt that the activity it was actually fun.

Researcher: Good.

Claire: To build something...

Researcher: If you would go back right now, would change anything in this evaluation? Would you make any changes?

Claire: Maybe certain questions I would change, because I remember that it was their first, like evaluation on a novel, and maybe the questions were too
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

general and less specific. And we were really looking for details on specific things, less than an opinion question, more like of like think of two different things, since it was the first evaluation, maybe to go, I was say gradually the level of difficulty would be a better idea to prepare them to make sure that they don't feel discouraged with the first evaluation.

Researcher: Okay. Nice, that's great. Three more questions. Almost done. Now in a more general question, in a more general way. Why should teachers assess their students?

Claire: Why should teachers assess their students?

Researcher: Yes.

Claire: Well, I guess we want to know if they are able to do certain things. If they are able to meet the requirement, if they can...yeah, if they can prove that they can meet the requirement so to move on to the next level...it is an important part of our job that sometimes, none of the (inaudible) what I have to evaluate them, but it should come naturally, I mean, we all know that we have to be evaluated sometimes...so I guess yeah.

Researcher: Okay good. And how should teachers assess and evaluate their students? Now you can just say the tools...

Claire: I guess that in English, we have to assess them on the different competencies, but I would say to use many tools as different as possible, because not everyone learns the same way, and not everyone is able to
perform the same way, and even like yesterday, I was grading some papers and I saw that in one of the quizzes of one my students, whenever he is talking, it is really bad, and he struggles a lot, but it was a grammar test, and he got one of the best grades. And I was really surprised, then I am able to see that maybe speaking is not his strength, but whenever he is writing or doing something he has to study for, he is able to perform because he is more of a, he is really a shy boy. I think whenever he is doing something on his own, he is able to perform, I still have to evaluate him in his oral skills, but I believe that I can see that he is not a bad student. It is just his personality, so I would say to use a lot of tools, reading assessment, writing assessment, assessments in which he has to circle the answers, assessment in which he has to study, assessments in which he has to read or watch something. To really to try to get a better perspective and try different things...that would be the best way to go.

Researcher: So let's explore this a little bit more really quick. So the fact that he is doing better in one thing, what does that tell you for the teaching? Like, he is better in writing and grammar, but how can you develop the other skills, like the oral skills?

Claire: He is a little bit shy, so whenever he has to , if you want a student, if it is a difficult discussion and there is not really point for oral in front of the class, but I would say maybe to put him like with someone with one person, with better one person to try to talk with one person and get him to know (inaudible) that he knows that whenever he has to speak, he
knows that he can work with that person because with the writing and grammar, I see that he is able to understand and he writes proper English, well, I think I only did 2 oral evaluations with him, so I guess asking him to go with someone that he feels comfortable with, he would be able to perform much better because he will get to know that person and he will feel comfortable talking. Because I know that he has the potential to be a good in speaking evaluation as well.

Researcher: Okay, nice. One more question. What about reflection, because we are talking about improving and stuff. How did, well, yes and no... Did the reflections that you had to write during the practicum help improve the assessments, your knowledge about the assessment, like reflecting on your day, or on what something that happened, or even like you said, you corrected something and they didn't do so well, what was the role of the reflections? Like reflecting on what happened?

Claire: Well, it was the way for me to share and to see if others had ideas on what didn't go that well. Also for me to see, to put all my ideas in one place, and whenever I wondered what I did in school, I would go back to see what I wrote and to see if now I could have an idea or to see if I remember what I did at school back in, and to see like "oh, I tried that, and that still happened, and I will try that...I will try the same approach with another idea"... and I could write, not if it was good or wrong but it was a way to keep all my ideas and information in one place. Something
that I could always go back to if something and if it was perfect way to
share of something from the class and show or ways of teaching as well,
and we could learn somethings from others as well...

Researcher: Great. Final question. You kind of already answered it. Do you feel
confident to assess your students now? At the end of the year, how do
you feel?

Claire: I guess I feel more confident to assess my students. Well, I still want to
work on my assessment skills, but I feel comfortable now to assess a
class and to give feedback to students, to give comments, because I think
I worked a lot on how to be fair and how to be really be able to give the
right grade to the right person. So, right now that I have been working
with the final evaluation and all, I feel that it weren't for the evaluations
that students (inaudible), I feel comfortable in giving them a grade that is
what it is worth of their effort and also their ability.

