



**Book Review**

**Questionnaires in Second Language Research:  
Construction, Administration, and Processing  
By Zoltán Dörnyei and Jean-Marc Dewaele**

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Questionnaires constitute an essential part of conducting quantitative or mixed-methods research. Despite their seemingly straightforward nature, the use of questionnaires requires adequate knowledge and skill. However, many researchers, particularly novice individuals, often lack sufficient information regarding developing, administering, and processing questionnaires in conducting their research. The book, *“Questionnaires in Second Language Research: Construction, Administration, and Processing,”* serves as a comprehensive and rich source for understanding questionnaires and their use. The first edition was published in 2003 by Zoltán Dörnyei and the second edition was published in 2010 by Zoltán Dörnyei and Tatsuya Taguchi. The preceding two versions of this publication have benefited from the incorporation of theoretical concepts intertwined with ample empirical knowledge gained from Zoltán’s thirty years of research. The third edition has been comprehensively revised to reflect the latest trends in survey research, particularly with regard to online questionnaires. This edition also contains contributions from Jean-Marc Dewaele, an authority on online survey techniques with considerable professional experience in the field.

The book is written in a concise and informative manner comprising seven chapters and 170 pages, which makes it very reader-friendly. Chapter 1 provides a comprehensive definition of questionnaires and discusses their advantages and disadvantages. In this chapter the authors basically, divide the situations in which questionnaires are used to collect data into three categories according to the type of questions. They state that questionnaires, in a general sense, have the capacity to gather three different types of data regarding the participant, namely *factual*, *behavioral*, and *attitudinal*. The first one refers to the identification of respondents and includes information about different aspects of respondents’ background including characteristics like age, gender, and race, as well as where they live, their social and economic position, education level, job, and language skills. The second one refers to information about respondents’ behaviors, actions and experiences, emotional responses, and lifestyles. The last one refers to questions that “are used to find out what people think. This is a broad category that concerns attitudes, opinions, beliefs, interests, and values” (p. 6). By explaining these three mentioned concepts in more detail, the authors of this book try to create a clear picture in the reader’s mind so that they can easily separate these three classifications from each other and use them in the practical design and implementation of their own questionnaires.

Chapter 2 illustrates ‘Constructing the Questionnaire’, the main parts of a questionnaire, and different aspects of writing good items. It is comprised of 47 pages and provides detailed explanations of various dimensions of questionnaire construction. This chapter can be considered one of the most influential parts of the book. One of the strengths of the chapter is that it explains the problems associated with using questionnaires in detail. The authors state that their goal is to create awareness since constructing a good questionnaire can motivate participants to fill it out accurately with sufficient diligence and commitment. The chapter introduces one computer program, Sphinx Survey, which is designed for administering questionnaire-based surveys and is equipped with features that assist users in designing and printing well-designed questionnaires. This chapter can be of interest to novice researchers who want to construct a good questionnaire.

Chapter 3 elaborates on ‘Administering the Questionnaire’. Techniques to maximize the quality and quantity of participant responses are prominent in this chapter, which has been overlooked in many other books. The techniques presented in this chapter can increase the quality of collected data and ultimately, improve the quality and validity of research results. For instance, the authors claim that “there is ample evidence in the measurement literature that questionnaire administration procedures play a significant role in affecting the quality of the elicited responses” (p. 61). The reader is provided with various ways to administer questionnaires and ethical issues. Additionally, the chapter discusses strategies for encouraging participants to take the survey with care and interest.

In Chapter 4, ‘Processing Questionnaire Data’, the reader is guided through the sequential processes involved in handling questionnaire data. Initially, the chapter outlines the procedures for scoring and encoding responses, followed by data entry into a computer database. Subsequently, the techniques for analyzing both closed- and open-ended items are explored. In addition, this chapter discusses how to evaluate the reliability and validity of the data. This chapter also considers the details of when and how to delete items and how far the deletion process should go. The authors also discuss criticisms of Cronbach’s alpha since questionnaires are considered instruments for scientific measurement. Consequently, they ought to have the capability to produce scores that possess appropriate reliability and validity. On the other hand, criticism can reveal the strengths and weaknesses of a measurement tool. It can also provide insights to other alternatives to let researchers choose among them, but it appears that the book’s approach still emphasizes the use of Cronbach’s alpha. The chapter concludes with a summary of the various computer software available for conducting research, the essential features of reporting questionnaire data, and the strategies for supplementing survey data with information obtained from other sources.

