**Appendix A**

**Questionnaire on oral language competence (OLC) activities and evaluation**

I declare that:

I have been informed about the research project “Standards for the evaluation of the training quality of teachers of early childhood, primary and secondary education in relation to oral linguistic competence in Catalan, and proposals for improvement” (Principal researcher Dr XXX, University of XXX).

I have received sufficient information about the study, I understand that participation is voluntary and that, when I want, without having to give explanations and without any consequences, I can request my withdrawal from the study.

I have been informed that the personal data are confidential, for research use only and will never be transmitted to third parties or institutions.

2. With this in mind, I give my consent to participate in this study:

Yes

No

**Teacher profile**

**3. Gender**

Male

Female

Other

I prefer not to answer

**4. Age**

Between 20 and 30 years

Between 30 and 40 years

Between 40 and 50 years

More than 50 years

**5. Level of studies**

Bachelor’s degree

Master’s degree

PhD

**6. University to which you are linked**

University of Barcelona

Autonomous University of Barcelona

University of Vic-UCC (Vic Campus)

University of Vic-UCC (Manresa Campus)

University of Rovira i Virgili

University of Lleida

Ramon Llull University

University of Girona

Other

**7. If you checked “other”, in which university are you teaching?**

Write your answer:

**8. Faculty and department to which you belong**

Write your answer:

**9. Relation/contract with the university**

Full time

Part time

**10. Professional category**

Professor

Senior lecturer

Lecturer

Graduate teaching assistant

Associate lecturer

Other

**11. If you have marked “other” in the previous question, which is your professional category?**

Write your answer:

**12. If you are an associate lecturer, what work do you do in the education field?**

Teacher of early childhood or primary education

Teacher of secondary education

Educational psychologist

Other

**13. If you checked “other”, what type of main work do you do in the education field?**

Write your answer:

**14. Teacher training subject(s) (bachelor’s or master’s degree) that you taught during the 2021-22 academic year:**

Write your answer:

**15. Years of experience as a university teacher:**

\_\_\_ Between 1 and 5 years

\_\_\_ Between 6 and 10 years

\_\_\_ More than 10 years

**16. Teacher training subject (bachelor’s or master’s degree) in relation to which you will answer this questionnaire (Choose only one of all those you teach.)**

Write your answer:

**17. Type of subject**

\_\_\_ Compulsory

\_\_\_ Optional

**Part 1. Activities to work on the oral language competence (OLC)**

**18. Indicate your degree of agreement with the following statements**

a) I work with my students on the oral language competence (OLC) jointly with other competences and contents of the subject.

Totally agree

Agree

Disagree

Totally disagree

b) I propose activities that are specifically linked to the OLC.

Totally agree

Agree

Disagree

Totally disagree

**19. Which of the following activities do you promote in your classes to work on OLC with your students? (You can select more than one answer.)**

Oral presentations in the classroom

Debates

Class group discussions

Small group discussions

Interviews

Student participation (questions, contributions, reflections, etc.) during classes

Video recorded oral activities

Audio recorded oral activities

Role playing activities (simulations)

Other

**20. If you have answered “other” in the previous question, what other activities do you promote?**

Write your answer:

**21. Do you think the students are aware that you are working on OLC in your subject?**

A lot

Quite

Not much

Not at all

**22. What do you do to help your students become awareness that they are working on OLC? (You can select more than one answer.)**

Specify the objectives of the activities

Share the evaluation criteria

Self-evaluate

Co-evaluate

Provide specific feedback

Other

**23. If you answered “other” in the previous question, what other actions do you perform?**

Write your answer:

**Part 2. Strategies to work on OLC**

**24. How do you evaluate your strategies to help your students develop OLC?**

Very good

Good

Sufficient

Can be improved

**25. How often do you use the following strategies to help and guide your students in the OLC development process?**

a) I make it easier for them to discuss topics in small groups in class

\_\_ Always \_\_Often \_\_ Sometimes \_\_ Never

b) I make it easier for them to discuss topics in groups in class

\_\_ Always \_\_Often \_\_ Sometimes \_\_ Never

c) I help them to be aware of the vocabulary or new concepts that we have been working on in each subject or thematic block

\_\_ Always \_\_Often \_\_ Sometimes \_\_ Never

d) I help them to be aware of the importance of using new vocabulary when they make contributions in class

