

Questionnaires

Compiling a questionnaire for an action research project

Notes and tips

Aims The questionnaire should be very clear and be collected in written form to ensure that concrete measures and new steps and paths can be taken in your classroom.

Consider:

What is the aim of the questionnaire?

What are my expectations? What are my assumptions?

Perspectives should be in accordance with my aims.

External perspective:

- Questionnaire for students involved
- Questionnaire for other teachers, who know my lessons
- Questionnaire for parents of students

Self-perspective:

- Questionnaire to look into my teaching & find an action research question
- Questionnaire for myself to take a regular look at the question on hand

Language of the questionnaire

- For students: either in the language of schooling or in the target language according to the level
- For colleagues: language of schooling
- For the teacher concerned: language of schooling or the language in which the teacher feels best about self-analysis

Form

- Closed questions are easy to answer and suitable when working with large samples: Statements that can be rated (with numbers, or ticks e.g. Agree/Partly agree/ Do not agree)

- Open and semi-open questions are more complex: Questions that need to be answered in phrases or sentences (e.g.: Which section of a lesson do you find most challenging to plan? Why?)

Preparing the questionnaire

- Can the questionnaire be answered anonymously?
- Are the questions self-explanatory?
- Are the questions formulated in a clear and unambiguous way?
- Have complex terms and acronyms been avoided?
- Have respondents been informed that there is no incorrect answer?
- Have I taken care to ask questions that are relevant for all respondents and can be answered by all respondents?
- Have I trialled the questionnaire to eliminate mistakes or inconsistencies and to test the time needed to complete?

Analysis

- All samples must be taken into account and analysed
- Focus on sections of the questionnaire may be useful for further steps

Further planning

- Interpretation of results
- Planning of further steps and/or check whether similar steps have taken affect
- Feedback to respondents

Sources:

https://files.adulteducation.at/uploads/brigitte_e/Forschendes_Lehren.pdf

http://www.2ask.de/media/1/10/2/3/5/bc958b68e726b401/Leitfaden_Fragebogenerstellung.pdf