Preparation and Administration

By: Dizon Ma. Carina C.

M.A ELLT

Recap

>Historical background on ESP

> Needs analysis

> Discourse/Genre analysis

> Principles of syllabus design

> Issues involved in ESP Materials development

Needs analysis

- **What are Needs?**

Wants, desires, demands, expectation, motivation, lacks, constraints, and requirements (Brindley)

- **What is Needs Analysis?**

Procedures for collecting information about learners

Needs

When did Needs Analysis emerge?

In the 1960s ESP movement

PUROPOSE OF NEEDS ANALYSIS

- To find out what language skills a learners needs

- To help determine if an existing course adequately addresses the needs of potential students

- To determine which students are most in need of training in particular language skills

PUROPOSE OF NEEDS ANALYSIS

- Needs also includes students' rights

- It's school's responsibility to take into account the cultural, political and personal characteristics of students… in order to plan activities and objectives that are realistic and purposeful

Immediately needs: 1. employment;

                     2. students' right

The users of needs analysis

Big-scale needs analysis

- curriculum officers in the ministry of education
- Teachers
- Learners
- Writers
- Testing personnel
- Staff of tertiary institutions

Small-scale needs analysis

- Teacher
- Program coordinator

The target population

- Language learners or potential language learners
- Policy makers
- Ministry of education officials
- Teachers
- Academics
- Employers
- Vocational training specialists
- Parents
- Influential individuals and pressure groups
- Academic specialists
- Community agencies

The target population

- Subcategories of respondents

  students currently enrolled in a foreign language course

  students previously enrolled but no longer studying a language

  students who have never studied a foreign language

- An important issue in determining the target population: **Sampling**

  Sampling involves asking a portion of potential population instead of the total population

PREPARATION

- Refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.

ADMINISTRATION

- Is a discipline within the study of **education** that examines the **administrative** theory and practice of **education** in general and **educational** institutions and educators in particular activities.

Administering the needs analysis

- Who will administer the needs analysis?
- Who will collect and analyze the results?
    * academic or research assistant
    * colleagues in different department
    * students who piloted the questionnaire
    * academic staff of the university
    * secretarial support

Administering the needs analysis

- Planning a needs analysis involves deciding who will administer the needs analysis and collect and analyze the results. Needs analysis vary in their scope and demands, from a survey of a whole school population in a country to a study of a group of thirty learners in a single institution

- Sometimes a team of personnel is assembled specifically for the purpose of doing the analysis; at other times two or three interested teachers may be the only ones involved.

Administering the needs analysis

- the research team made up of two academics and a research assistant colleagues in different departments who discussed the project and reviewed sample questionnaires
- students who piloted the questionnaire
- academic staff of the university who administered some of the questionnaires
- secretarial support involved in preparing questionnaires and tabulating data

Administering the needs analysis

- Informal needs assessment deals with the informal negotiations that take place between class teachers and students in the form of chats with either individual students, groups of students, or the whole class in order to select a focus for the class and create group cohesion by establishing a coincidence of learning needs.

- Informal needs assessment is normally the main task of the classroom teacher during week one of the course.

- It is a necessary component of information retrieval on students' learning needs and should be recorded. It can subsequently be used as an input for aims and objectives setting and for devising course outlines.

Needs Analysis: Procedure

Before Interaction → **Initial Interaction** → **During Instruction**

Existing Information:
- Socio-political factors
- Student demographics
- Shelter setting
- Classroom setting

Instruments:
- Literature review
- Existing records/reports
- Informal meetings with staff
- Observations
- Staff and teacher questionnaire

Learner Needs Inventory:
- Students' educational and linguistic needs
- Specific purposes for which English will be used

Instruments:
- Observations
- Student Questionnaire
- Personal Narratives

Formative Student Evaluation:
- Student work
- Student motivation and attitudes
- Situational restraints to student attention
- Interaction with students and teachers and staff

Instruments:
- Observations

Procedures for conducting needs analysis

- Questionnaires
- Self-ratings
- Interviews
- Meetings
- Observation
- Collecting learner language samples
- Task analysis
- Case studies
- Analysis of available information

Procedures for conducting needs analysis

- samples of student writing
- test data on student performance
- reports by teachers on typical problems students face
- opinions of experts .
- information from students via interviews and questionnaires
- analysis of textbooks teaching academic writing
- survey or related literature
- examples of writing programs from other institutions
- examples of writing assignments given to first-year university students

Procedures for conducting needs analysis .

- *Questionnaires*
- *Self-ratings*
- *Interviews*
- *Meetings*
- *Observation*
- *Task analysis*
- *Case studies*

Design of Questionnaires

The following questions need to be considered:

- Preliminary questions
- The types of information asked for
- How the questions are worded
- The type of items in the questionnaire:

open questions, closed questions, checklist, rating scale, ranking, inventory

Self-ratings

- Self-ratings might be included as part of a questionnaire.

- **Disadvantage:**
  It provides only impressionistic information.

