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Data collection Instruments for Research Into
Second language learning and teaching

<http://www.iris-database.org>

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Alison Mackey (Georgetown)

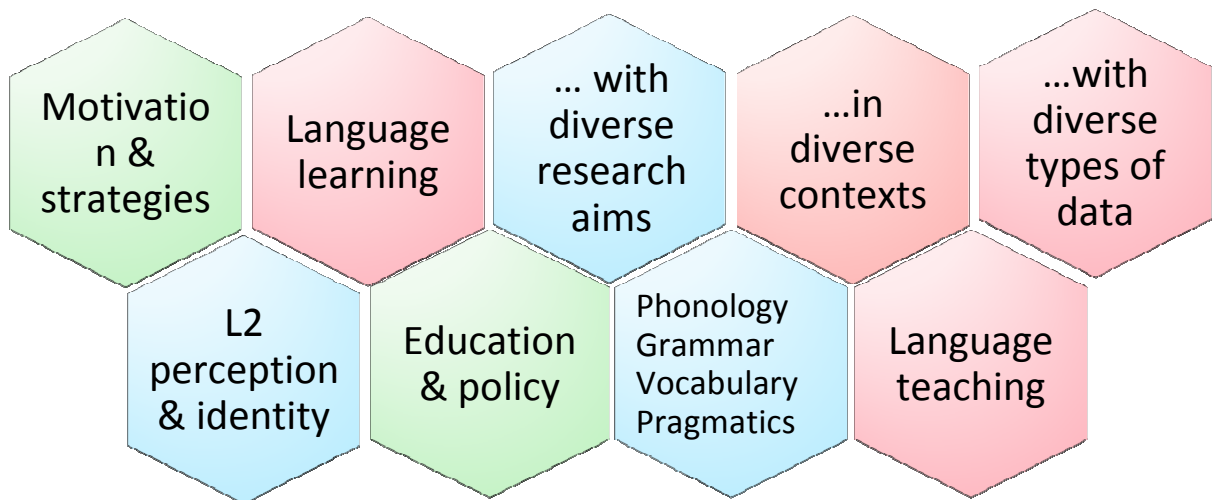
What is IRIS?

Instruments for Research Into Second Languages

- ☐ A sustainable digital repository
- ☐ Wide range of materials used to collect data:
 - ▶ e.g. questionnaires, observation & interview schedules, word lists, sound & video files, language tests, pictures, experimental teaching methods... and more!
- ☐ Up- and downloadable; **free**
- ☐ **Searchable**
 - ▶ e.g. instrument type; research area; participant characteristics (e.g. teachers, learners, trainees); L1; L2; language feature; proficiency
- ☐ **Independent**
 - ☐ cross-institution, -country, -journal, -publisher, -funder
- ☐ Wide international support
 - ☐ Journals – encouraging accepted authors to upload
 - ☐ Professional associations – reduced registration on upload!

Scope

- ▶ The scope of IRIS is as wide as the field of L2 research, including...



Data collection to date: a lonely, mysterious business

► Currently:



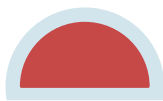
Researchers create and keep own instruments (...re-invention of wheel, systematic research???)



Maintenance and access to the instruments is *ad hoc*



Usually brief descriptions with occasional short samples available in published work



Contrast between:
Complete data collection instruments vs. samples in appendix

Rationale behind IRIS



Materials can be adapted to suit different contexts, learner types, languages, etc.



Promotes transparency and sharing of data collection tools



Easier to evaluate the quality and reliability of research



Stimulates replication studies



Quality assurance: only peer-reviewed publications



Content and usage

180 data collection instruments

24 languages

38 language combinations

500 authors cited
Over 45 journals

Since launch:

1,500 downloads

Over 5,500 visits

Data covers **68** research areas

32 linguistic features



Quality assurance?

