

ENGLISH LANGUAGE PREPARATORY PROGRAM FACULTY SURVEY

A survey was administered at the end of the 2020-2021 academic year spring semester to investigate the perceptions of departmental and language course instructors regarding the current language levels and needs in the freshman year. Two types of surveys were designed, one for departmental course instructors (See Appendix 1) and one for language course instructors (See Appendix 2).

The surveys were administered online and follow-up interviews were held with volunteers. Data from both surveys are summarized below and the results for each question can be found in Appendix 3 and 4.

Data analysis and results

With regard to students' level of English in language skills areas, the data from the survey revealed that while their level was mostly above acceptable for reading and generally above acceptable for listening, their speaking and writing skills needed improvement.

The course instructors also listed the below skills as most commonly needed ones for their courses.

- Giving short answers in assignments/exams,
- Talking English in class,
- Listening to lectures and podcasts,
- Using Moodle,
- Reading books,
- Participating in class discussions, and
- Searching on the Internet in English.

The results of the interviews revealed the following:

- *Students mostly capable of expressing themselves, they come well-prepared from the Preparatory Program.*
- *Some students need to do more work on accuracy (grammar & vocabulary) and need to be able to develop ideas in exams and assignments.*
- *More focus on production through writing and speaking is necessary.*
- *Students need to be stretched more and need to be given the opportunity to speak and write more.*
- *Clubs (film, debate, etc.) could help them use the language more.*
- *Students could read texts from a wider range (e.g. Financial Times, etc.). They could also do reading and reflection with the sample texts provided by the departments.*
- *Lectures given by department faculty could continue and sample lectures on the university website could be used for exposure purposes.*

- *Most reliable websites for each department could be requested from the department faculty and students could be provided with this list and could do tasks as part of the LP.*
- *Writing and responding to e-mails.*

Implications/Actions taken

- *To encourage students to use the language outside class in a creative and productive way, a poetry club was set up.*
- *The input content of the LP related tasks have been aligned with the departmental course content to familiarise students with the type of sources used in their respective departments.*
- *Materials focusing on writing and responding to e-mails were created and incorporated into the courses.*
- *Lectures given by department faculty continued.*
- *Speaking and writing strands of the courses were revisited and revised.*

The survey will be repeated at the end of the Fall semester in the next academic year.

