

**NFLRC 2013 Summer Institute:  
“Language for Specific Purposes”**

July 15-19, 2013



**Evaluation Report**

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## EXECUTIVE SUMMARY

### Introduction

The 2013 NFLRC Summer Institute (SI) on Language for Specific Purposes was conducted from July 15<sup>th</sup> through July 19<sup>th</sup>, 2013 at the University of Hawai'i at Mānoa. The goal of the institute was to provide an opportunity for local world language teachers, especially teachers of less commonly taught languages to further their understanding of the different features and components of curriculum development within foreign language programs for higher education.

In total, fifteen local instructors from within the University of Hawai'i system on Oahu participated in the five-day institute. During this time, participants engaged in lectures by experts from the field, case-study presentations, hands-on activities, discussions, and project development sessions. This report details information on the logistics and content of the institute, followed by a summative evaluation of findings gathered from participants following the completion of the institute.

### Overview of Findings and Recommendations

Data collected from the post-institute survey showed that participants found the SI very successful in terms of the content and structure of the workshop. The selected topics, presentations, quality of the facilitators, quality of support, and the degree to which the learning outcomes of the SI were achieved all received a high amount of praise from all participants, as evidenced by results from both quantitative and qualitative analysis of the survey data.

While the response was overwhelmingly positive, several recommendations were also identified in the data as possible improvements for future workshops similar to the 2013 SI. Among these are (a) the need for more time for feedback from facilitators and participants on final projects, (b) a closer look at the textbook and its use within the workshop, and (c) the format and structure of the final presentations.

The most immediate successes of the workshop were that participants found the information practical and accessible for their own uses in their specific learning and teaching contexts. Participants consistently reported that the knowledge they took away from the workshop was directly applicable to their own needs as instructors and would

likely benefit not only their own teaching, but would serve as a valuable resource for colleagues in their respective departments as well. Likewise, the degree of support by the staff and facilitators was also a point of great satisfaction among all participants.

## **OVERVIEW OF THE SUMMER INSTITUTE**

### **Summer Institute Staff**

The Summer Institute was run by the director of the summer institute, Dr. James Dean Brown, and co-facilitator Dr. Thom Hudson, and was supported by a graduate assistant (Jonathan Trace), a coordinator (Jim Yoshioka), and a media specialist (Clayton Chee). Dr. James Dean Brown is the professor in the Department of Second Language Studies at the University of Hawai‘i at Mānoa and specializes in language testing, curriculum design, and program evaluation. Dr. Thom Hudson is also a professor in the Department of Second Language Studies at the University of Hawai‘i at Mānoa, and specializes in language testing, materials development, and reading in a second language. Jonathan Trace is a PhD student at the University of Hawai‘i at Mānoa, with experience in language testing, curriculum design, and program evaluation. Jim Yoshioka is the program coordinator at the NFLRC and handled logistic duties, including announcements and publicity of the SI, applications, and event coordination. Lastly, Clayton Chee works for the Center for Language and Technology at the University of Hawai‘i at Mānoa in media design and production, and provided technical support during the institute.

In addition, the Summer Institute was co-sponsored by the National Foreign Language Resource Center (NFLRC) and the National Resource Center East Asia (NRCEA), who contributed to funding materials, textbooks, and other fees so as to make available the institute free of charge for participants.

### **Participant Selection**

A total of 15 initial applications were received from instructors at various programs within the University of Hawai‘i system. Of these, 13 applicants were admitted based on the strength of their purpose statements, topical interest, and proposed goals. One of the original 13 admitted applicants had to drop out for personal reasons and was replaced with a colleague from the same department. One additional participant was added without an application due to his position as a program director rather than a language instructor. Finally, one more participant was added after the deadline, bringing the total number of participants to 15.

## Participant Profiles

Of the 15 participants, 11 were instructors within the University of Hawai‘i system on the island of Oahu, including Kapi‘olani Community College ( $n = 5$ ), the University of Hawai‘i at Mānoa ( $n = 4$ ), and Leeward Community College ( $n = 2$ ), representing language teachers of Japanese, Spanish, Portuguese, Filipino, Mandarin, Hawaiian, Korean, Thai, and Samoan. Of the remaining three participants, one held a directorship role at the University of Hawai‘i at Mānoa, and two were graduate students enrolled in the M.A. program in the Department of Second Language Studies. Due to the nature of their position as teachers in training, the graduate student participants were designated as student helpers for the SI, and thereby both acted as participants in the institute while also offering assistance to Jim Yoshioka in terms of logistical support.

## Participant Needs

The original application included items soliciting information about the needs of potential participants. This was done to ensure that the content of the SI was relevant for the specific uses and contexts of the participants. Items used a 4-point Likert scale asking applicants to rate their interest in a selection of possible topics (1 = not interested at all; 4 = very interested). Table 1 displays the average responses for each topic, and based on this data applicants were interested in all topics to some degree, with teaching strategies, goals and objectives, and course materials identified as the most desired topics. Applicants also expressed interest in additional topics not included on the survey, including:

- Approaches to LSP teaching (e.g., content-based, task-based)
- Differences between LSP and FL/SL classes

In the end, topics were selected based on both responses to the above data and in part from a curriculum design textbook used for language purposes (Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Boston, MA: Heinle & Heinle). The structure of this textbook, moving from needs analysis through evaluation, provided a logical and natural order to presenting the topics in the workshop.