Researcher: Great. That is it. Thank you very much.

Claire: You are welcome.

Isabelle

Researcher: So, it is the final interview, so the main goal is to see how things went in
terms of evaluation and assessment, about formative assessment, this
year. So, I will try to brainstorm what happened at the beginning, what
were you thinking, what happened during and what happened at the end.
So the first question is, if you can remember, what were your expectations in terms of evaluation and assessment at the beginning of the fourth year? When you began fourth year, in terms of assessment, what were you thinking? Like "okay, this year, I have to learn about this and that or no, I am fine", what were you thinking? What were your expectations about that, at the beginning of the fourth year? Do you remember?

Isabelle: I think I wanted to see how I would be able to evaluate students, because sometimes I feel that it is hard to see, because we often compare students to each other and that is something that I try not to do because everybody is different and everybody learns at a different rate, so what I did is... that was one of my objectives. I wanted to just like, I wouldn't look at the name of the students and I would just correct the exam and then I would be like "oh, okay it was him, so what can I do to help him understand better the notion". And for the strong students, I would do the same, you know, I would have a the same judgement when I was correcting them. It would be blank, I would be like, "okay, I don't know this student, it is just...I will correct him or her". So that was one of my objectives because I find that correcting students is very hard because we want them to succeed but not everyone succeeds, they have weaknesses, and that is something I am still working on.

Researcher: Okay, so you would say that at the beginning you wanted to be more neutral, more like...
Isabelle: Yes...

Researcher: Okay, good. So less subjective, more objective... and about that, if you had this impression before, we did you learned about that? Like this perception... was it during the third year practicum that you noticed that all students are different?

Isabelle: No, I learned it in the second one, with the high school... I learned that they were all different, like that they didn't learn at the same rate, and I had to accept that, but it was a bit harder for them to understand certain notions, but it is... yes, I learned in the second practicum and third it was really that I saw that I had to be careful when I was correcting students... maybe let's say weak ones, I would be less severe and with the strong ones I would be more severe. So I realized that and I... I was careful on my little notes.

Researcher: Good, so in terms of evaluation, how would did you assess in the third year? Do you remember? So you would correct, but did you have the chance to build an assessment or on a daily basis? What did you do in third year? If you did anything?

Isabelle: I remember that they had short exams, short tests, and I would correct them, but what I didn't have time to do was to come back with them on it. I did shortly, very fast, but if I had had the chance, I would have taken more time with them to make sure that the notions were really understood because we had multiple classes it is hard to really focus on something
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

because we have so many things to do, so that's something that I learned
also during my third practicum.

Researcher: Nice, so at the beginning, well, then you started the fourth year, great,
now we are going to talk about the practicum and the classes that you
had. We will focus more on L.'s class, the methodology class that you
had, it was called DID-413 teaching in different context or something
like that...do you remember if you learned anything about evaluation and
assessment in this class?

Isabelle: Yes, I remember that L. made us do an exercise where we had to create
different tests, like some tests were shorter than others and that is
something that I really liked because I wasn't aware that we really could
do that. So, it was to differentiate and adapt our learning situations to the
students' needs. And I thought that that was very interesting that we were
really able to do that... have weaker students do less questions than
others, so they would be more...they would feel more encouraged
because they would finish at the same time as others. So that is
something that I learned in L.’s class.

Researcher: Nice. Were you able to apply any of this knowledge in your practicum
this year?

Isabelle: I did on my practicum. There was one test that there were less questions
than others. And I saw my weaker students' face and they felt more at
ease, they were less stress because they had less to do, and others didn't
even notice that they less questions. So that is something that I tried with them and it was my idea.

Researcher: Nice that is great.

Isabelle: Yes, it was really nice.

Researcher: So, in terms of your associate teacher, now we are getting into the practicum. In what way did your associate teacher influence you, in terms of assessment? Did she influence you in any way? Yes? How? No? Why not? In terms of assessment, what did you learn?

Isabelle: I learned with my teacher that we were able to discuss. There was, let's say, one exam that sometimes I wasn't sure that if I could give the marks to the students or not, so I would go see my associate teacher and ask her: "what would you do there?". And "why would you do this and why would you not give that mark to the students?". So that is something that was really fun with X because we were able to discuss, have a conversation on our thought about the students' assessments. So that is something that I really learned and I appreciated with my associate teacher.