▶ Criteria for upload:

Instrument used to collect data published in a
peer-reviewed:

- ▶ Journal article
- ▶ Book/chapter
- ▶ Conference proceedings
- ▶ Or an approved PhD thesis

Feedback features & quality assurance

- ▶ **Downloaders** can feedback about:
 - ▶ further use of an instrument, new contextual information
 - ▶ problems
 - ▶ updated reliability statistics (generalisability)
- ▶ **Uploader** encouraged to allow on-line comments
 - ▶ Or can request feedback to be sent personally to them
 - ▶ Or refuse feedback
- ▶ Uploader alerted when their instrument has been downloaded!



Ethical issues...copyright

- ▶ Creative commons licensing
 - ▶ Promoting: derivatives allowed; non-commercial; share-alike
- ▶ Awareness that instruments are often built on previous instrument
 - ▶ IRIS team helps to pursue permission requests
 - ▶ Acknowledgements to previous versions are uploaders' ultimate responsibility

Please help make it part of the community!

- ▶ See www.iris-database.org for more information
- ▶ For help and support, e-mail: iris@iris-database.org
- ▶ Please help to raise awareness
- ▶ **Contribute an instrument**
 - ▶ **Approx. 15 minutes online**
 - ▶ **OR email it and we will upload it for you!**



Thanks to

- ▶ Julie Allinson (York Digital Library Manager)
- ▶ Frank Feng (IRIS systems developer)
- ▶ Julia Key (IRIS project assistant)
- ▶ Becky Taylor (IRIS research assistant)
- ▶ All the IRIS contributors to date (over 600 authors).
- ▶ **All the downloaders, who show the funders we need it!**



Support from potential users

1. *Center for Applied Linguistics, US* (Donna Christian, President)
2. *Committee for Linguistics in Education, UK* (Graeme Trousdale, Chair)
3. *Early Language Learning in Europe* (Janet Enever, Director)
4. *Higher Education Academy's Subject Centre for Languages, Linguistics and Area Studies, UK* (Mike Kelly, Director)
5. *International Association for Teachers of English as a Foreign Language* (Herbert Puchta, President)
6. *Language Learning Journal* (Norbert Pachler, Co-Editor)
7. *Modern Language Association's Committee on Information Technology, US* (Barbara Lafford)
8. *Research Special Interest Group of the International Association for Teachers of English as a Foreign Language* (Anthony Bruton, Co-ordinator)
9. *UKOLN, Centre of Excellence in Digital Information Management* (Michael Day, Research and Development Manager and Team Leader, UKOLN, University of Bath, UK)

Support from research community

▶ Letters from journal editors

- ▶ *Annual Review of Applied Linguistics* (Charlene Polio, Editor-in-Chief)
- ▶ *Bilingualism: Language and Cognition* (Ping Li, Co-ordinating Editor)
- ▶ *International Journal of Bilingualism* (Li Wei, Editor)
- ▶ *Journal of French Language Studies* (Florence Myles, Chief Editor)
- ▶ *Language Learning* (Robert DeKeyser, outgoing Editor, and Lourdes Ortega, incoming Editor)
- ▶ *Language Teaching* (Graeme Porte, Editor)
- ▶ *Language Teaching Research* (Rod Ellis, Editor)
- ▶ *Language Policy* (Kendall King, Editor)
- ▶ *Second Language Research* (John Archibald, Co-Editor)
- ▶ *Studies in Second Language Acquisition* (Susan Gass, Associate Editor)
- ▶ *System* (Norman Davies, General Editor)

▶ Letters from presidents of professional research associations

- ▶ *American Association for Applied Linguistics* (AAAL) (Jeff Connor-Linton, President)
- ▶ *British Association of Applied Linguistics* (BAAL) (Susan Hunston, Acting Chair)
- ▶ *European Second Language Association* (EUROSLA) (Jean-Marc Dewaele, President)
- ▶ *International Association for Applied Linguistics* (AILA) (Martin Bygate, President)
- ▶ *Language Learning and Teaching Special Interest Group (BAAL LLT SIG)* (Suzanne Graham, Convenor)
- ▶ *Linguistics Association of Great Britain* (LAGB) (Kersti Börjars, President)



The IRIS Advisory Board

Michael Day (UKOLN Centre of Excellence in Digital Information Management,
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Instrument type: Motivation Questionnaire

IRIS Digital Repository

Home Submit Search and Download Login to IRIS

Search and Download [Search Help](#)

Welcome to the search page. To begin, enter **any text you wish** into the search box above, such as author, instrument type, or research area. Or, check out the [Search Help](#) page.

