

ENG101 English for Academic Purposes Course

Final Student Survey Results

May 27, 2025

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 59 respondents out of 417 total participants, resulting in a response rate of 14.15%. The majority of respondents were from the Faculty of Architecture and Design (32.20%), followed by the Faculty of Engineering (28.81%) and the Faculty of Economics and Administrative Sciences (16.95%).

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.	32.20	62.71	5.08	0.00	1.73
I can use paraphrases and direct quotations in written academic work.	33.90	59.32	6.78	0.00	1.73
I can use the APA in-text citations confidently.	35.59	54.24	10.17	0.00	1.74
I can write a well-developed essay in	20.34	62.71	16.95	0.00	1.96

response to a specific question.					
I can start an essay with a strong thesis statement.	23.73	64.41	11.86	0.00	1.88
I can understand the use of quotes in an academic text.	49.15	50.85	0.00	0.00	1.50
I can identify examples in an academic text to support an argument.	37.29	57.63	5.08	0.00	1.67
I can identify the main topic and related ideas in an academic text.	37.29	55.93	5.08	1.69	1.71
I can recognise the writer's point of view in an academic text.	33.90	57.63	8.47	0.00	1.74
I can show degrees of agreement using a variety of language.	25.42	62.71	11.86	0.00	1.86
I can express ideas in a discussion or presentation.	35.59	55.93	3.39	5.08	1.78
I can paraphrase an idea using a range of strategies.	28.81	61.02	10.17	0.00	1.81
The course offered enough opportunities to practice my writing skills.	42.37	50.85	5.08	1.69	1.66
The materials covered in class helped me generate ideas for the essays.	45.76	42.37	10.17	1.69	1.67
The themes chosen for course material were interesting.	37.29	44.07	15.25	3.39	1.85
The resources on the LMS are enough to help me learn.	38.98	57.63	1.69	1.69	1.66
The skills I have learned in this course	38.98	45.76	13.56	1.69	1.78

are useful for my departmental courses.					
The amount of work required for the course is acceptable.	37.29	52.54	10.17	0.00	1.72
Quizzes (e.g. APA mini-quiz, graded videos, etc.) were relevant to skills taught.	55.93	38.98	5.08	0.00	1.49
Grading criteria (rubrics) used for essays is easy to understand.	47.46	44.07	6.78	1.69	1.63
Teacher feedback helped me improve my writing skills.	54.24	40.68	1.69	3.39	1.54
The grade for (%50) essays is fair.	35.59	47.46	11.86	5.08	1.86
The grade for (%10) the PIE paragraph is fair.	44.07	47.46	6.78	1.69	1.66
The grade for (%10) in/out of class tasks is fair.	44.07	44.07	6.78	5.08	1.73
The grade for (%20) the quizzes is fair.	35.59	49.15	13.56	1.69	1.81
The grade for (%10) the discussion tasks is fair.	38.98	44.07	10.17	6.78	1.85

The ENG101 Student Survey results indicate that students faced considerable challenges in developing their academic writing and comprehension skills throughout the course. Most items received low mean scores, with many falling below 2.0 on a 4-point scale, suggesting general dissatisfaction or a lack of confidence in key academic competencies. For example, students reported low confidence in summarizing academic texts (M = 1.73), using APA in-text citations (M = 1.75), and paraphrasing strategies (M = 1.81). Similarly, understanding quotes in academic texts (M = 1.51) and identifying examples to support arguments (M = 1.68) were areas of difficulty. Course components such as quizzes (M = 1.49) and LMS resources (M = 1.66) also received modest ratings, indicating limited perceived effectiveness.

Grading-related items showed slightly higher—but still moderate—mean scores. For instance, perceptions of essay grade fairness ($M = 1.86$) and discussion task grading ($M = 1.85$) were relatively more positive, though not strongly endorsed. Notably, teacher feedback was rated low in helpfulness ($M = 1.54$), underscoring a critical area for instructional improvement. To enhance the course experience, it is recommended to integrate clearer and more supportive feedback mechanisms, scaffold academic writing tasks more effectively, and revise course materials to better engage students. Monitoring progress through future surveys will help determine the impact of these improvements on student learning outcomes.