\_\_ Always \_\_Often \_\_ Sometimes \_\_ Never

e) I make it easy for them to express their opinions

\_\_ Always \_\_Often \_\_ Sometimes \_\_ Never

f) I make it easy for them to share their questions

\_\_ Always \_\_Often \_\_ Sometimes \_\_ Never

g) I make it easy for them to give their opinions or answers

\_\_ Always \_\_Often \_\_ Sometimes \_\_ Never

h) I encourage them to self-regulate their participation in the conversation

**26. If you use other strategies to promote the development of your students’ OLC, what other strategies do you use?**

Write your answer:

**27. Do you think you are a model for your students in relation to OLC?**

Totally agree

Agree

Disagree

Totally disagree

**Part 3. Assessment of students’ OLC**

**28. Which dimensions of the OLC do you think are most important to work on during the bachelor’s/master’s degree studies? (You can select more than one answer.)**

Form: phonology, grammar and morphology

Lexicon

Pragmatics, discursive strategies, etc.

Non-verbal communication

Comprehension

Other

**29. If you answered “other” in the previous question, what other dimensions should students develop?**

Write your answer:

**30. What dimensions do you think your students should improve in relation to OLC? (You can select more than one answer.)**

Form: phonology, grammar and morphology

Lexicon

Pragmatics, discursive strategies, etc.

Non-verbal communication

Comprehension

Other

**31. If you answered “other” to the previous question, what aspects do you think your students should improve?**

Write your answer:

**32. Do these aspects (that you selected previously) have to be improved only in Catalan language?**

Yes

No

**33. If you answered no, what other languages ​​should they focus on?**

Write your answer:

**Part 4. Evaluation of students’ OLC**

**34. Have you noticed that students’ OLC level has been higher since the introduction of personal aptitude tests (PAP) (language and math tests required to be accepted as an undergraduate student) to access the early childhood or primary education degrees?**

Yes

No

I do not teach at undergraduate level

I don’t know

**35. If you answered yes, in which aspects have you noticed this? (You can select more than one answer.)**

Form: phonology, grammar and morphology

Lexicon

Pragmatics, discursive strategies, etc.

Non-verbal communication

Comprehension

Other

**36. If you answered “other” in the previous question, in which other areas have you detected this?**

Write your answer:

**37. Do you think a part of OLC should be included in personal aptitude tests?**

Yes

No

I do not have enough information to answer

**38. Why?**

Write your answer:

**39. Do you evaluate OLC in your subject?**

Yes

No

**40. If you do not evaluate your student’s OLC or do not do it as often as you would like, what is the reason? (You can select more than one answer)**

(If you do not evaluate OLC, answer this question (40) and questions 58 and 59, and go to Part 5.)

Too many students

I do not have enough time

I do not have enough knowledge about instruments, resources and training

It is not included in the subject’s teaching plan (competency, objective or content)

I do not think it is necessary

It is already done by teachers in the language departments

Students are not interested in OLC

I prioritize written language

Other

**41. If you answered “other” in the previous question, what is the reason?**

Write your answer:

**42. If you regularly evaluate OLC, what dimensions of OLC do you evaluate? (You can select more than one answer.)**

Form: phonology, grammar and morphology

Lexicon

Pragmatics, discursive strategies, etc.

Non-verbal communication

Comprehension

Other

**43. If you answered “other” in the previous question, which aspects of the OLC do you evaluate?**

Write your answer:

**44. What type of activities do you evaluate? (You can select more than one answer.)**

Oral presentations

Debates

Discussions about content we are working on

Interviews

Small group discussions

Student interventions (questions, contributions, reflections, etc.) during classes

Video recorded oral activities

Audio recorded oral activities

Role playing activities (simulations)

Others

**45. If you answered “other” in the previous question, what other activities do you evaluate?**

Write your answer

**46. ​​How do you evaluate them? (You can select more than one answer.)**

Observation grids

Rubric

Notes

Co-evaluation

Self-evaluation

Other

**47. If you answered “other” in the previous question, how do you rate them?**

Write your answer:

**48. When in the semester are the activities evaluated? (You can select more than one answer.)**

At the beginning of the semester

During the semester

At the end of the semester

Other

**49. If you answered “other” in the previous question, when in the semester are the activities evaluated?**

Write your answer:

**50. When do you evaluate the activities aimed specifically at working on OLC? (You can select more than one answer.)**

At the beginning of the activity

During the activity

At the end of the activity

Other

**51. If you answered “other” in the previous question, when do you evaluate the activities aimed specifically at working with the OLC?**

Write your answer:

**52. Approximately how many OLC activities do you evaluate per semester?**

1

2

3

More than 3

**53. Do the students know prior to the activity which aspects of each activity will be evaluated in relation to the OLC?**

Yes

No

**54. If you have answered “yes”, when do you share with the students the OLC evaluation criteria? (You can select more than one answer\*.)**

At the beginning of the semester

When I present the activity

When I give them feedback

If they ask for a review

Other

**55. If you answered “other” in the previous question, when do you share the OLC evaluation criteria with the students?**

Write your answer:

**56. How do you share with your students the criteria and/or evaluation instruments of the OLC? (You can select more than one answer.)**

In the teaching plan of the subject

In the activity’s guidelines (rubric, grid, registration sheet, etc.)

Orally

Other

**57. If you answered “other” to the previous question, how do you share with your students the criteria and/or evaluation instruments of the OLC?**

Write your answer:

**58. Do you evaluate the students’ participation or interventions in the day-to-day classes when you discuss the content you are working on, when they ask you questions or in general when they make interventions?**

Yes

No

**59. If you answered yes, how do you do this? (You can select more than one answer.)**

Registration sheets

Rubric

Grid

Recordings

Notes

Co-evaluation

Self evaluation

Comments or oral valuations

Other

**60. If you answered “other” in the previous question, how do you do this?**

Write your answer:

**Part 5. Improvement of OLC of students of the bachelor’s or master’s degree**

**61. How do you think the OLC of your students can be improved in your subject? (You can select more than one answer.)**

Changing the methodology of classes

Proposing more oral presentations

Proposing more debates

Proposing more discussions about content we are working on

Proposing more interviews

Proposing more small group discussions

Facilitating student interventions (questions, contributions, reflections, etc.) during classes

Proposing more video-recorded oral activities

Proposing more audio-recorded oral activities

Proposing more role-playing activities (simulations)

Others

**62. If you answered “other” to the previous question, what other actions do you think could be carried out?**

Write your answer:

**63. Do you think you could do more to promote the OLC of your students?**

Yes

No

**64. What things should change to further promote the OLC of your students? (You can select more than one answer.)**

Feel more confident to manage classes with more students’ participation

I would need training on how to promote my students’ OLC in the classroom

Lower number of students per group

Someone to observe my classes and help me analyse them

Observe a teacher using appropriate strategies to do this

Discuss this with the coordinators and other teachers of the subject and make decisions to introduce changes

I think nothing needs to be changed

Other

**65. If you answered “other” to the previous question, what other aspects do you think should change?**

Write your answer:

**66. Which other subjects do you think could contribute to improving the OLC of your students? (You can select more than one answer.)**

Foreign languages

Language (Catalan, Spanish, English, etc.)

Didactics (mathematics, music, visual and visual arts)

All subjects

Psychology

Optional subjects

Other

**67. If you answered “other” in the previous question, what other teachers/subjects (or another factor) do you think could help?**

Write your answer:

**Part 6. Improvement of the strategies and skills of the teachers of the bachelor’s or master’s degree contribute to the development of the students’ OLC**

**68. In what aspects do you think you can improve with respect to your teaching strategies to contribute to the development of students’ OLC? (You can select more than one answer.)**

Strategies to make them participate more actively in the classes

Strategies to evaluate students’ contributions to daily interactions

Elaboration and use of instruments to evaluate the OLC

Teacher-student communication

Communication between the teachers to develop joint strategies

Networking between teachers of the faculties of Education and Psychology to think of joint strategies

Participating in professional development activities in the faculties of Education and Psychology

I think that I do not need to improve my strategies

Other

**69. If you answered “other” in the previous question, what other aspects can you improve?**

Write your answer:

**70. Who could assist you to improve your skills or knowledge to help students develop OLC? (You can select more than one answer.)**

The coordinator of the subject

My department

Departments in the area of ​​language or didactics of language

Teaching staff at the Faculty of Education

Faculty of Psychology

Teaching staff from other faculties (Philology, etc.)

The Institute of Professional Development

Other

**71. If you answered “other” in the previous question, which other agents do you think could help?**

Write your answer: