

Research Questionnaire

Demographic Data

Name : _____ Male Female Age _____

Educational Background Masters in English Teaching Diploma in English Teaching Bachelor in English Teaching Non-English Teaching Others (Please specify) _____

Teaching Experiences Less than 5 years 5 – 15 years More than 15

Teacher status Civil servant Full time private teacher Part time teacher

Schools Public Private

Districts Yogyakarta City Sleman Kulonprogo Bantul Gunungkidul

Section 1 Present Condition

For each statement, please indicate your judgement (1= Not at all to 7= Great deal) by putting a CIRCLE at the number that best describes your PRESENT condition.

	Not at all							Great deal
	1	2	3	4	5	6	7	
A1. How well can you speak English to teach your students?	1	2	3	4	5	6	7	
A2. How well can you speak English in a communication with English speakers?	1	2	3	4	5	6	7	
A3. To what extent can you understand English conversation in movies on TV?	1	2	3	4	5	6	7	
A4. To what extent do you understand books written in English?	1	2	3	4	5	6	7	
A5. How well can you understand English songs?	1	2	3	4	5	6	7	
A6. How well can you write in English for the purpose of instruction?	1	2	3	4	5	6	7	
A7. How well can you write English articles for publication?	1	2	3	4	5	6	7	

Appendix 5.1 Research Questionnaire

B1. How well can you respond to difficult questions?	1	2	3	4	5	6	7
B2. How much can you gauge student comprehension of what you have taught?	1	2	3	4	5	6	7
B3. To what extent can you craft good questions for your students?	1	2	3	4	5	6	7
B4. How much can you do to adjust your lessons to the proper level for individual students?	1	2	3	4	5	6	7
B5. How much can you use a variety of assessment?	1	2	3	4	5	6	7
B6. To what extent can you provide an alternative explanation/example when students are confused?	1	2	3	4	5	6	7
B7. How well can you implement alternative strategies in your classroom?	1	2	3	4	5	6	7
B8. How well can you provide appropriate challenges for very capable students?	1	2	3	4	5	6	7
C1. How much can you do to control disruptive behaviour?	1	2	3	4	5	6	7
C2. To what extent can you make your expectations clear about students' behaviour?	1	2	3	4	5	6	7
C3. How well can you establish routines to keep activities running smoothly?	1	2	3	4	5	6	7
C4. How much can you do to get students to follow classroom rules?	1	2	3	4	5	6	7
C5. How much can you do to calm a student who is disruptive or noisy?	1	2	3	4	5	6	7
C6. How well can you establish a classroom management system with each group of students?	1	2	3	4	5	6	7
C7. How well can you keep a few problem students from ruining an entire lesson?	1	2	3	4	5	6	7
C8. How well can you respond to defiant students?	1	2	3	4	5	6	7
D1. How much can you do to get through the most difficult student?	1	2	3	4	5	6	7
D2. How much can you do to help your students think critically?	1	2	3	4	5	6	7
D3. How much can you do to motivate students who show low interest in school work?	1	2	3	4	5	6	7
D4. How much can you do to get students to believe they can do well in school work?	1	2	3	4	5	6	7
D5. How much can you do to help your students value learning?	1	2	3	4	5	6	7
D6. How much can you do to foster student creativity?	1	2	3	4	5	6	7

Appendix 5.1 Research Questionnaire

D7. How much can you do to improve the understanding of a student who is failing?	1	2	3	4	5	6	7
D8. How much can you assist families in helping their children do well in school?	1	2	3	4	5	6	7
E1. To what extent can you prepare lesson plans for your classes?	1	2	3	4	5	6	7
E2. To what extent can you contextualize your teaching processes?	1	2	3	4	5	6	7
E3. To what extent can you implement the genre-based teaching in your classes?	1	2	3	4	5	6	7
E4. To what extent can you develop teaching materials for your own classes?	1	2	3	4	5	6	7
E5. How well can you stimulate inquiry among students in your teaching?	1	2	3	4	5	6	7
E6. How well can you model your students in their learning English?	1	2	3	4	5	6	7
E7. How well can you promote interaction among learners in the classroom?	1	2	3	4	5	6	7
E8. To what extent can you use authentic assessment to assess your students' achievement?	1	2	3	4	5	6	7

For this part, indicate your answer 1 = Never to 7 = always. Circle the number that best describes your PRESENT condition.

	Never						Always
F1. At my work, I feel bursting with Energy.	1	2	3	4	5	6	7
F2. At my job, I feel strong and vigorous.	1	2	3	4	5	6	7
F3. I am enthusiastic about my job.	1	2	3	4	5	6	7
F4. My job inspires me.	1	2	3	4	5	6	7
F5. When I get up in the morning, I feel like going to work	1	2	3	4	5	6	7
F6. I feel happy when I am working intensely.	1	2	3	4	5	6	7
F7. I am proud of the work that I do.	1	2	3	4	5	6	7
F8. I am immersed in my work.	1	2	3	4	5	6	7
F9. I get carried away when I am working.	1	2	3	4	5	6	7

Section 2 Condition Before Attended Competency-Based Integrated Training (CBIT)

Now think of the condition BEFORE you attended the CBIT, and indicate your judgment (1= Not at all to 7= Great deal) based on your condition at that time. Please CIRCLE the number that best describe your response for each.

	Not at all						Great deal
A1. How well can you speak English to teach your students?	1	2	3	4	5	6	7
A2. How well can you speak English in a communication with English speakers?	1	2	3	4	5	6	7
A3. To what extent can you understand English conversation in movies on TV?	1	2	3	4	5	6	7
A4. To what extent do you understand books written in English?	1	2	3	4	5	6	7
A5. How well can you understand English songs?	1	2	3	4	5	6	7
A6. How well can you write in English for the purpose of instruction for your students?	1	2	3	4	5	6	7
A7. How well can you write English articles for publication?	1	2	3	4	5	6	7
<hr/>							
B1. How well can you respond to difficult questions?	1	2	3	4	5	6	7
B2. How much can you gauge student comprehension of what you have taught?	1	2	3	4	5	6	7
B3. To what extent can you craft good questions for your students?	1	2	3	4	5	6	7
B4. How much can you do to adjust your lessons to the proper level for individual students?	1	2	3	4	5	6	7
B5. How much can you use a variety of assessment?	1	2	3	4	5	6	7
B6. To what extent can you provide an alternative explanation or example when students are confused?	1	2	3	4	5	6	7
B7. How well can you implement alternative strategies in your classroom?	1	2	3	4	5	6	7
B8. How well can you provide appropriate challenges for very capable students?	1	2	3	4	5	6	7
<hr/>							
C1. How much can you do to control disruptive behavior?	1	2	3	4	5	6	7
C2. To what extent can you make your expectations clear about students' behavior?	1	2	3	4	5	6	7
C3. How well can you establish routines to keep activities running smoothly?	1	2	3	4	5	6	7
C4. How much can you do to get students to follow classroom rules?	1	2	3	4	5	6	7

Appendix 5.1 Research Questionnaire

C5. How much can you do to calm a student who is disruptive or noisy?	1	2	3	4	5	6	7
C6. How well can you establish a classroom management system with each group of students?	1	2	3	4	5	6	7
C7. How well can you keep a few problem students from ruining an entire lesson?	1	2	3	4	5	6	7
C8. How well can you respond to defiant students?	1	2	3	4	5	6	7
D1. How much can you do to get through the most difficult student?	1	2	3	4	5	6	7
D2. How much can you do to help your students think critically?	1	2	3	4	5	6	7
D3. How much can you do to motivate students who show low interest in school work?	1	2	3	4	5	6	7
D4. How much can you do to get students to believe they can do well in school work?	1	2	3	4	5	6	7
D5. How much can you do to help your students value learning?	1	2	3	4	5	6	7
D6. How much can you do to foster student creativity?	1	2	3	4	5	6	7
D7. How much can you do to improve the understanding of a student who is failing?	1	2	3	4	5	6	7
D8. How much can you assist families in helping their children do well in school?	1	2	3	4	5	6	7
E1. To what extent do you prepare lesson plans for your classes?	1	2	3	4	5	6	7
E2. To what extent you contextualize your teaching processes?	1	2	3	4	5	6	7
E3. To what extent can you implement the genre-based teaching in your classes?	1	2	3	4	5	6	7
E4. To what extent do you develop teaching materials for your own classes?	1	2	3	4	5	6	7
E5. How well can you stimulate inquiry among students in your teaching?	1	2	3	4	5	6	7
E6. How well can you model your students in their learning English?	1	2	3	4	5	6	7
E7. How well can you promote interaction among learners in the classroom?	1	2	3	4	5	6	7
E8. To what extent do you use authentic assessment to assess your students' achievement?	1	2	3	4	5	6	7

Thank You Very Much