Table 1  
*Participants' Topical Interest*

Topics	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Topics selected</i>
Teaching strategies	15	3.93	0.26	
Setting goals and objectives	16	3.81	0.40	✓
Planning LSP course materials	15	3.80	0.56	✓
Using syllabuses and taxonomies	14	3.71	0.47	✓
Identifying language exemplars	14	3.64	0.50	
Analyzing Student Needs	16	3.63	0.50	✓
Evaluating the quality of LSP courses	16	3.63	0.72	✓
Observing LSP course teaching	16	3.56	0.73	
Assessing program-level learning outcomes	16	3.50	0.73	✓
Criterion-referenced vs. norm-referenced tests	15	3.20	0.94	

### Program Overview

The SI followed a similar format for the first four days of the program, beginning with a series of morning lectures on a specific component of curriculum design, followed by participant led-activities in the afternoon. The textbook for the SI was entitled *English for Specific Purposes* (Orr, 2002), and contained a series of case studies centered around English programs both in academic and professional contexts. During the course of the SI, participants were asked to design an LSP curriculum and case study based on their own interests. The fifth and final day of the SI was devoted to participant presentations of their working projects, followed by feedback.

Dr. Brown led morning lectures on needs analysis, syllabus and course design, and evaluating materials on the first three days of the institute. Additionally, Dr. Hudson led lectures on student learning outcomes and materials development on two days of the SI, and Jonathan Trace led a single lecture on assessment and evaluation. Afternoon activities were divided among case study presentations from the textbook by participant pairs, group task discussions based on the morning lectures, and, lastly, open lab sessions allowing participants to work individually on developing their final projects.

In addition to academic sessions, social events were organized by the NFLRC to facilitate networking opportunities among participants and facilitators. A welcoming reception was held following the first day of the institute, as well as a closing luncheon on the final day. A detailed schedule is provided in Figure 1 below.

## NFLRC 2013 SUMMER INSTITUTE TENTATIVE SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00AM	Breakfast (Coffee & light snacks)				
9:00-10:30AM (90 minutes)	Welcome Talk about schedule Lecture (JD): What is LSP?	Lecture (JD): LSP Needs Analysis:	Lecture (JD): Syllabuses & Course Design	Lecture (Thom): Materials Development Processes	Participant Presentations (4 presentations)
10:30-10:45AM (15 minutes)	Break (Coffee & light snacks)				
10:45AM- 12:15PM	Lecture (JD): LSP Needs Analysis: Definitions Who is involved? Information sources	Lecture (Thom): Student Learning Outcomes	Lecture (JD): Tools for Developing and Evaluating Materials	Lecture (Jon): Assessment & Evaluations (focus on CRTs)	Participant presentations (4 presentations)
12:15-1:15PM (1 hour)	Lunch break				
1:15-2:00PM (45 minutes)	Chapter Reports: Chapter Intro (JD) Chapter 11 (Thom) Chapter 5 (Jon)	Chapter Reports: Chapter AA Chapter BB	Chapter Reports: Chapter CC Chapter DD	Chapter Reports: Chapter EE Chapter FF	1:15-2:45pm: Participant Presentations (4 presentations)
2:00-3:00	Group Tasks: Needs Analysis (JD)	Group Tasks: SLOs (Thom)	Group Tasks: Materials (JD)	Group Tasks: Assessment & Evaluation (Jon)	2:45-3:00pm (break) 3:00- 4:00pm: Participant Presentations (X presentations)
3:00-4:00PM (45 minutes)	Work on your project individually or in groups (JD)	Work on your project individually or in groups (Thom)	Work on your project individually or in groups (JD)	Work on your project individually or in groups (Jon)	4:00-4:30pm Submit post- institute self- assessments Wrap-up and Evaluation (online)
Free time	4:00- Reception at the NFLRC Lanai				

Figure 1. 2013 summer institute schedule

## SUMMATIVE EVALUATION

Evaluation data were collected using an online survey tool through *Jotform* that was provided to participants on the last day of the institute (Appendix A). The survey asked participants to provide feedback on their impressions of the institute. Using a 5-point Likert scale, participants rated their satisfaction (1 = strongly disagree; 5 = strongly agree) in terms of: (a) staff support and logistics; (b) academic content; and (c) the intended learning outcomes. Along with a rating score, each question also allowed participants to include additional comments. The final section of the survey included five open-ended questions for participants to expand upon their impressions in more detail. All 15 participants submitted responses to the survey for a response rate of 100%.

### 1. Staff Support and Logistics

Participants were overall very satisfied with the support provided and logistics of the summer institute. Table 2 displays the mean ( $M$ ) responses for each question in this section, as well as the percentage responses for each rating score. All questions received an average response of 4.53 or greater, with a majority of responses indicating respondents strongly agreed with statements concerning their satisfaction. Item 5 ( $M = 5.00$ ) was rated highest, with all of the respondents indicating that participants were very satisfied with the facilities and technical support. Item 6, which dealt with satisfaction with the length of the workshop, reported the lowest average ( $M = 4.67$ ). Specific details and comments for each question are provided below.

**Information prior to the SI.** Responses pertaining to the amount of information provided before the workshop varied somewhat compared to other questions, though they were still generally very positive ( $M = 4.67$ ). The only comment seemed to indicate that this might be a result of some confusion over the final goals of the institute (“I wasn’t clear what the purpose or the outcome was for the conference. It could have been me and my lack of knowledge”).

