

Audience Analysis

Introduction

The audience analysis was conducted via survey and interview. The research was conducted with students from the designer's 7 different Freshman English classes. The designer of the this instruction is also the instructor for these 7 classes. At the end of the class period from 9/29/14 to 10/1/14, the instructor asked any interested students to remain in the classroom for 10 minutes after class and take part in a survey in order to assist him in developing and designing a possible future workshop. The instructor explained to the participants that this survey and research is not related to their current course work or grade, that their participation was completely voluntary and that the results of surveys would be used only by the instructor for the design and development of this potential workshop. Out of a total of 115 students, 28 chose to take part in the survey. The survey was completed in written format but given the language limitations on the students, all questions were read aloud and explained by the instructor. Upon completion of the written survey, students were asked to discuss and share their thoughts and ideas about the course content and direction. Four participants chose to share additional thoughts verbally. Before beginning the survey, the instructor/designer explained that the purpose of this survey is to collect information on the students thoughts and opinions about a optional, free workshop to practice English speaking and listening skills and learn about cultural diversity using music as a means for learning.

Interview Questions

1. What area of English do you feel you need to improve most?
2. Do you enjoy listening to music? How often do you listen to music?
3. What kind of music do you like? (rate them in order of preference)
Pop ____ Rock ____ Ballads (R&B) ____ Hip Hop (Rap) ____ Country (Folk) ____
4. Do you listen to music in English? How often?
5. Do you think that listening to music in English is a good way to practice your listening skills? Why or why not?
6. Are you uncomfortable with people who are different from you? (i.e. different nationality, race or sexual orientation)
7. Are you interested in learning about different cultures? Why or why not?
8. Would you be interested in attending a class to learn more about people who are different from you? Please rate from 0-5 (0 means not interested, 5 means very interested)
9. Would you be interested in attending a class to improve your English listening and speaking skills? Please rate from 0-5 (0 means not interested, 5 means very interested)
10. Would you be interested in attending a class that used English music for learning? Please rate from 0-5 (0 means not interested, 5 means very interested)
11. What would be the best day of the week for you to attend a class?
12. What would be the best time of day for you to attend a class?
13. Would you be willing to come to a class on a Saturday?
14. Would you prefer a class that was 1 hour or 2 hours long? (choose one) Please explain why.
15. Do you have any questions, comments or issues?

Rationale for Interview Questions

Question 1: After initial discussions with several students to determine the instructional need. A common theme emerged. It was apparent that the majority of students were interested in improving their English speaking skills. This question was asked in order to confirm which skills the learners most wish to improve.

Questions 2-5: These questions were asked to gauge the level of interest that potential learners have in music. As the proposed instruction hopes to utilize music as a tool for language learning, it is important to determine if this technique will be enjoyable for and well received by the learners. If the majority of learners were to state that they do not enjoy listening to music, this would not be a viable and effective method to deliver the instruction. Question 3 is an attempt to gauge which genres of music would be most interesting and enjoyable and potentially most effective for the learners.

Questions 6-7: The instruction design proposes discussions and activities related to learning about diversity and different cultural identities. The rationale for these questions is to get a broad idea of the participants current views towards diversity and multiculturalism and to determine if there is indeed an interest in this topic (need), as was expressed in initial conversations with potential learners.

Questions 8-10: The purpose of these questions is to gauge the interest level of the potential learners in the proposed instruction. Each question focuses on a specific aspect of the design: the diversity and cultural theme, the need to improve English speaking and listening and the method of delivery, music.

Questions 11-14: These final questions serve only to determine a schedule for the proposed program that will be most convenient for the learners and hopefully result in more learners participating in the course.

Question 15: The question was included in the hopes that any potential problems or issues that were missed or ignored might be exposed by the learners. Additionally, the learners might be able to offer suggestions or ideas that could benefit the design and development of the program.

Responses from Participants

Question 1: The majority of participants in the survey, 96%, stated that improving their English Speaking skill is the area they most need to improve. Only one participant did not list Speaking and instead chose Listening as the area of greatest importance. Four participants stated that Speaking and Listening were most important. One participant listed Speaking and Reading, another listed Speaking and Writing and another listed Speaking and Grammar as the areas where improvement is most needed.

Questions 2-5: Every participant in the survey (100% of respondents) stated that they enjoy listening to music. Nearly all (89%) of respondents stated that they listen to music every day ranging from 30 minutes to 3 hours a day. Only 3 participants responded differently, with one stating he/she listens to music every other day, another that he/she listens to music only on the weekends and one participant stating that he/she hardly listens to music.

The majority of participants listed Pop (36%) and Ballads (32%) as their favorite genre of music. The following table shows the results of Question 3. The highest number of responses for each genre are highlighted to show the general trend in musical taste of the participants. Some participants did not rate all five choices and thus some genres do not have the same number of total responses.

	#1	# 2	#3	#4	#5
Pop	10	6	3	3	2
Rock	3	3	10	8	4
Ballads	9	9	3	7	0
Hip Hop	5	6	9	3	3
Country	1	1	2	5	18

Over half of the respondents, 15 people (54%), stated that they listen to music in English every day. Three respondents stated they listen to English music sometimes; three stated they listen to music in English once a week; two said twice a week; two said they listen to it seldom; one respondent said he/she listens to English music once a month; one said he/she does not listen to English music; one participant did not respond to the question.