Instrument

In this part, we would like you to tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 6. Please do not leave out any of items.

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree						
1	2	3	4	5	6						
(Ex.) If you strongly agree with the following statement, write this:											
I like skiing very much.				1	2	3	4	5	6		
1. I study English because close friends of mine think it is important.						1	2	3	4	5	6
2. My parents/family believe that I must study English to be an educated person.						1	2	3	4	5	6
3. Studying English can be important to me because I think it will someday be useful in getting a good job and/or making money.						1	2	3	4	5	6
4. I have to study English because I don't want to get bad marks in it.						1	2	3	4	5	6
5. Learning English is important to me because I would like to travel internationally.						1	2	3	4	5	6

[Excerpt; Farsi version also available]

Research article

- ▶ **Taguchi, T., Magid, M., & Papi, M. (2009)**
- ▶ The L2 motivational self system among Chinese, Japanese and Iranian learners of English: A comparative study



Instrument characteristics

- ▶ **Research area**

- ▶ Motivation

- ▶ **Research question**

- ▶ To test the “L2 Motivational Self System”

(Dörnyei, 2005) on Japanese, Chinese and Iranian learners of English (especially with regard to the “ideal L2 self”, “integrativeness” and “instrumentality”)

Data elicited by instrument

Table 4.4 The relationship between the ideal L2 self and integrativeness

	Total	Middle school students	University students (English majors)	University students (non-English majors)	Adult learners
Japan (1534)	0.59	—	0.48	0.59	—
China (1328)	0.51	0.66	0.46	0.46	0.53
Iran (2029)	0.53	0.55	0.35	0.43	—

Note: All the correlations are significant at the $p < 0.01$ level.