Researcher: So that is kind of like validate your grades and your choices, your answers and corrections.

Isabelle: Yes.

Researcher: Okay. That is good. And what about your supervisor? What did your supervisor tell you? How did he influence and he didn't, that is fine.
Isabelle: Well there was one activity that I did with my students, and you reminded that they had to have a checklist were they could check off what they did and what they were still supposed to be doing. So that is something that I learned with you. It really reflects on how I really created my instruction sheets, and next time I could create little squares where they could put check marks with like everything that they have done. So that is something that I am doing right now. Yeah...where I am subbing, in my contract.

Researcher: I am glad, now in terms of formative assessments, what did you do, if you can remember, in terms of formative assessment this year? Like formally or informally, like taking notes or like writing down or actually having like a tool like a checklist, what did you have, what did you do in terms of formative assessment?

Isabelle: Okay, I remember that when we seeing a new notion, I would explain it to the students, but then the other class I would come back and have questions on the board, where the students would come to the board and answer the question. And that is how we would review the notions learned. Because just learning something once and never coming back on it before the exam, I think it is not good, it is not appropriate for the students because they don't have enough time to practice it. Sometimes on the paper, they have difficulty or they think it is easy, but when they come back on it, because they forgot some of the notion, it is nice for them to come back on it and to review it...and that is how I can see if they
really understood or what they didn't understand. So I don't know if it answers your question...

Researcher: Yes, it does... I remember that you did this when I was there. You had questions on the board... I saw that... it was nice. So where did you learn to do that? Where did you come up with this idea? To come back with these concepts... if you can remember.

Isabelle: Yes... I think it was by myself... it was just by myself.

Researcher: Okay, good. So, that is great. You don't remember any other classes that maybe someone told you about that or anything about methodology class, about formative assessment... did they tell you anything? Do you remember?

Isabelle: Of course they always told us to review it with the students, to make sure they understand, I really tried other techniques or other tools that will go against some of the others students that did not understand, other tools to review... so yes, that is something that I have learned in different classes that I have had.

Researcher: For sure. That's good. What about your associate teacher? Did she teach you or mention anything about formative assessment this year?

Isabelle: Did she tell me? Hum, we mostly had summative assessments, but for formative assessment it was really coming back with the students in class, and ask questions. She was... she didn't have to tell me... "oh you forgot to come to this notion with the students", of course sometimes shes thought that "oh this student does not really understand this, so can you..."
just maybe clarify it with the whole group", so... she would sometimes that...so yes...

Researcher: So you would say that the formative assessment was more on an informal basis in terms of a question...

Isabelle: Yeah.

Researcher: Okay, you would prepare before the questions...

Isabelle: Yeah, I would...

Researcher: Then you would do it. So it was more, so it was planned, so it was informal, like after notions, without any tools, you didn't have a checklist or...which is fine...you don't have to...alright. That's nice. Did you learn something new this year in terms of assessment in general? Another way of evaluating C1, C2 or C3? Or anything...something new this year.

Isabelle: Well, something new this year and I was really eager to try was projects. I really really wanted to try projects because I think that sometimes the activities that we do with the students are fun, but there is something missing. So with X, it was really nice because she has all these different projects that evaluated students on the three competencies. They were really original and that was what I learned this year. I learned to be creative, a bit more creative. Use different techniques and different projects.

Researcher: Nice, in terms of these assessments, these things you did, did you create them on your own? I think you did...tell me again, did you create them? What was the freedom like? Did you associate teacher give you freedom
to create the test or she gave you her own? How did it go with the tests and quizzes you did in class?

Isabelle: Well, I was really autonomous...that is one of my strengths. And what I did is, I would tell her: "okay, so we learned all these notions and the end of the cycle is coming very soon, so I am going to start the exam so when it is finished, I am going to show it to you". So it was really independent in what I wanted to do. She would always tell me: "oh, if you need help, come see me", "oh, look at my stuff, maybe it is going to help you find something that you would like". So I was really free to do whatever I liked. We were a team. I would always show her what I would give to the students. Because that is something I thought that X and Y (3rd year student teachers) that they were not a team. And that is something I really missed during my third practicum with X, we were not a team, because she didn't like us because we were not guys. And that was bad...because with X we were a team. So I would be free to do whatever I liked, but I would show it to her before giving it to the students.

Researcher: Good, so you highlighting the fact that you are autonomous. You were able to create your own. What if it was someone else that was not like this, perhaps the person would have a problem. What do you think?

Isabelle: Yes...

Researcher: Because I know a little bit your associate teacher and she likes people that are autonomous and she does not like to wait...of course she provides, but perhaps that could have been a problem. Nice, in terms of a
daily basis, I want to go back to the formative, on a daily basis, let's say when you plan the questions to review, and you noticed that your students did not grasp the content or whatever: what would you do? What was your reaction when you saw like: "oh, I explained this...they don't know or they forgot or whatever". What would you do? What was next?

Isabelle: Yeah, I would ask them question. I would say: "okay, so, maybe..." let's say, we take there is or there are, okay, and some of the students did not understand is and are...that is is singular and are is plural, so I would be like, "what is not understood? What is blocking you from understanding it?". And then I would draw on the board like there is 5 sheep, so I would draw sheep on the board, and I would put more visual and if I had two, I would also use things that were in class, so I would show it to them, so it was clear and it was real for them to understand. So that is something I did, that is something that happened with my students. They didn't quite understand that there is is singular and there are is plural. So...I had to simplify it and show it to them like in reality.

Researcher: So you would stop the class and then you pause everything, and would not move on until you knew they got it. Okay.

Isabelle: Yes. I had to improvise a lot though. I really liked it.

Researcher: That's good...but what you mean by improvise, like something that you were not expecting?

Isabelle: Yes, sometimes I was not expecting them to not understand so I had to think really really quickly about something I could show them, so...but I
was proud of myself that I was quick...sometimes it takes time to really reflect about something, but with them, I was, like, "oh you don't understand, okay, well I am going to show it to you in a different way and I would think really really fast and it would come"...it would just pop-up.

**Researcher:** Alright. Going on. Do you remember the first assessment you gave this year, the first quiz that you gave this year, what was it? What was the first test, quiz that you did?

**Isabelle:** It was grammar. Yeah. Grammar and vocabulary...and verb tenses. I had taught them all of these notions during the cycle. We had review them before the exam and I remember that it was this morning that there is this last student that comes to me, just the morning before the exam and she told me: "oh, I don't understand, let's say the verb tense". So I was like, "okay, you waited the morning of the exam to come and see me that you didn't understand". I was like, "what were you doing when I was reviewing it with you?". And oh my God, I did take a lot of time to review everything with them because I didn't want them to feel lost or cry because they did not understand... So I was like, "where were you?", and she was like, "I wasn't listening". And I was like "ah okay, we have a problem". I thought it was very next for her to tell me because the next time, I really picked on her and I was like "are you sure you understand?". So what I did with her was that I took 15 minutes and I wrote on the board, I reviewed everything with her a few times. I really
wanted to make sure she understands. So the first assessment was really grammar, it was summative...

Researcher: No that is perfect. The question was about summative and you even included the formative, which is what I am interested in. There was a review...so that leads us to the next question. The fact that you explained, you took the time, you explained, you wrote on the board, but still there were students that had questions. So what does that tell us? What can we do? What's missing?

Isabelle: We have to make sure everybody understands and most of the time what happens is that there are students who are shy to ask their questions and they are like "it is okay, I understand", but really don't so what we have to do is to make sure they understand and what I do is try to be as clear as possible and when I am done, I go to these students and I am like, "what didn't you understand, because I know that you were too shy to tell me that you didn't or whatever". So I would take them in a small group and I would start over again even if they said "oh, I do understand" because I knew deep down that they didn't understand because of their face.

Researcher: So what you are telling me is that you need to know your students so you know by their faces if they understood or if they didn't. Nice. Great, so if you would go back to this assessment, would you change anything, would you adapt would you modify? What would you do, for this first test? If you could go back, would you have done the same?
Isabelle: Maybe next time I would have put pictures. Maybe like for the vocabulary I would put pictures, like for the visual, it would be maybe clearer for them. What I really like to do is for each test, I would put examples, so every number, it would have an example so they would know exactly what they had to do. But that is something that I really like and I would not change. But the first one I did not adapt it for the weaker students, so that is something I would do. I did it for the next one, but for the first one I would maybe modify it and maybe make different versions for my students...so that is something I would do.

Researcher: So to adapt to this example, to give an example, where did you learn about that? Was it in the differentiation class or was it you? Or you noticed on your own by reflecting? Where did you learn?

Isabelle: I think it was all of that.

Researcher: Everything?

Isabelle: Yes.

Researcher: Okay.

Isabelle: Everything. Everything helped. All the classes and I would also discuss with X, so that is something that really helped me and...I guess by reflecting on my own teaching that I found these tools.

Researcher: What about reflecting? What do you think about reflecting? Like you give the test, then you see what is happening and then you think about it? Was that something that helped as well? Like writing reflections? Not
necessarily writing, but thinking after, how did it go? Was that something that helped you improve?

Isabelle: Yeah, well, when you are writing your reflections, it really helps because we had time and we were taking the time to reflect on the day or on the period and that's where we were able to see "oh, maybe there is where there is a problem" or "oh, it went very well I will keep doing this". So yes, reflections really help. Sometimes we don't have time to do it because we have so many things to go, but taking the time just to sit down and just think and reflect really helped. I am talking about myself, not for everyone, but for me it really worked.

Researcher: Nice, great. Almost done. Now in a more general way, why should teachers assess their students? Why should we assess?

Isabelle: First of all we should and that is really important because when we assess students, we see if they understand, well, we see if they understand, well that is really nice, but there is also this part of other students that we know, when know deep down that they didn't understand and assessing them helps us see where exactly there was a blockage, where they are stuck, so...that is essential for teachers to see the development of students where they are and where they are stuck also, so that is something that I really like. Because I could take the assessment or their work or whatever, and I could come back with the students like, "there, what happened?", "why did you write this answer?", "what was not clear?" and then I would find ways for students to overcome this problem...
Researcher: So you assess to make sure they learn, so it is the next thing. Great, so
now really in terms of tools, how should teachers assess? What should we use in terms of assessment tools? Now you can simply name them...

Isabelle: Well, I don't know if that counts, but questioning is a great one, because when you question, you find answers, you get answers from the students and that's how you can see where and how you can help them and...that is...and that's... I think that's the best one....because we can see where the students are getting stuck. And when they would have an assignment, like I said I would come back with them individually on it...sometimes I would do it in groups, because I would see that everyone did not understand, and I would use visuals and I would use pictures and everything you could find in the class, like objects...it is really real for them and they can maybe see or touch...so they understand better.

Researcher: Final question, are you ready to evaluate? Do you feel confident to assess your students?

Isabelle: Yes, I do feel confident to assess my students because I think that...because I had a lot of practice with all the practica and well, let's say right now, I have to evaluate sec 3 and sec 5, and I am really better at it and I have more confident because I know exactly what to do...sometimes of course I have questions, so I would ask peers or X, or whoever I can find, or my mother, and then with their help, it really helps me evaluate them and question them and see where they are stuck. So I feel pretty confident and ready to assess students.
Marc-Antoine

Researcher: Okay, so this final interview is more like of a summary of the whole year, the fourth year, the last year.

Marc-Antoine: Okay.

Researcher: Like what did you learn in terms of assessment and evaluation and elements that could have influenced that and etc. So the first question, when you began the fourth year, what were your expectations in terms of evaluation and assessment? Like what you thought that you wanted to have learned this year, what were your concerns and challenges related to assessment? If there were any?

Marc-Antoine: Okay, so as I said maybe in the previous interview, I said that going to the fourth year I think that we had received any, any no, but not enough information on evaluation and we expected a lot in our practicum but...other than that we only had one class, so I wasn't really sure about like, "okay, so am I really ready to evaluate students"... so this was most of my main concerns and then...obviously with the fourth practicum it was a great experience...we had the chance to evaluate students in most occasions and...it was about it. I didn't feel we had received any, not any...enough, not information...opportunities of how to evaluate students.
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Researcher: Okay. Good that's great. So what happened in the third year? How did you use to evaluate in the third year? So, that it was still missing... so how was it in the third year? In terms of assessment? Do you think it was not enough in the third year?

Marc-Antoine: In the third year, yes I think we had a few. We had two classes, not on that, not on evaluation, but we had to create evaluation grids and rubrics and things like this...but other than that we didn't have much. And we saw at the primary, the progression of learning and like we studied it and I guess it was better than high school because we actually hadn't touch in the four years, so yes...

Researcher: Okay great, so you started the fourth year, and then in the fourth year, you had one class that I am interested in, which was the last methodology's class...it was L.'s class, DID 413, teaching and differentiation or in different contexts or whatever, did you learn to evaluate anything in this class, in this course? If you remember...