In addition to discussing the aspects of using online questionnaires in all chapters of the book, Chapter 5 specifically and in detail deals only with their production and administration. This chapter has been added in the new edition. The authors have compared physical and online questionnaires in detail, since they believe that the basic principles of paper and digital questionnaires are the same. They have therefore considered the existing differences, for example, they state that in online questionnaires, motivation is more intrinsic and anonymity is an important component of them. Another prominent aspect of this chapter is providing good strategies to foster motivation in participants to fill out questionnaires. The authors recommend using a little bit of humor in questionnaire invitations, as it can have a significant impact on increasing participants' willingness to take part. However, from the viewpoint of the authors, the use of humor in questionnaires depends on the context, topic, and the target participants. For example, in the atmosphere of schools in which participants are high school students, this point can be encouraging. But in the academic environment of higher education, it may not seem professional and may even have a negative effect. In this chapter, all stages of constructing, administering, and analyzing an online questionnaire are explained step by step and in detail. Dedicating a whole chapter of the book to online questionnaires alone shows the authors' attention to this notable approach.

Chapter 6, 'Developing Psychometrically Sound Instruments', deals with producing some short forms with practical examples and in detail. This chapter has also been added to the third edition of the book. In fact, the authors provide an in-depth and technical explanation of different aspects of questionnaire theory by describing the development of three instruments namely Short-Form Foreign Language Enjoyment Scale (S-FLES) (Botes et al., 2021), Questionnaire to Measure Intensity and Quality of L2 Engagement (Teravainen-Goff, 2023), and Foreign Language Learning Boredom Scale (FLLBS) (Li et al., 2023). It appears that Dörnyei has responded to the shortcomings that were mentioned in previous reviews of the first edition of the book (Gray, 2002). For example, Gray (2002) pointed out that the book's explanation is clear but provides few practical examples. He also stated that Dörnyei said that he has experience using questionnaires for many years. However, he did not explain how he constructed these questionnaires. The next thing mentioned by the previous reviewer was that if cross-cultural research is done, there may be problems in translating the items. Therefore, the current book has included more practical examples of the enhanced process of producing questionnaires in the third edition of the book. It also contains practical examples of constructing questionnaires in Chapter 6. Allocating a full chapter to online questionnaires is a response to the need to elaborate on cross-cultural questionnaires.

In Chapter 7, a summary checklist and step-by-step guide for constructing, administering, and processing questionnaires are presented briefly. These are the insights of the authors of this book and are the result of their years of experience in using questionnaires, which is recommended to be employed with care. Following this, a list of references cited in this book is given on pp. 155-162. Finally, in the Appendix, two digital tools and websites for second language research are presented briefly. Then, three resources are given for further reading. These resources can remind readers not to rely solely on one source.

By and large, Zoltán Dörnyei and Jean-Marc Dewaele present a thorough and easily understandable examination of the theory behind questionnaire design, administration, and analysis. They provide a detailed guide on how to utilize questionnaires in practical research settings, with real-life examples. The book is precise, comprehensive, and reader-friendly. However, despite its many strengths and the merits mentioned above, it is important to consider areas for improvement. First, in a brief section, the book mentions rewards to encourage participants. However, according to the authors of this book, there are still serious problems in persuading participants to fill in questionnaires in the real-world context. Doesn't rewarding make the participants rush and carelessly complete the questionnaire? It is suggested that in the next editions of this book, solutions to encourage participants to fill in the questionnaires with more accuracy and willingness, which are derived from the findings of new and up-to-date research, would be included in the content of the book. Another point about the book is that the focus of the current edition is on online questionnaires. Although the merits and demerits of online and paper questionnaires have also been compared finally, it would have been beneficial to point out situations where it is possible to use both online and paper questionnaires. Besides, they would point out which type could lead to an increase in the willingness of the participants to complete the questionnaires with a focus on increasing attention and commitment as well as increasing the number of participations. This section can be included in the book in line with the results of future research findings. Despite this, we highly recommend reading this complete book, which does not have a large number of pages, to all researchers and students who intend to conduct research. In addition, this resource is of great value to students and researchers in the fields of Second Language Acquisition (SLA), applied linguistics, psychology, and education from novice to professional researchers who wish to enhance their understanding and proficiency in conducting quantitative and mixed methods research on second language acquisition using questionnaires and surveys. We suggest that the next editions of the book provide examples of practical applications of questionnaires in the aforementioned fields so that researchers

in these fields are encouraged to read and use the beneficial and practical content of this book.

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