- ▶ After a structural equation modelling (SEM) analysis

After a correlational analysis

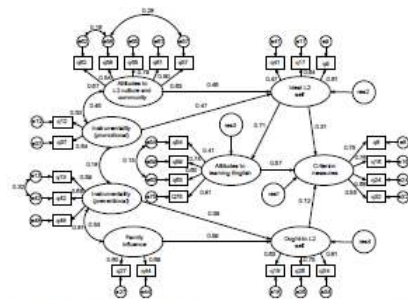
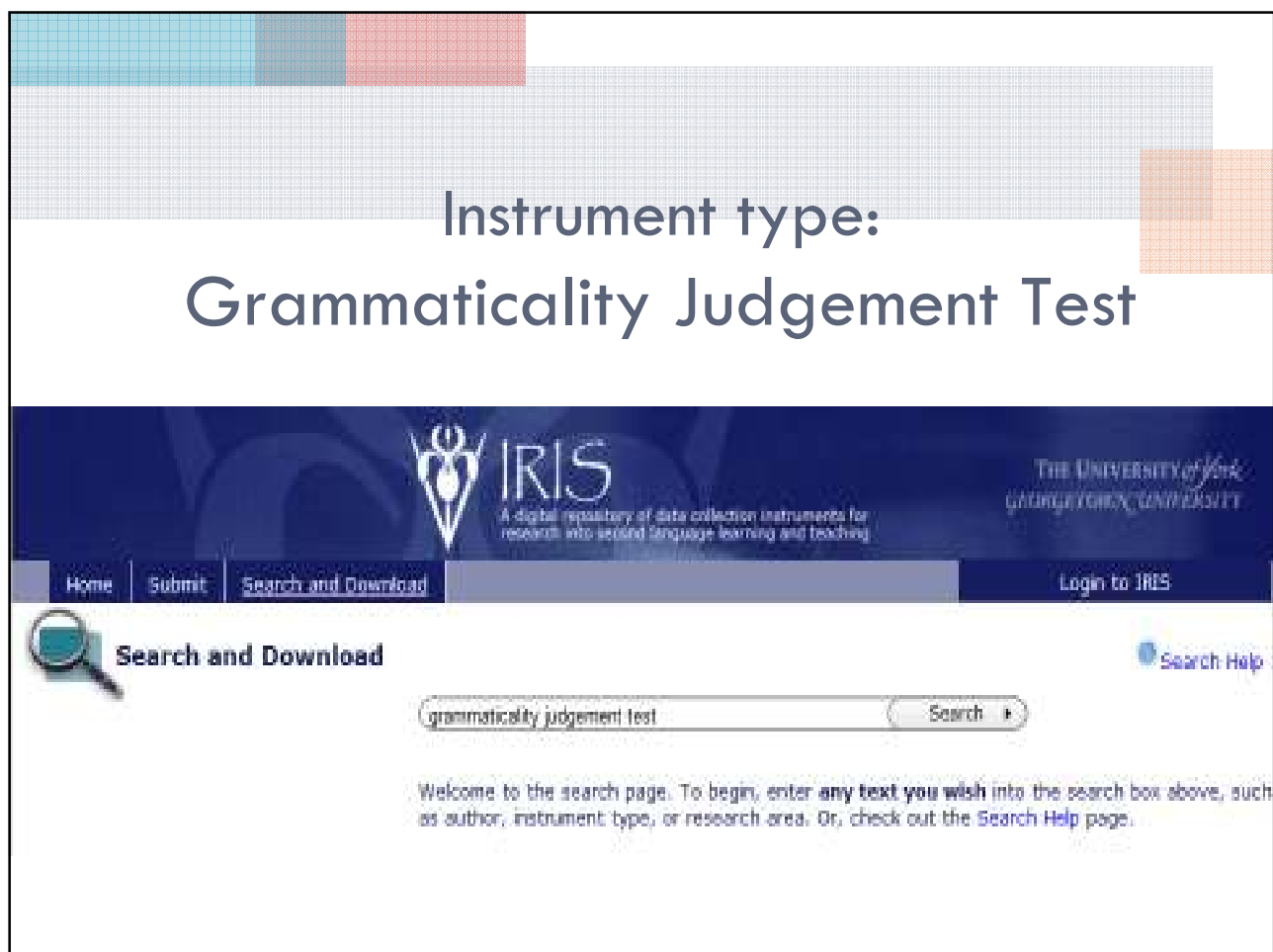


Figure 4.3 The final model with standardised estimates for the Iranian university students
Note: $N = 719$. All path coefficients except for one between two types of instrumentality are significant at $p < 0.001$. $\chi^2(284) = 748.93$, $p < 0.001$; GFI = 0.93; CFI = 0.93; RMSEA = 0.05.

Conclusions

- The “L2 Motivational Self System” is not country specific
- “Integrativeness” can be relabelled the “ideal L2 self”

Instrument type: Grammaticality Judgement Test



The screenshot shows the IRIS (International Repository of Instruments for Research into Second Language Learning and Teaching) website. The header features the IRIS logo and the University of York logo. The navigation bar includes links for Home, Submit, Search and Download, and Login to IRIS. The main content area is titled 'Search and Download' and contains a search box with the text 'grammaticality judgement test' and a 'Search' button. Below the search box, there is a welcome message and a link to the Search Help page.

Home Submit Search and Download Login to IRIS

Search and Download [Search Help](#)

grammaticality judgement test Search

Welcome to the search page. To begin, enter any text you wish into the search box above, such as author, instrument type, or research area. Or, check out the [Search Help](#) page.

Instrument

Test 1

*Elle était plus courageux que son frère
*J'ai revenu des vacances et j'ai repris mon travail
Arc-en-Ciel était le plus beau poisson des océans.
*La femme n'était pas belle mais elle était très intelligent.
La fille est devenue de plus en plus belle.
Je lui demande s'il est allé à l'école hier
*Il vient de s'acheter une grand voiture.
Une femme ambitieuse n'est jamais satisfaite.