Table 2  
*Satisfaction with Staff Support and Logistics*

Staff Support	N	M	SD	Strongly disagree				Strongly agree
				1	2	3	4	5
2. The information I received about the Summer Institute workshop prior to coming was adequate for my needs	15	4.67	0.62	0%	0%	7%	20%	73%
3. The workshop was well organized and well run	15	4.80	0.41	0%	0%	0%	20%	80%
4. The staff was helpful	15	4.93	0.26	0%	0%	0%	7%	93%
5. The workshop facilities and technical support were adequate	15	5.00	0.00	0%	0%	0%	0%	100%
<b>Logistics</b>								
6. The length of the workshop (5 days) was appropriate	15	4.53	0.74	0%	0%	13%	20%	67%
7. I enjoyed the overall format of the workshop (lectures, demos, hands-on work, project work/presentations, etc.)	15	4.80	0.41	0%	0%	0%	20%	80%

**Organization.** Participants expressed a high degree of satisfaction with the organization of the workshop ( $M = 4.80$ ). Two comments highlighted the ease of access to information and participants needs (e.g., “Everything was convenient: computers, printers, food, coffee, restroom. Ran like clockwork”), while another praised the general structure of the workshop (“Meaningfully well-structured”). One suggestion that was made related to the organization and time-management during the final presentations, proposing that something be done (e.g., using a rubric) to limit the amount of time for each presentation, which sometimes ran over the allotted time of 20 minutes per person.

**Staff support.** Praise for the hard work of the staff was very high among the participants ( $M = 4.93$ ). As with organization, participants clearly felt that their needs were being addressed quickly and efficiently (“If we needed something, we only had to ask”, “Yes, especially Jim Yoshioka”, “Attention was given to individual needs and planned well. All the needs were met before the need arose”).

**Facilities and technical support.** Participants also found the facilities and technical support provided to be exceptional ( $M = 5.00$ ). In terms of the learning environment, participants commented that it was comfortable and accommodating to their needs (e.g., “Comfortable chairs, lots of space to spread out and work in groups”). Positive comments also addressed the technical support staff’s know-how and helpful attitude. One respondent brought up a suggestion about the possibility of using microphones for participants giving presentations, as it was sometimes difficult to hear information.

**Workshop length.** While still very positive overall ( $M = 4.53$ ), responses about the length of the workshop generated the most variety in comments. Two respondents placed the length of five days as being reasonable and manageable (“The workshop covered a lot of topics in 5 days”, “I think it if was any longer, we wouldn’t have made it”), while another suggested that the workshop would work better if it were extended to at least ten days. One comment suggested that it could be reduced to four days, but also admitted that having more time allowed them to better engage in the topics.

**Format of the workshop.** As a whole, participants seemed to find the setup for the workshop and the activities contained within to be successful ( $M = 4.80$ ). One comment praised the style of having morning lectures followed by activities in the afternoon as an effective approach to learning. Another said that the format of the workshop itself was a useful example of how to organize and run future workshops and presentations. Participants also found the discussion-based activities (e.g., chapter discussions, group projects) useful for promoting cooperation and networking (“I thought the group projects were a good scaffold for our individual projects; especially because we got to talk with folks of similar interest. This is not always the case”).

## 2. Academic Content

The next section of the evaluation dealt with participant perceptions of the academic content provided, including the use of specific activities, materials, and content covered. Table 3 displays descriptive data about the responses for items in this section,

along with the percentage that each response was selected. Again, responses show a high degree of satisfaction for academic content among participants, with all mean responses above 4.59. The two items with lower relative averages ( $M = 4.60$ ) were related to the hands on activities and final presentations, followed by the question on materials ( $M = 4.73$ ). Even so, the degree of actual differences across all items was very minor. As before, specific details and comments for each question are provided below.

Table 3  
*Satisfaction with Academic Content*

	<i>N</i>	<i>M</i>	<i>SD</i>	Strongly disagree				Strongly agree
				1	2	3	4	5
8. I found the variety of perspectives represented by workshop facilitators and participants valuable	15	4.87	0.35	0%	0%	0%	13%	87%
9. I found the lectures from the facilitators to be valuable	15	4.87	0.52	0%	0%	7%	0%	93%
10. I found the hands-on activities to be valuable	15	4.60	0.63	0%	0%	7%	27%	67%
11. The project presentations were informative	15	4.60	0.63	0%	0%	7%	27%	67%
12. I found the materials provided (textbooks, handouts, etc.) to be valuable	15	4.73	0.46	0%	0%	0%	27%	73%
13. I found the process of learning about, developing, and discussing LSP relevant to my professional development	15	4.87	0.35	0%	0%	0%	13%	87%
14. I was satisfied with the facilitation of the workshops	15	4.87	0.35	0%	0%	0%	13%	87%
15. Overall, my expectations of the workshop were met	15	4.87	0.35	0%	0%	0%	13%	87%

**Variety of presenter perspectives.** Respondents commented positively about being able to access a wide range of different perspectives from both facilitator’s and presenter’s perspectives and opinions during the institute ( $M = 4.87$ ). Comments focused on the benefit of exposure to different ideas and points of view (e.g., “People at all levels

can and do learn from each others' experiences, as we witnessed in this institute"). One comment specifically identified that seeing the variety of language and learning contexts (e.g., online courses, department of defense courses) was a new and valuable experience for them.