A majority of respondents, 19 people (68%), stated that they think music in English is useful and helpful for improving their English listening skills. Most respondents stated that using English music lyrics to learn is more fun, interesting and enjoyable than traditional study methods. Some respondents noted that it helps them to hear different speaking styles and learn new vocabulary and expressions. Only 8 respondents (29%) stated that music is not a good way for them to learn English. Most added that it's most difficult when the music is too fast and that it's often difficult to understand the lyrics. One participant responded that the benefit of learning English through music depends on the singer's pronunciation. If it is good and easy for him/her to understand, then it can be a useful way to learn.

Questions 6-7: The majority of participants, 18 people (64%), stated that they are not uncomfortable with people who different from them. Most stated that they don't care about differences, that all people are the same and that differences make things more exciting. A small number of participants, 6 people (21%), stated that they are uncomfortable with people who are

different for them. Of those that gave a reason, two people stated they are uncomfortable with people who are of a different sexual orientation, two said it was because of nationality and one because of language. One participant added that an inability to communicate with others makes him uncomfortable. Three participants stated that they are sometimes uncomfortable or that they are little uncomfortable but it is not an issue. One participant stated that he/she has not interacted with people who are different.

Nearly all of the participants, 25 people (89%), stated that they are interested in learning about different cultures. Most said that it would be fun and interesting and that they are curious about other cultures, want to broaden their perspective of the world and understand people better in order to be more friendly. Only 3 participants (11%) stated that they are not interested in learning about other cultures. One participant stated that he/she prefers to learn about his/her own culture.

Questions 8-10: The averages were generated for each question. The mean average response to Question 8 was 3.9. The mean average responses to Question 9 was 4.4. The mean average response to Question 10 was 4.3.

Questions 11-14: No clear trend emerged for Question 11. The preference for what day of the week was fairly evenly distributed across the week although Tuesday and Friday were slightly higher with 6 (21%) and 7(25%) people respectively choosing those days. Four participants did not answer the question and 4 said that any day would be fine. However, a majority of the participants, 20 people (71%) stated that they would or could not attend a class on Saturdays (Question 13). Most stated that they do not have time, wish to spend their free time in other ways or have part time jobs. Additionally, a large majority, 20 people (71%), stated that the afternoon would be the best time of day for a class. An even larger majority, 23 people (82%), stated that

they prefer a class that is 1 hour long. Some stated that anything longer would be boring, tiring and too difficult to concentrate.

Question 15 and Discussion: There were few responses to Question 15 and also few participants who chose to give any verbal comments. Young Jin Kim stated that he enjoys learning English through song because, "the music amplifies the meaning of the lyrics" (personal communication, 9/30/14). He also stated that he would like to take a class in which he could discuss current issues and present something to the class about a specific topic. Byoung-Uk Hong stated that music in English is very helpful for him and especially when the song and lyrics are slow and easy to understand (personal communication, 9/30/14). Another student, Yong Hyun Kim, mentioned that he would be interested in hearing music from many different places. "I think it's a good way for us to listen and hear some different things and know about the real world we are living. I think it would be great to not only concentrate on American music but other countries" (personal communication, 10/1/14). Woo Sup Ryu demonstrated a desire to learn about different cultures. "I want to know about people from other countries because I always only see Koreans. I want to change something around. I think variety is better. It can't be bad" (personal communication, 10/1/14).

Effect on Design

Many of the responses in this survey will have an effect on the design of this program. Although listening skills were identified as the strongest need by other instructors, speaking skills are clearly the most important area for the learners. Thus, a stronger focus on speaking skills should be taken in the instruction. The survey confirmed that music is a common interest for the learners and that many of them feel it is a good way to improve their English skills. Thus, it should be a viable way for them to connect with and practice English speaking and listening. Additionally, it

appears that Pop and Ballad (R&B) music are the most popular and thus could be most effective in helping the learners to practice their English skills. Several potential learners stated that the speed of the music as well as the singers pronunciation is an important factor to consider. Thus songs that are slower with lyrics that are clear and easy to understand should be chosen to make the program more enjoyable and effective for learning. The survey also confirmed that there is an interest in learning about different cultures and overall, an interest in this program. Although no clear trend emerged for what day of the week to offer this program, it is clear that it would draw the most participants if it was offered in the afternoon, was only 1 hour long and was not offered on Saturday.

Reflections

Given the opportunity to conduct this survey again, Question 12 (What time of day?) should be reworded or better explained as it resulted in 5 incorrect responses in which the respondents answered regarding how long the program should be (i.e. 1 hour). No other changes seem necessary to the questions themselves. However, in order to improve the verbal response rate during the open discussion time, the method of administering this survey should be adjusted. The survey was administered to small groups of learners simultaneously. It appears that most participants did not feel comfortable expressing their opinions in front of their peers. The few participants who gave verbal feedback did so after most of the other participants had left the room. Scheduling a time with one or two individuals to discuss the proposed program may have yielded greater and more meaningful responses.