[Excerpt]

Research article

► **Erlam, R., & Loewen, S. (2010)**

► Implicit and explicit recasts in L2 oral French interaction



Instrument characteristics

- ▶ **Research areas**

- ▶ Morphosyntax
- ▶ Teaching methods

- ▶ **Research question**

- To examine the effectiveness of **implicit and explicit corrective feedback**
- Focus on **noun–adjective agreement** in American learners of French, which is difficult to acquire even after many years of exposure (Harley, 1989)

Data elicited by instrument

- Participants had **1 hour of instruction** with either explicit or implicit feedback
- Participants took the **grammaticality judgement test** (pre-test, post-test, delayed post test)
- Participants got 1 point for every sentence they (a) recognised as ungrammatical and (b) corrected (scores were reported as means)
- **No difference** was found between explicit and implicit feedback (Perhaps the implicit feedback was too salient because of the experimental setting?)



References

- ▶ Taguchi, T., Magid, M., & Papi, M. (2009). The L2 motivational self system among Chinese, Japanese and Iranian learners of English: A comparative study. In Z. Dornyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 66-97). Multilingual Matters.
- ▶ Erlam, R., & Loewen, S. (2010). Implicit and explicit recasts in L2 oral French interaction. *Canadian Modern Language Review*, 66(6), 887-916.

Sample instruments (1)

(Silver, 2000)



Instructions for Silver2000_Alone_PictureDifference

Spot the Differences, Alone Scene

Before the session:

Print the images and separate them so there are two pictures, an A and a B. It does not matter which picture is A or B as long as they are separate so interlocutors cannot see the other person's picture.

Arrange seating so interlocutors are across from each other with a line barrier in between to block view of the images but not of faces. This position the interlocutors to describe the pictures without looking but allows for eye contact.

During the session – if one of the interlocutors is the researcher:

1. Give the starter task sheet B.
2. Learners should be told that they have to find out what the differences are between the pictures. You could follow the format:

"We both have a picture scene alien. Our pictures are not the same.
We have to find the differences. There are 10 differences.
We can tell each other about our picture and ask each other questions to find out what the differences are.
We should ask lots of questions."

If learners seem to be following the same pattern for each question you could model other ways, or try just describing parts of your picture. You can use phrases such as:

I have a _____. Do you have a _____? Where is it?
What does it look like?
Can you tell me where it is?
Is it _____, small, near the bench, flying, etc. _____?
What color is it?
What else do you see in your picture?

During the session – if the task is being done as peer work and the researcher is not involved in the interaction:

1. Clear instructions are given.
2. Learners should be told that they have to find out what the differences are between the pictures. They cannot look at each other's sheets but must try to describe and ask questions in order to find out the differences. You could follow the format:

"You both have a picture scene alien. But our pictures they are not the same.
You have to find the differences. There are 10 differences.
You can tell each other about your picture and ask each other questions to find out what the differences are.
You should ask lots of questions."

Sample instruments (2)

(Taylor, 2010)



An exemplary late Francophone students' attitude to the English class

WITH ITEM NUMBERS

This study is part of a research project on the attitudes of Nottingham ALEs and is also a study to help teachers have a more successful time at school. We would really appreciate it if you could help us understand students' motivation better. In helping us help them about your attitude in the English class. You don't have to complete the questionnaire if you don't want to. You can do so when you want and your answers will be kept in the strictest confidence for research purposes only. The results of the study will be published in a newspaper form, so that neither you nor your school can be identified.

There is no right or wrong answer to all the questions in your personal opinion. Please read the instructions carefully and choose the answer which you find most suitable for yourself. Please, don't allow other people's answers to influence you. We really value your opinion and your honest opinion, so don't be too sure you are right to improve the time that students like you spend at school.

Thank you very much!

1. Please read the following paragraphs one (probably) and choose the one that best suits your English teacher, your classmates, your best friends and your family. (Please write the one corresponding with an answer line, as in the example. Thank you!)

A) They know only well what sort of person I am. What they would like me to do is to do it as different from what I would like to do, so that's why I prefer to give up my own time and do what they think it's better for me. What they want me to do is to do it in a more important than what I'd have liked, so I'd do what they say.

