

INSTRUCTOR EVALUATION OF STUDENT LANGUAGE_final version

Dear Colleagues,

We are investigating the perceptions of content instructors on the levels and needs for English in the Departmental Courses of our University, in particular in the freshman programs.

A large cohort of English Language Preparatory Program students passed the proficiency exams (either PAE or IELTS) at the end of the fall semester and have taken ENG101 in the spring semester. We are following these students into the faculties to see whether their levels of English meet the requirements and expectations of instructors.

Some of these students may have taken your courses. We would be interested to have your candid view on your students' general level of English in your freshman course(s), your assessment of the type of English skills you expect them to have, and the proportion of students with acceptable English skills in these areas.

We would welcome the opportunity to interview you, if you agree, and to further discuss your perceptions and insights. If you are willing to be interviewed, kindly provide your email at the end of the document and we will contact you individually.

In addition, there is an opportunity for you to contribute any further comments, if you wish to do so, on your perceptions as to the level of English displayed in your current or previous courses as well as any areas the Prep Program should further emphasize to help our students better perform in your courses.

All comments and responses will remain strictly confidential and no names will appear in any reporting of the results of this study.

We know you have a busy schedule, but we would be grateful if you could send your responses by 15 June 2021.

We would like to thank you in advance for your help and participation.

Sincerely,

On behalf of the English Language Preparatory Program

Elif Kantarcioğlu

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Please assess which of the following you consider to be necessary skills for your students on your course by ticking the appropriate box (the first two boxes in the options). Then, please consider your current ENG 101 group and indicate in which of these areas you consider your students lacking skills by again ticking the appropriate box (the last two boxes in the options).

* 1. (SPEAKING) using the language fluently, accurately and effectively on a wide range of general academic topics.

- This is necessary for my course.
- This is not necessary for my course.
- My students possess this skill.
- My students lack this skill.

* 2. (SPEAKING) communicating spontaneously with good grammatical control.

- This is necessary for my course.
- This is not necessary for my course.
- My students possess this skill.
- My students lack this skill.

* 3. (SPEAKING) adopting a level of formality appropriate to the circumstances.

- This is necessary for my course.
- This is not necessary for my course.
- My students possess this skill.
- My students lack this skill.

* 4. (SPEAKING) interacting with a degree of fluency and spontaneity with native speakers.

- This is necessary for my course.
- This is not necessary for my course.
- My students possess this skill.
- My students lack this skill.

* 5. (SPEAKING) highlighting the personal significance of events and experiences.

- This is necessary for my course.
- This is not necessary for my course.
- My students possess this skill.
- My students lack this skill.

* 6. (SPEAKING) explaining their views clearly by providing relevant explanations and arguments.

This is necessary for my course.

This is not necessary for my course.

My students possess this skill.

My students lack this skill.

* 7. (SPEAKING) giving clear, systematically developed descriptions and presentations.

This is necessary for my course.

This is not necessary for my course.

My students possess this skill.

My students lack this skill.

* 8. (SPEAKING) giving detailed descriptions on a wide range of subjects related to own field of interest.

This is necessary for my course.

This is not necessary for my course.

My students possess this skill.

My students lack this skill.

* 9. (WRITING) writing clear, detailed texts on a variety of subjects related to own field of interest.

This is necessary for my course.

This is not necessary for my course.

My students possess this skill.

My students lack this skill.

* 10. (WRITING) synthesizing and evaluating information and arguments from a number of sources.

This is necessary for my course.

This is not necessary for my course.

My students possess this skill.

My students lack this skill.

* 11. (WRITING) writing an essay or report which develops an argument, giving reasons for or against a particular point of view.

This is necessary for my course.

This is not necessary for my course.

My students possess this skill.

My students lack this skill.

* 12. (READING) scanning quickly through long and complex texts, locating relevant details.

This is necessary for my course.

This is not necessary for my course.

My students possess this skill.

My students lack this skill.

* 13. (READING) quickly identifying the content of news items, articles and reports on a wide range of academic topics.

This is necessary for my course.

This is not necessary for my course.

My students possess this skill.

My students lack this skill.

* 14. (READING) understanding articles and reports concerned with contemporary problems.

This is necessary for my course.

This is not necessary for my course.

My students possess this skill.

My students lack this skill.

* 15. (READING) obtaining information, ideas and opinions from highly specialized sources within their field.

This is necessary for my course.

This is not necessary for my course.

My students possess this skill.

My students lack this skill.

* 16. (READING) understanding specialized articles outside field of interest, provided that a dictionary can occasionally be used.

This is necessary for my course.

This is not necessary for my course.

My students possess this skill.

My students lack this skill.

* 17. (READING) reading with a large degree of independence, adapting their style and speed of reading to different texts and purposes.

- This is necessary for my course.
- This is not necessary for my course.
- My students possess this skill.
- My students lack this skill.

* 18. (READING) using appropriate reference sources selectively.

- This is necessary for my course.
- This is not necessary for my course.
- My students possess this skill.
- My students lack this skill.

* 19. (READING) reading correspondence relating to own field of interest and readily grasping the essential meaning.

- This is necessary for my course.
- This is not necessary for my course.
- My students possess this skill.
- My students lack this skill.

* 20. (LISTENING) understanding the main ideas of complex speech on both concrete and abstract topics

- This is necessary for my course.
- This is not necessary for my course.
- My students possess this skill.
- My students lack this skill.

* 21. (LISTENING) following extended speech and complex lines of argument provided the topic is reasonably familiar

- This is necessary for my course.
- This is not necessary for my course.
- My students possess this skill.
- My students lack this skill.

* 22. (LISTENING) understanding standard spoken language, live or broadcast, on both familiar and unfamiliar topics

- This is necessary for my course.
- This is not necessary for my course.
- My students possess this skill.
- My students lack this skill.

* 23. (LISTENING) understanding recordings in standard dialect likely to be encountered in social or academic life

- This is necessary for my course.
- This is not necessary for my course.
- My students possess this skill.
- My students lack this skill.

* 24. (LISTENING) understanding a clearly structured lecture on a familiar subject, and taking notes on important points

- This is necessary for my course.
- This is not necessary for my course.
- My students possess this skill.
- My students lack this skill.

* 25. (LISTENING) using a variety of strategies to achieve comprehension, including listening for main points

- This is necessary for my course.
- This is not necessary for my course.
- My students possess this skill.
- My students lack this skill.

26. Are there any other areas that are not mentioned above but that you consider as important skills for your students to have? Do they have these skills?

27. Please add any additional comments you would like to make on your students' English level in your courses in general or in relation to specific students? When commenting on specific students, please include the student's full name.

28. Please indicate whether you would be willing to be interviewed further in relation to this study and your views on the students' levels of English in your courses.

I would be willing to be interviewed

YES

NO

29. If Yes, please state your name, surname and email address