Interviews

- **Advantage:**

  * Allow for a more in-depth exploration of issue

  * may be useful at the preliminary stage of designing

     a questionnaire.

- **Disadvantage:**

  * Take longer to administer

  * Only feasible for smaller groups

Meetings

- **Advantage:**

  * Allows a large amount of information to be
    collected in a fairly short time.

- **Disadvantage:**

  * Information may be impressionistic and subjective

Observation

- **Take into account:**
  * People often do not perform well when they are observed.
  * The skill of observer.

Collecting learner language samples

Language samples may be collected through:

- Written or oral tasks
- Simulations or role plays
- Achievement tests
- Performance tests

Case studies

- A single student or a selected group of students is followed through a relevant work or educational experience in order to determine the characteristics of that situation.

Analysis of available information

- Books
- Journal articles
- Reports and surveys
- Records and files

Making use of the information obtained

- **Making a list** consists of information collected from different source and summarized in ranking

- **More analysis and research**
  '…..The primary goal of analysis is to bring meaning to the obtained information …'

- **Take different views into account:**
  * learners' view
  * academics' view
  * employers' view
  * teachers' view

Making use of the information obtained

The format for reporting the findings:

- A full written document
- A short summary document
- A meeting
- A group discussion
- A newsletter

QUESTIONNAIRE DESIGN

QUESTIONNAIRE DESIGN

- The design of a questionnaire will depend on whether the researcher wishes to collect exploratory information (i.e. qualitative information for the purposes of better understanding or the generation of hypotheses on a subject) or quantitative information (to test specific hypotheses that have previously been generated).

QUESTIONNAIRE

- The questionnaire is a structured technique for collecting primary data in a marketing survey. It is a series of written or verbal questions for which the respondent provides answers. A well-designed questionnaire motivates the respondent to provide complete and accurate information.

- The survey questionnaire should not be viewed as a stand-alone tool. Along with the questionnaire there is field work, rewards for the respondents, and communication aids, all of which are important components of the questionnaire process.

Qualities of a good questionnaire

- **Exploratory questionnaires**

- **Formal standardised questionnaires**

Putting questions into a meaningful order and format

- **Opening questions**

- **Question flow**

- **Question variety**

OPENING QUESTION

- **Opening questions:** Opening questions should be easy to answer and not in any way threatening to the respondents. The first question is crucial because it is the respondent's first exposure to the interview and sets the tone for the nature of the task to be performed. If they find the first question difficult to understand, or beyond their knowledge and experience, or embarrassing in some way, they are likely to break off immediately. If, on the other hand, they find the opening question easy and pleasant to answer, they are encouraged to continue.

QUESTION FLOW

- **Question flow:** Questions should flow in some kind of psychological order, so that one leads easily and naturally to the next. Questions on one subject, or one particular aspect of a subject, should be grouped together. Respondents may feel it disconcerting to keep shifting from one topic to another, or to be asked to return to some subject they thought they gave their opinions about earlier.

QUESTION VARIETY

- **Question variety:**. Respondents become bored quickly and restless when asked similar questions for half an hour or so. It usually improves response, therefore, to vary the respondent's task from time to time. An open-ended question here and there (even if it is not analysed) may provide much-needed relief from a long series of questions in which respondents have been forced to limit their replies to pre-coded categories. Questions involving showing cards/pictures to respondents can help vary the pace and increase interest.

Physical appearance of the questionnaire

- The physical appearance of a questionnaire can have a significant effect upon both the quantity and quality of marketing data obtained. The quantity of data is a function of the response rate. Designed questionnaires can give an impression of complexity, medium and too big a time commitment. Data quality can also be affected by the physical appearance of the questionnaire with unnecessarily confusing layouts making it more difficult for interviewers, or respondents in the case of self-completion questionnaires, to complete this task accurately. Attention to just a few basic details can have a disproportionately advantageous impact on the data obtained through a questionnaire.

Physical Characteristics of the Questionnaire

- Physical aspects such as the page layout, font type and size, question spacing, and type of paper should be considered. In order to eliminate the need to flip back and forth between pages, the layout should be designed so that a question at the bottom of the page does not need to be continued onto the next page. The font should be readable by respondents who have less-than-perfect visual acuity. The paper stock should be good quality to project the image that the questionnaire is important enough to warrant the respondents' time. Each questionnaire should have a unique number in order to better account for it and to know if any have been lost.

- In general it is best for a questionnaire to be as short as possible. A long questionnaire leads to a long interview and this is open to the dangers of boredom on the part of the respondent (and poorly considered, hurried answers), interruptions by third parties and greater costs in terms of interviewing time and resources. In a rural situation an interview should not last longer then 30-45 minutes.

Different Types of Questions in Questionnaire Design

- **Types of Questionnaire Formats**

There are two types of questionnaire questions, open-ended and closed-ended. Following description will help you understand the format of questionnaire better, have a look:

Types of Questionnaire Formats

- **1. Open Format Questions**

Open format questions or open-ended questions give your audience an opportunity to express their opinions in a free-flowing manner. These questions don't have predetermined set of responses and the respondent is free to answer whatever he/she feels right. By including open format questions in your questionnaire, you can get true, insightful and even unexpected suggestions. Qualitative questions fall under this category.

Closed Format Questions

- Multiple choice questions, where respondents are restricted to choose among any of the given multiple choice answers are known as closed format or closed-ended questions. There is no fixed limit as to how many multiple choices should be given; the number can be even or odd.

Questions to Be Avoided In a Questionnaire

- **1. Embarrassing Questions**

- **2. Positive/ Negative Connotation Questions**

- **3. Hypothetical Questions**

Preliminary decisions in questionnaire design

- **There are nine steps involved in the development of a questionnaire:**

- 1. Decide the information required.
  2. Define the target respondents.
  3. Choose the method(s) of reaching your target respondents.
  4. Decide on question content.
  5. Develop the question wording.
  6. Put questions into a meaningful order and format.
  7. Check the length of the questionnaire.
  8. Pre-test the questionnaire.
  9. Develop the final survey form.

Question Type and Administration Method

- Some question types include fixed alternative, open ended, and projective:

- **Fixed-alternative** questions provide multiple-choice answers. These types of questions are good when the possible replies are few and clear-cut, such as age, car ownership, etc.

- **Open-ended** questions allow the respondent to better express his/her answer, but are more difficult to administer and analyze. Often, open-ended questions are administered in a depth interview. This technique is most appropriate for exploratory research.

- **Projective methods** use a vague question or stimulus and attempt to project a person's attitudes from the response. The questionnaire could use techniques such as word associations and fill-in-the-blank sentences. Projective methods are difficult to analyze and are better suited for exploratory research than for descriptive or causal research.

There are three commonly used rating scales:

- **Graphic** - simply a line on which one marks an X anywhere between the extremes with an infinite number of places where the X can be placed.

- **Itemized** - similar to graphic except there are a limited number of categories that can be marked.

- **Comparative** - the respondent compares one attribute to others. Examples include the Q-sort technique and the constant sum method, which requires one to divide a fixed number of points among the alternatives.

Required Information

- To determine exactly which information is needed, it is useful to construct tables into which the data will be placed once it is collected. The tables will help to define what data is needed and what is not needed.

Question Content

- Each question should have a specific purpose or should not be included in the questionnaire. The goal of the questions is to obtain the required information. This is not to say that all questions directly must ask for the desired data. In some cases questions can be used to establish rapport with the respondent, especially when sensitive information is being sought.

Question Content

- Sensitive questions can be posed in ways to increase response likelihood and to facilitate more honest responses. Some techniques are:

- Place the question in a series of less personal questions.

- State that the behaviour or attitude is not so unusual.

- Phrase the question in terms of other people, not the respondent.

- Provide response choices that specify ranges, not exact numbers.

- Use a randomized response model giving the respondent pairs of questions with a randomly assigned one to answer. The interviewer does not know which question the person is answering, but the overall percentage of people assigned to the sensitive question is known and statistics can be calculated.

Sequence the Questions

- Some neutral questions should be placed at the beginning of the questionnaire in order to establish rapport and put the respondent at ease. Effective opening questions are simple and non-threatening.

- When sequencing the questions, keep in mind that their order can affect the response. One way to correct for this effect is to distribute half of the questionnaires with one order, and the other half with another order.

Test and Revise the Questionnaire

- The questionnaire should be pre-tested in two stages before distributing. In the first stage, it should be administered using personal interviews in order to get better feedback on problems such as ambiguous questions. Then, it should be tested in the same way it will be administered. The data from the test should be analyze the same way the administered data is to be analyze in order to uncover any unanticipated shortcomings.

Test and Revise the Questionnaire

- Different respondents will answer the same questionnaire differently. One hopes that the differences are due to real differences in the measured characteristics, but that often is not the case. Some sources of the differences between scores of different respondents are:

Piloting the questionnaires

- The purpose of pretesting the questionnaire is to determine:
- whether the questions as they are worded will achieve the desired results
- whether the questions have been placed in the best order
- whether the questions are understood by all classes of respondent
- whether additional or specifying questions are needed or whether some questions should be eliminated
- whether the instructions to interviewers are adequate.

Summary

- A well designed questionnaire is essential to a successful survey. However, the researcher must develop his/her own intuition with respect to what constitutes 'good design' since there is no theory of questionnaires to guide him/her.

- A good questionnaire is one which help directly achieve the research objectives, provides complete and accurate information; is easy for both interviewers and respondents to complete, is so designed as to make sound analysis and interpretation possible and is brief.

- There are at least nine distinct steps: decide on the information required; define the target respondents, select the method(s) of reaching the respondents; determine question content; word the questions; sequence the questions; check questionnaire length; pre-test the questionnaire and develop the final questionnaire.

THANK YOU AND GOD BLESS ☺