B) They don't really know what sort of person I am, and it's not important for me that they do. They would like me to do something else to life than I would, and that's why I'd prefer my own time without being their boss. At the same time, I'd give them the impression that I do what they ask me to, even though I'm actually doing about my own business. I know better.

C) What they would like me to do is to do it as different from what I would like to do, so that's why I'd prefer my own time even if I have to give up my own. They know me well, I know I get anything to do, and if they want to know me into doing something, I am likely to refuse it openly. What they want me to do is to do it in a more important than what I want.

D) They know me very well and appreciate me for what I am. My dreams for the future are very similar to what they'd like me to do in life. They don't want to impose anything on me, but give me the total liberty to choose, and they always appreciate my decisions about my future. They help me but don't interfere.

example	my English teacher	my classmates	my best friends	my family
A B C D	A B C D	A B C D	A B C D	A B C D

1

2

3

4

A QUADROPOLAR MODEL OF IDENTITY

IN ADOLESCENT FOREIGN LANGUAGE LEARNERS

Questionnaire scales with item numbers

No.	Scale	Subscales	Items
1.	Extrinsic motivation (not a scale proper)	English teacher	1.
		Classmates	2.
		Best friends	3.
		Family	4.
2.	Private self	Cognitive approach	5, 19, 23, 39, 40, 50
		Affective approach	10, 16, 26, 29, 32, 48
		Frame of reference - internal	6(8), 20, 25, 36, 49(5), 56
		Frame of reference - external	8, 11, 12, 30(8), 38, 40
3.	Public self	English teacher	100, 104, 106, 112, 118, 120
		Classmates	106, 108, 109, 113, 117, 124
		Best friends	102, 106, 110, 114, 118, 122
		Family	100, 102, 111, 115, 119, 123
4.	Global self	-	7, 17, 27, 29, 30
5.	Integrated self	English teacher	52, 56, 60, 64, 68, 72
		Classmates	60, 62, 64, 68, 69, 73
		Best friends	56, 58, 62, 66, 70, 74
		Family	52, 54, 60, 62, 71, 75
	Private	English teacher	76, 80, 84, 88, 92, 96

1

Sample instruments (3)

(Garcia Mayo, 2002)

Garcia Mayo, M.P. 2002. Interaction in advanced EFL pedagogy: A comparison of form-focused activities. *International Journal of Educational Research* 37: 323-341.

Close

Complete the following text. You will find that important words are missing. Work with your partner to insert the missing words and make whatever other changes you think would be necessary to produce a meaningful and grammatically correct paragraph. Explain why you would make each change.

Transplant surgery, once only _____, futuristic notion, is fast becoming _____ daily event. For many, _____ the bitter reality is a long waiting list and in _____ case of heart-lung candidates, most _____ before a donor appears. In some countries, the donor shortage problems _____ be alleviated now that people can pledge their organs after death, signing their consent _____ their driver's license _____ the signed consent given legal permission _____ the use of organs, the transplant team _____ to relatives whenever possible before going ahead. However, the pledge does not mean that if relatives cannot be _____ or do not exist, a person wishing to donate organs can do so legally without depending _____ others' permission.

(Test adapted from R. Wajuryh (1990). *Grammar Dictation*. Oxford: Oxford University Press, p. 106).

Multiple choice

A. Insert a/an/ie where necessary in the blanks following the passages. Explain the reason(s) for your choices.

Mrs. Bridge, emptying several wastebaskets, discovered _____ dirty comb in Park's basket. "What's this doing here?" Park inquired late that afternoon when she got home and found _____ comb on her dresser. "I found it in _____ wastebasket. What was it doing here?" Ruth said and she had thrown it away. "Do you think we are made of _____ money?" Mrs. Bridge demanded. "When _____ comb gets dirty you don't throw it away, you wash it, young lady." "It cost _____ nickel." Park said angrily. She flung her book onto _____ bed and stripped off her sweater. " _____ nickels don't grow on _____ trees," replied Mrs. Bridge replied by her manner.

(From S. Connell. *Mrs. Bridge*. Excerpt taken from A. Reames. 1992. *Grammar Troubleshooting*. New York, NY: St. Martin's Press, Inc., p. 90)