**Facilitator lectures.** Participants were highly satisfied with the quality of the lectures provided by the three facilitators ( $M = 4.87$ ), and comments particularly emphasized the value of having the content contextualized through real-world examples and experiences.

- Excellent examples of real-world experiences by the presenters.
- I like hearing the specific examples of how curriculum was adapted to specific contexts and needs.
- They are all experts. I truly learned a lot. I emerged having a better knowledge and perspective of the topics.
- The lecturers did amazing jobs in organizing and delivering materials.
- It is an honor to learn from experts of the field.

**Hands-on activities.** Response about the afternoon group task activities was positive overall ( $M = 4.60$ ), but some comments highlighted questions or concerns about the format of the activities. One respondent mentioned that the length was too short and that opportunities to group with different people would have been helpful ("I found it short, 40 minutes, discussing in groups; it would have been better if we get exposed to different people not the same one"). Another suggestion referred also to the need for more feedback on the group activities ("I think we needed more time to get feedback on our hands-on group projects. Just so we knew we were heading into the right direction"). An additional two comments noted that the activities themselves were very helpful for applying the lecture content and networking with other instructors (e.g., "It also allowed us the opportunity to meet colleagues of different fields and campus").

**Project presentations.** This item also had a lower average response than others ( $M = 4.60$ ), though it was regarded as positive overall in the comments. The main benefit

seemed to come from the opportunity to learn what other participants were doing with their projects (e.g., “We could see where projects were headed. It was good, again, to see the diversity of contexts and languages to adapt to needs”). As mentioned earlier, one apparent concern for some participants was with the organization and format of the presentations in terms of time and clarity.

- A couple of presenters spoke too long about their language programs before they got to their projects. I got a bit lost in the project trying to combine [culture] and LSP. It seemed off the mark to me.
- Some presentation were informative, some were not so much. Some people prepared well, some were not.

**Materials.** In general, respondents found the materials (e.g., textbooks, handouts) satisfactory ( $M = 4.73$ ). The depth and amount of information was mentioned as appropriate by one participant, and the use of case studies was also regarded as helpful and “a good way to open up discussions, get others thinking and reflect on where we were/are going”. However, there was also some concern about the textbook selection. One comment noted that the case studies were useful but a little out of date. Another expressed concern over the content and quality of the case studies available in the text (“The book was OK. The cases don’t really tie in the needs analysis or development of goals and objectives to the rest of the curriculum. They only mention this as one or two sentences”).

**Impact on professional development.** It appears that participants found the institute successful in terms of its impact on their own professional development ( $M = 4.87$ ). Only two comments were provided, and these were somewhat general in terms of what kinds of professional development this entailed beyond being useful for teachers and for future class development (e.g., “This allows me to fine tune the course which has been developed to the next level”).

**Facilitation and student expectations.** The last two items in this section dealt with participant satisfaction on the facilitation of the workshop and the degree to which

participant expectations were met, both of which received very positive responses ( $M = 4.87$ ) and comments. Most felt that the workshop was well organized in terms of content and provided a lot of new and practical information that teachers had otherwise not considered. Two suggestions that were brought up involved receiving more feedback and comments on the final presentations and the use of more localized examples or case studies (e.g., “It will be better if LSP case that took place in Hawai‘i can be provided”). Other comments are listed below.

- This was a great experience. I liked the variety of projects and situations included. Thank you to the facilitators & supporting staff!!
- More than what I expected. I learned a great deal.
- Everything was run very smoothly.
- I hope some of the materials and feedback will help inspire and inform future institutes.
- In the sense of providing a big picture and enlightening me, it was really of help. Thank you all instructors!
- Very well organized.
- It’s important to have a defensible curriculum, and LSP creates this with its focus.
- More than I expected!
- Learned more than I had expected and will use what I have learned. Also clarification of terminologies used in various ways was most meaningful.

### **3. Intended Learning Outcomes**

The third section of the evaluation looked at participant perceptions of the intended learning outcomes for the summer institute, divided by topic (e.g., needs analysis, materials development, assessment). Descriptive information about average responses and the frequency of ratings selected by participants is displayed in Table 4. As with other sections of the evaluation, the average responses across the board revealed a high degree of satisfaction with all of the learning outcomes ( $M > 4.79$ ). Participants rated themselves as satisfied or highly satisfied on all five of the learning outcomes, with only assessment having a slightly lower average ( $M = 4.80$ ) than the others ( $M = 4.87$ ).

Table 4  
*Satisfaction with Intended Learning Outcomes*

	<i>N</i>	<i>M</i>	<i>SD</i>	Strongly disagree					Strongly agree
				1	2	3	4	5	
1. The summer institute enhanced my knowledge of fundamental issues in LSP needs analysis	15	4.87	0.35	0%	0%	0%	13%	87%	
2. The summer institute strengthened my knowledge about LSP student learning outcomes	15	4.87	0.35	0%	0%	0%	13%	87%	
3. The summer institute increased my understanding of LSP syllabus and course design	15	4.87	0.35	0%	0%	0%	13%	87%	
4. The summer institute broadened my knowledge and skills for developing LSP materials	15	4.87	0.35	0%	0%	0%	13%	87%	
5. The summer institute improved my knowledge about LSP assessments	15	4.80	0.41	0%	0%	0%	20%	80%	

Though fewer overall comments were made in relation to the learning outcomes, the general impression suggests that participants found the learning outcomes most valuable in terms of clarifying and expanding upon concepts and ideas that were previously ambiguous or at some level intimidating for teachers in practice.

- SLOs (student learning outcomes) became less threatening.
- Got a better sense of how LSP can work in any context.
- I liked putting Bloom’s taxonomy to work.
- Even if I thought I knew what it (syllabus & course design), it enhanced my interest to make further improvements.
- Very timely as the needs of our students and community changes towards LSP.
- Great to know the fundamental stuff about rubrics
- Extremely useful info from experts Dr. Brown and Dr. Hudson, most highly appreciated.

A final comment by one participant also indicated that they wanted more time on three of the learning outcomes: (a) student learning outcomes; (b) syllabus and course design; and (c) materials development.

#### **4. Open-Ended Comments**

The last section of the evaluation survey included open-ended items to solicit participants' responses on (a) their most valuable learning experience during the SI, (b) the effect the of the SI on future teaching or professional development, (c) dissemination plans, (d) suggestions for improvement, and (e) the particular strengths of the SI. Trends in the data are displayed below (for a complete display of comments, see Appendices B-F).

**Most valuable learning experience.** The most frequently mentioned experience that participants commented on was the opportunity and benefit of networking with other instructors and learning about other projects, contexts, and experiences from participants and facilitators ( $n = 5$ ). Other valuable experiences respondents brought up included the case studies and stories from the facilitators ( $n = 2$ ), discussions on the learning outcomes ( $n = 4$ ), specifically the topic of needs analysis, and learning from experts in the field ( $n = 3$ ).

**Effect on future teaching or professional development.** As can be expected, the majority of responses for this item were in relation to the development of a specific LSP course ( $n = 7$ ), followed by participants commenting that the SI provided them with the tools and resources to increase their own confidence and ability to develop classes in the future ( $n = 6$ ). One participant also noted that the SI changed their perspective about the relationship of materials, syllabuses, and assessment, and how they hope it will improve the quality of their instruction.

**Dissemination plans.** Most respondents mentioned that they would be sharing their projects and learning from the SI with colleagues or at the departmental level ( $n = 12$ ). People mentioned organizing departmental meetings, workshops, evaluation reports,

handouts, and making course revisions. Several participants also suggested that they would like to develop and collaborate on need analyses projects within their departments. Three participants also said they would likely present their projects at national conferences.

**Suggestions for improvement.** The main suggestion for improvement was concerned mostly with issues of time constraints and the effects that had on how the workshop was organized. Some participants expressed a greater need for time devoted either during or after the workshop for feedback on final projects, perhaps in the form of more structured feedback sessions as part of the presentation process. Other comments suggested more structure in the afternoon discussions (i.e., they were too free, and sometimes unfocused), more time to discuss the lecture content with facilitators, more time for networking, and less time devoted to the chapter reports.

One comment in particular proposed more hands-on work with the topic materials would be helpful. They suggested that the SI could be used as a case study in itself, with participants using a needs analysis survey or a set of SLOs about the SI as an example of these tools in use.

**Strengths of the summer institute.** Participants praised several aspects of the content and organization of the workshop, including the sequence of the topics, the relevance of the material to their contexts, the goals of the workshop, and the quality and detail of the handouts and presentations. The welcoming and friendly atmosphere was also very well received, with several comments about how easy it was to interact with everyone and network, the excellent food and support provided by Jim Yoshioka, and the support received by both facilitators and fellow participants.

## CONCLUSION

In summary, the workshop was very successful in terms of both academic content and organization. Participants found the knowledge and structure of the NFLRC's 2013 Summer Institute to be informative, practical, and accessible at all levels. Likewise, the learning outcomes for the SI were all identified as being achieved to a high degree by the

participants. They all indicated that the knowledge they received as part of this workshop was something they could take with them (e.g., to their departments, to their teaching) and continue to build upon in a meaningful way.

The main ongoing need to be addressed from here on, both with this set of participants and in consideration of future workshops, is to continue to provide opportunities for feedback about the projects developed over the course of the SI and continue to support the participants in their efforts to apply their learning experiences. In part, this will be accomplished through the creation of an online NFLRC Network publication of case studies submitted by eight of participants and edited by the three facilitators.

**APPENDIX A**  
**Online Evaluation Survey**

## **LSP WORKSHOP EVALUATION**

Your assistance with this questionnaire will be greatly appreciated. There are 4 parts. Please take the time to assess the effectiveness of the workshop. Completing it carefully will help those who participate in future Summer Institutes. Thank you very much!

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### **PART A – ABOUT YOU**

\* indicates a required field

**What is your position title? \***

**Years of foreign language teaching experience \***

**What language(s) do you teach? \***

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## PART B – EVALUATION OF THE WORKSHOP

Please check the phrase or statement that best applies to your experience. Feel free to add any comments to clarify or enhance your responses.

\* indicates a required field

- 1) How did you find out about the 2013 NFLRC Summer Institute? \*
- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Flyer      | <input type="checkbox"/> Email/WWW |
| <input type="checkbox"/> Conference | <input type="checkbox"/> Colleague |
| <input type="checkbox"/> Other      |                                    |

Comment (B1)

- 2) The information I received about the Summer Institute workshop prior to coming was adequate for my needs \*

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

Comment (B2)

**3) The workshop was well organized and well run \***

1 2 3 4 5

Strongly Disagree      Strongly Agree

**Comment (B3)**

**4) The staff was helpful \***

1 2 3 4 5

Strongly Disagree      Strongly Agree

**Comment (B4)**

**5) The workshop facilities and technical support were adequate \***

1 2 3 4 5

Strongly Disagree      Strongly Agree

**Comment (B5)**

**6) The length of the workshop (5 days) was appropriate \***

1 2 3 4 5  
Strongly Disagree      Strongly Agree

**Comment (B6)**

**7) I enjoyed the overall format of the workshop (lectures, demos, hands-on work, project work / presentations, etc.) \***

1 2 3 4 5  
Strongly Disagree      Strongly Agree

**Comment (B7)**

**8) I found the variety of perspectives represented by workshop facilitators and participants valuable \***

1 2 3 4 5  
Strongly Disagree      Strongly Agree

**Comment (B8)**

**9) I found the lectures from the facilitators to be valuable \***

1   2   3   4   5

---

Strongly Disagree                  Strongly Agree

**Comment (B9)**

**10) I found the hands-on activities to be valuable \***

1   2   3   4   5

---

Strongly Disagree                  Strongly Agree

**Comment (B10)**

**11) The project presentations were informative \***

1   2   3   4   5

---

Strongly Disagree                  Strongly Agree

**Comment (B11)**

**12) I found the materials provided (textbook, handouts, etc.) to be valuable \***

1 2 3 4 5  
Strongly Disagree      Strongly Agree

**Comment (B12)**

**13) I found the process of learning about, developing, and discussing LSP relevant to my professional development \***

1 2 3 4 5  
Strongly Disagree      Strongly Agree

**Comment (B13)**

**14) I was satisfied with the facilitation of the workshops \***

1 2 3 4 5  
Strongly Disagree      Strongly Agree

**Comment (B14)**

15) Overall, my expectations of the workshop were met \*

1 2 3 4 5

---

Strongly Disagree      Strongly Agree

Comment (B15)

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## PART C – LEARNING OUTCOMES

Please check the phrase or statement that best applies to your experience. Feel free to add any comments to clarify or enhance your responses.

\* indicates a required field

1) The summer institute enhanced my knowledge of fundamental issues in LSP needs analysis \*

1   2   3   4   5

---

Strongly Disagree                  Strongly Agree

Comment (C1)

2) The summer institute strengthened my knowledge about LSP student learning outcomes \*

1   2   3   4   5

---

Strongly Disagree                  Strongly Agree

Comment (C2)

**3) The summer institute increased my understanding of LSP syllabus and course design \***

1 2 3 4 5

Strongly Disagree      Strongly Agree

**Comment (C3)**

**4) The summer institute broadened my knowledge and skills for developing LSP materials \***

1 2 3 4 5

Strongly Disagree      Strongly Agree

**Comment (C4)**

**5) The summer institute improved my knowledge about LSP assessments \***

1 2 3 4 5

Strongly Disagree      Strongly Agree

**Comment (C5)**

## PART D – OPEN-ENDED QUESTIONS

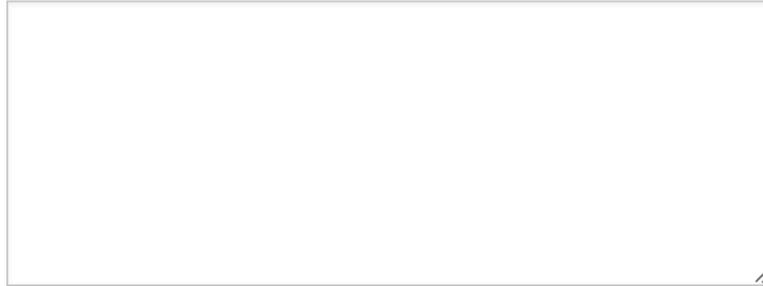
Please take the time to respond to the following open-ended questions. Your comments will help participants in future Summer Institutes and assist us greatly in preparing our evaluation report for the 2013 Summer Institute.

\* indicates a required field

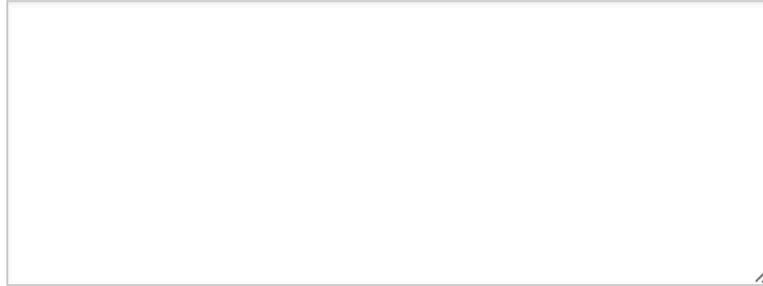
**1) Please describe your most valuable learning experience(s) at the workshop (e.g., a specific session, a conversation with a workshop facilitator / another participant, the project work, etc.). \***

**2) What effect will the workshop have on your LSP teaching / LSP professional development? \***

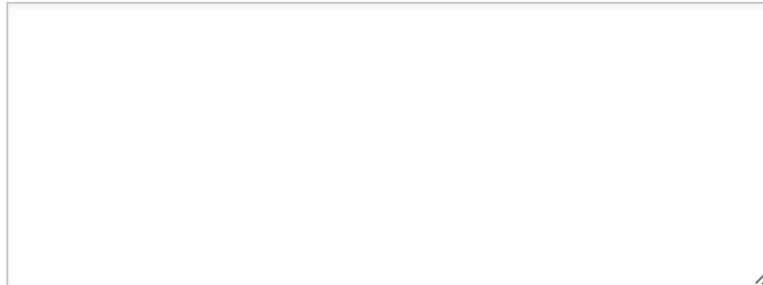
**3) How do you expect to share / disseminate what you have learned with colleagues at your home institution? \***



**4) What could we have done better at the workshop? \***



**5) What did we do particularly well? \***



**MAHALO FOR YOUR TIME!**

**APPENDIX B**  
**Open-Ended Comments #1**  
**(Valuable learning experience)**

*(1) Please describe your most valuable learning experience(s) at the workshop (e.g., a specific session, a conversation with a workshop facilitator/another participant, the project work, etc.).*

**Networking opportunities & learning from others' experiences**

- The entire process was valuable as we rethink our curriculum to include more Language for the Professions courses. We want to consider German for Engineers who are double majors (or language certificate students), Spanish for other professions, etc. Having these discussions, learning from the experiences of others, and seeing what is out there all contribute to our future efforts in LSP.
- Meeting and talking with other participants with similar SP interests. I could see how even if we have the same SP; our projects and courses were so different. It was also interesting to meet so many from the non credit side of KCC. I never knew that existed.
- Instructors as well as participants are the most valuable
- The most valuable learning experience like any other conference or professional development activity is working with colleagues cross campuses. I am most thankful for the opportunity to learn about LSP and begin to develop my LSP with great support from colleagues across the UH system.
- Anecdotes from JD and Thom from their past projects experience, learning about others' projects, networking with participants, and the workshop tasks and project works are ALL equally valuable.

**Learning and working with experts in the field**

- It was most meaningful to learn directly from the experts in the field who were able to clearly share the most useful information of their field in a very clear, organized, professional way in an open, congenial manner.
- Learning from the facilitators in the lectures.
- Years of confusion, things I forgot, and things I never learned became clear. The presentations by the workshop facilitators were very helpful and easy to follow.
- Everything from handouts to presentations to activities. I loved when the presenters added in their own stories, examples, and their own way of explaining the information on the handouts.

- Personal case studies presented by the facilitators.

### **Content lectures**

- Lecture of Need Analysis, material development, SLOs and assessment plus, conversation with instructors
- Each class is very important to me . Course, syllabuses design, curriculum develop, assessment and evaluations are most valuable learning experience to me.
- The presentations on Student Learning Outcomes and Syllabus design were especially helpful. I would like to know more about how to enhance assessment and evaluation in my classes.
- SLO and curriculum development were very easy to understand.

### **Needs analysis**

- I find all the topics valuable but to my mind, the one of needs analysis top them all. This is a basic thing that all teachers of language should know to my mind.

**APPENDIX C**  
**Open-Ended Comments #2:**  
**(Effect on Teaching and Professional Development)**

***(2) What effect will the workshop have on your LSP teaching/LSP professional development?***

**Access to tools and resources to build confidence in abilities**

- It has provided me many ideas and tools. The taxonomies discussed are particularly valuable for my project.
- I feel that the workshop has taught me the information necessary for effective language teaching and solid course creation. This workshop has had an extremely positive effect on me and my confidence level as an educator.
- It encourages me to have a system of all necessary components.
- It helped solidify my course proposal in showing clearer logical steps forward.
- The workshops certainly helped scratch at the surface level at least where I would like to move forward with curriculum development for my program. It has given me a lot of insightful recommendations for improving SLOs, curriculum design, evaluation and assessment for current classes and developing future ones.
- More concrete foundation of needs analysis and designing curriculum.

**Development of LSP related activities (e.g., courses, workshops)**

- I plan to share the materials and ideas to assist those who will be developing and teaching our LSP courses.
- Might set up a process of the program from needs analysis to assessment on my own
- I am going to apply what I learned in the workshop on my LSP teaching development.
- I will follow through and propose my LSP in the upcoming school year. Next week I have a meeting with a Non-Credit coordinator on my campus who is interested in my LSP course.
- This LSP workshop will definitely impact the improvement of my LSP course that has been developed which in turn will impact the needs of our community as a whole.
- It will result in the eventual creation of a LSP course.
- I hope that I can now design a course/curriculum that is more effective in meeting the needs.

**Attitudinal changes**

- Well. It surely changed my perspective on materials preparation and syllabus and assessment. I like to apply them to improve my syllabuses, my grading students and my teaching in general.

**APPENDIX D**  
**Open-Ended Comments #3**  
**(Dissemination Plans)**

*(3) How do you expect to share/disseminate what you have learned with colleagues at your home institution?*

**Departmental sharing**

- Through meetings, conversations, and distribution of handouts.
- I will share what I have learned at discipline meeting. I will also call for a meeting to do a needs analysis.
- Those who (will) teach will meet to discuss the important features of curriculum development we have reviewed in the LSP institute. They can assist with the preparation and delivery of the Needs Assessment, the preparation of the actual Student Learning Outcomes, materials development, etc.
- Report or presentation to share and implement the idea if it is feasible
- I will share my wonderful learning experience with my program coordinator of the department of continue education.
- I can share handouts.
- I will share the information gleaned through this workshop with my other colleagues by presenting recommendations and improvements in their curriculum design and delivery. If possible, we may share insights if our own program will decide to put together a department professional development workshop series.
- I will share the knowledge and information gained from this institute to my department meetings and make it a point to have my colleagues consider planning their LSP courses. I will mentor Junior faculty to also consider LSP elements into their courses now.
- I will work with my junior faculty to continue to make course improvements with what I have learned and also do presentation during our department meetings or professional development workshops.
- Will share information and knowledge gained in doing a needs analysis in creating a defensible curriculum.
- I will put it to use in designing/revising a course. I will share what I learn with my colleagues.
- I would like to share my knowledge with instructors when I develop various ESP programs for international groups.