Marc-Antoine: It is hard to remember...we didn't really like, had a specific class on how to evaluate students but we were able to find different ways to help students, like with difficulties or with learning disabilities, like to be able to evaluate them, so let's say a different task or a different assignment and adding maybe more instructions, giving them more time...but we didn't really have a class on, like "okay so, this is like the evaluation that we did in this is what we should do"...

Researcher: Okay, so it was not specific, it was not explicit...
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Marc-Antoine: It was not explicit...

Researcher: But you did touch, okay, how to differentiate grids, or activities and more instructions, like you said...

Marc-Antoine: Yeah, yeah, yeah, that was mostly it.

Researcher: Okay, that's good. So were you able to use any of this knowledge in your classes and assessments?

Marc-Antoine: Not really because all of my groups were kind of strong, so I didn't really have students with learning disabilities, but, I guess if ever I am put in a situation like this, yes, I think I would be able to rely on these things that I have seen in L.’s class in ESL. I would be able to use them...

Researcher: Okay, so you didn't have the opportunity...so now in terms of the practicum, so let's start with the associate teacher, in what way did your associate teacher influence your evaluation skills, if he did or if he didn't?

Marc-Antoine: Of course he did and...and I mean, we started by creating the grids together, so I was able to see, "okay, so this is really how enriched is like and all the things that we are supposed to include and stuff"... because it is easy to go on the Internet and look for it...it doesn't mean it needs to be like, not significant, but not relevant for the evaluation that you are doing... So this was the first step that we did... We created a grid for C3, and I mean, students were being evaluated often in this class, I mean, in his classes, so, I was able to practice my evaluation skills, I guess...or... and yes...
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Researcher: Good, so he helped you with the grids, and what about creating actual tests and quizzes and dictations or whatever...were you able to create your own? How did it go? Or did you use his?

Marc-Antoine: Yes, I used his, so I didn't really have the chance to create because he has been teaching for so many years and so it was...so he really liked what he created so...so he wanted to keep using them...

Researcher: So he asked...so he wasn't very flexible in terms of the quizzes and tests, so he asked you to use his own tests...Okay...but were you able to create any? Like a test or not really?

Marc-Antoine: Oh yes...like a short test, short quiz?

Researcher: Hum hum...

Marc-Antoine: Not like a big exam.

Researcher: Okay.

Marc-Antoine: So yes...

Researcher: Okay, so you were able to create some...that's good. And what about your supervisor? He did help in any ways of assessment, formative or summative, feedback whatever.... what was the influence of your supervisor?

Marc-Antoine: I am happy that for the last two years it was you, like every time that you came in my classes, you are there giving me feedback at the end, of course it was helpful, because obviously I mean, you are now researching on this topic, so you know what you are talking about, so...of course it
THE EVOLUTION OF PRE-SERVICE ESL TEACHERS’ BELIEFS AND PRACTICES.

was you and you know your topic and like search on and things like this...

Researcher: That's great. So in what way did I help? You said...what about the CARDECs, were they interesting to reflect?

Marc-Antoine: CARDECs are good for like, I am not a big fan of CARDECs because the part that I like about them is that when we talk and you make us question certain things...like questions that we maybe ask our students or things that we didn't do and we should have done...

Researcher: Hum hum...

Marc-Antoine: And the discussions that we do in the CARDECs...

Researcher: Thank you. It is good to know that. Going on, in terms of formative assessment, which is like on a daily basis, not a quiz, doesn't count, what did you learn this year? If you learn anything in terms of formative assessment?

Marc-Antoine: I have learned that you do them without having necessarily having to plan them, if I can say?

Researcher: Yes, yes...

Marc-Antoine: Like I didn't know, for me, a formative assessment would be a test that doesn't count...I mean, just questions at the end of my explanations or things like this, would be formative assessment...

Researcher: It is...

Marc-Antoine: Which I was actually able to see if your students understand and like, "could you give me an example, what would be the error in this
sentence", so yes... that what it is...so you use them a lot more than anything ...

Researcher: So would you say that was something that you learned and practiced more this year?

Marc-Antoine: What?

Researcher: So this was something that you learned and you practiced more this year?

Marc-Antoine: Yes.

Researcher: Okay, and how did you learn about that? I mean, how did you learn about questioning...

Marc-Antoine: Well, you thought me that part...

Researcher: That's good...

