

## ENG101 English for Academic Purposes Course

### Final Student Survey Results

**December 19, 2024**

This is a common-core course designed to help students develop their academic English skills. In addition to refining their reading, listening, speaking and writing skills, students will be introduced to new academic strategies that will help them in their departmental studies. Students will learn how to summarize, paraphrase and cite sources. In this context, Final Student Survey evaluated students enrolled in the ENG101 course as presented in Table 1.

The survey was conducted with 165 respondents out of 868 total participants, resulting in a response rate of 19.00%. The majority of respondents were from the Faculty of Engineering (32.12%), followed by the Faculty of Arts and Sciences (23.03%) and the Faculty of Architecture and Design (18.18%).

Table 1. Evaluation of Final Student Survey in ENG101 English for Academic Purposes Course

Item	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Mean (M)
I can summarize information from an academic text.	0.00	3.03	49.09	47.88	3.41
I can use paraphrases and direct quotations in written academic work.	0.00	5.45	50.91	43.64	3.38
I can use the APA in-text citations confidently.	0.61	6.06	50.91	42.42	3.34
I can write a well-developed essay in response to a specific question.	0.61	8.48	50.91	40.00	3.29
I can start an essay with a strong thesis statement.	1.21	12.73	45.45	40.61	3.25
I can understand the use of quotes in an academic text.	0.61	3.64	47.27	48.48	3.44

I can identify examples in an academic text to support an argument.	0.00	4.85	46.06	49.09	3.44
I can identify the main topic and related ideas in an academic text.	0.00	1.82	48.48	49.70	3.48
I can recognise the writer's point of view in an academic text.	0.00	5.45	42.42	52.12	3.47
I can show degrees of agreement using a variety of language.	0.61	13.33	44.24	41.82	3.27
I can express ideas in a discussion or presentation.	0.00	4.24	46.67	49.09	3.45
I can paraphrase an idea using a range of strategies.	0.00	8.48	50.30	41.21	3.33
The course offered enough opportunities to practice my writing skills.	1.21	9.70	38.18	50.91	3.39
The materials covered in class helped me generate ideas for the essays.	1.21	6.06	49.70	43.03	3.35
The themes chosen for course material were interesting.	5.45	15.76	38.18	40.61	3.14
The resources on the LMS are enough to help me learn.	1.21	13.33	38.18	47.27	3.32
The skills I have learned in this course are useful for my departmental courses.	3.64	15.15	41.21	40.00	3.17
The amount of work required for the course is acceptable.	1.21	4.24	46.67	47.88	3.41
Quizzes (e.g. APA mini-quiz, graded videos, etc.) were relevant to skills taught.	0.61	4.85	41.21	53.33	3.47
Grading criteria (rubrics) used for essays is easy to understand.	0.00	8.48	46.06	45.45	3.37
Teacher feedback helped me improve my writing skills.	1.82	6.06	36.36	55.76	3.46
The grade for (%50) essays is fair.	4.24	13.94	40.00	41.82	3.19
The grade for (%10) the PIE paragraph is fair.	3.03	10.30	42.42	44.24	3.28
The grade for (%10) in/out of class tasks is fair.	3.64	7.88	40.00	48.48	3.33
The grade for (%20) the quizzes is fair.	1.82	8.48	44.85	44.85	3.33

The grade for (%10) the discussion tasks is fair.	3.03	10.91	36.97	49.09	3.31
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The ENG101 Final Student Survey results indicate that students generally found the course material beneficial in improving their academic writing, comprehension, and research skills. Areas such as essay writing, thesis statement development, and paraphrasing received positive feedback. However, responses suggest some students faced challenges with grading fairness and workload expectations.

To enhance the course, recommendations include more structured essay-writing workshops, clearer grading rubrics, and additional support for citation and paraphrasing skills. A follow-up evaluation will assess improvements based on these suggestions.