**Conference, presentations, articles**

- I work with a colleague out of state and it's very likely that the project that results from this institute will be presented and national conferences.
- My project is on going and at some point, this summer, I will get IRB approval and present the Needs Analysis to TESOL conference and compare with other MSPers.
- As this is basically what I'd be doing in the 2014 conference of Filipino as a Global Language, I'd be doing a lot to disseminate this learning.

**APPENDIX E**  
**Open-Ended Comments #4**  
**(Suggestions for Improvement)**

***(4) What could we have done better at the workshop?***

**Availability of feedback**

- Prepare us with the knowledge that we will be assigned homework. Help us by having one-on-one feedback sessions with the facilitators after we present our final presentations
- 1) Provide specific supplementary articles or resources related to each session. 2) Feedback to final presentation as a formal form by colleagues and instructors
- It was hard to get a sense of the more imaginary projects and how they were going to conduct the needs analysis.

**Time considerations**

- Group discussions.... Maybe, we have better was of facilitating the afternoon ones. Some people were using the discussion for their own projects already.
- Hope this workshop is not 5 days program. 1 or 2 days more will be much better. Sometimes I felt the lectures runs fast. Maybe one topic is 9:00-12:00. (Not enough time to review what I learn in the class at home and to prepare presentation as well)
- The workshop was well-delivered. Would certainly like to learn more about all the topics, though time constraints do limit us. The workshop did help to survey some of the issues to developing courses and will certainly probe us to dig deeper into the topics.
- Personally, the review of chapters from the book was not needed for each person to do. More time with colleagues to network. More time and support with LSP experts on our individual LSP proposals. Follow up and support in coming months for LSP proposals for publication.
- The workshop was an outstanding role model of an effective, meaningful workshop. The time frame may have been shortened to 4 days or just half days but in a way the full week was necessary to devote the time to this topic.

**Content**

- In order to practice what we preach, use some of the actual tasks and materials throughout the institute. Start with a Needs Analysis survey of some sort on day one. Try

to use a couple of Learning Outcomes at the outset and reflect on those again at the end to see if they were met by all or most of the participants. We should develop an actual rubric that must be used for presenting the chapters and a similar one (maybe the same one) for the final presentations. Just build in and use some of the actual tools we have been discussing and learning about. The hands on experience with each of these would serve to guide or lead people through the week in an even more focused atmosphere.

- As mentioned before, if LSP example from Hawaii will make the workshop better.

### **Logistics & design**

- Less paper :)
- You could have chosen participants who are able to attend everyday and stay the entire workshop.

### **None**

- Thank you, everything was well-organized and well-prepared.
- I think it is the most intensive and effective workshop I've attended.
- I cannot think of any.

**APPENDIX F**  
**Open-Ended Comments #5**  
**(Strengths of the Summer Institute)**

***(5) What did we do particularly well?***

**Content and organization**

- The sequence of topics was great.
- Providing us a thorough and very organized explanation and distribution of handouts and information.
- well-organized process
- great content provided by instructors
- Organizing and delivering materials. It was a five-day workshop but it was not tiring.
- The presentations were right on spot and certainly raised awareness about LSP and other elements of course design that are relevant in our current curriculum, even if they are not LSP-related. The examples and discussions about the topics in depth were especially helpful. Keep up the good work!
- The organization of the week long conference was well thought out, feeding us at the beginning and the end was great and being very informative of our schedules. I am really impressed with the goal of this conference which is for each of us to develop a LSP and have a proposal ready for publication.
- Organizing the curriculum and daily sessions.

**Atmosphere and support**

- I was intimidated coming into this environment. However, I felt welcomed and I felt okay to belong. Food was great. The amount, selection, and taste. Thank you Jim, I owe you a lot.
- Nice meal and refreshments provided by Jim's efforts Mahalo!
- Lectures were clear and the food was excellent.
- I like the way the topics were arranged; find all the lectures helpful; the facilities are all okay; the food terrific (Thank you, Jim. I thought I'd be alienated but everybody made me feel all right. They were all helpful and have positive attitudes.) This was an EXCELLENT workshop.
- It was easy to approach the instructors and coordinator when we had needs.
- You did excellent overall.

- teamwork of facilitators and materials.
- The institute was great. The examples of LSP were good illustrations people can learn from. Cultural awareness and pragmatic issues really came out through those examples, as well as how long and how much effort goes into creating Needs Assessments, learning materials, SLOs, etc. We had vastly different people and languages in the room which kept things interesting. I hope some of our successful group members will be willing to share their stories in the future, maybe on a panel.
- supportive of learners
- Mr. Jim Yoshioka did an outstanding job coordinating and planning this workshop. Also Dr. JD Brown, Dr. Hudson, and PHD Candidate Jon Trace all were outstanding. Thank you very much for this very meaningful workshop.