Marc-Antoine: Yes, you have always to ask more specific questions...

Researcher: That's it...I am happy you know about that. Okay, so going on, so was this something that you used this year that you didn't use previous years, or you also used a little bit last year?

Marc-Antoine: Maybe I used last year, but I was not really aware of using...

Researcher: That's possible. Good. Almost done. Do you remember the first assessment you did this year with one of your groups? First quiz or exams, that you created...You mentioned grammar...

Marc-Antoine: Yes, it was probably a grammar quiz...

Researcher: It doesn't have to be first one, one of the first one...

Marc-Antoine: A grammar quiz...
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Researcher: Okay, so what was it like? What was the exam? What was it made of? Grammar?

Marc-Antoine: It was a pretty basic exam, not that you need all the rules that we had seen, but they also...it was like, "when do you use the Simple Present", so they had to tell me, when and they had to give me an example.

Researcher: Okay, and, how did they go? How did they do in this exam?

Marc-Antoine: I did it with my enriched group, so they scored very good on this test...we worked a lot on grammar this year, so at the end I was expecting them to have a good score because we practiced it so much, and we've studied it and we reviewed it a lot, so I was expecting a good score.

Researcher: So if you could go back now to this first test, one of the first ones, would you change anything? Would you adapt?

Marc-Antoine: No, I don't think so because I had worked a lot to create this test, I showed it to my associate teacher the whole time, then we changed a few things, so I had already improved it before actually giving it to the students...so...

Researcher: So, going back to your associate teacher, so he would give you feedback, you created something then you would exchange...

Marc-Antoine: Yes...

Researcher: So this was also something positive that influenced your knowledge about assessment...so exchanging with the associate teacher...good...that's great. Now, more now in an existential question, why should teachers assess? What is the purpose of assessment?
Marc-Antoine: Formative assessment?

Researcher: Any assessment.

Marc-Antoine: Well, it is your job. First of all because through assessments, you are able to see if your students are understanding what they are supposed to, and if they mastered what they were supposed to. And formative assessment is more, like to see, to identify things that you might have to work on, and, it is part of our job, I mean...we have to evaluate our students because at the end of the year, we have to say, "this student can go to Sec. 3", or "this student didn't master, he is not good enough", not good enough, "but didn't master what they were supposed to"...well, it is part of our job.

Researcher: Alright, now, what tools should teachers use? Now you can simply name them. Some tools that you used, that you liked to assess...

Marc-Antoine: I mean, the first tool is just talking to another teacher...because I mean with that, the other teachers can see something that you didn't see, and maybe like, give you some comments that are worth it, and that you are going to be able to change a few things and have a better assessment.

Also, the progression of learning, which is like the Bible for us. I mean, it is a guide for us, I mean, we have to make adjustments, but, I would say these tools especially...I mean...reading never hurt...doing research or...

Researcher: Good, that was not the focus of the question, but I was going to ask about that...which tools do you use to build, but tools really in the class...like
how do you assess the students, like tools to assess students. Which ones did you like the most? Like to use in the class, like tests...

Marc-Antoine: The evaluation, they have like 60 minutes to do this test, it is like (inaudible)...you are not talking...but I think that there are other ways to evaluate students that are more fun, more active for them. I mean, good old tests are always good, but there are other ways that teachers should look for them as well.

Researcher: So you would prefer alternative ways, but also traditional ways of assessment. That's great. Final question already. Do you feel confident to assess your students now?

Marc-Antoine: I think so. It is not a question that is easy to answer. I mean, we have been on different practica, and we have never had the chance to be on our own, I mean...so I think yes. I am ready. But I am really want to see how I am going to do in my future class with my future students in my future schools or in the future.

Researcher: Actually I have one more question. How were the reflections? Did they help you improve anything in your class, like let's say in terms of assessment, they were able to help you improve the knowledge about assessment, like writing reflections or just simply questioning yourself at the end of the day. How would you describe this influence?

Marc-Antoine: This was great because like sometimes my practicum was so fast, it went by so quick that you sometimes don't remember what you have done, and things that you have improved. And by having to write your reflections...
everyday, then you take the time at the end of the day, so like "today, what happened, what I should have done, what can I keep as an experience, what was their learning experience", and there is always, even when I didn't have to (inaudible), it was interesting to find...this is was what I learned today...and that was good.

Researcher: That is it. Great. Thank you.