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A Survey Analysis of Aug.
English Language Target
Behaviors

BY
J. P. VAN DER WOLK

May 1981

A Survey Analysis of AUC English Language Target Behaviors

493

O.K.

A THESIS
SUBMITTED TO
THE ENGLISH LANGUAGE INSTITUTE
OF THE AMERICAN UNIVERSITY IN CAIRO
IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

Thesis
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BY
JEFFERSON PECK VAN DER WOLK
MAY 1981

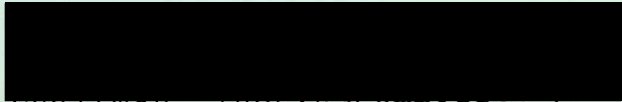
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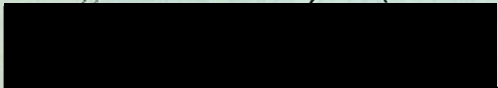
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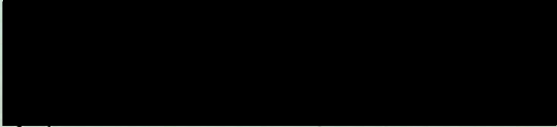

Director, English Language Institute

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Abstract

The purpose of this study was to identify English language target behaviors for students in undergraduate programs at the American University in Cairo. The study consisted of four parts: (a) a survey of a random sample of 200 undergraduate students; (b) a survey of all faculty members teaching undergraduate courses at the time of the study; (c) a survey of course syllabi; and (d) a need-press analysis of data elicited from a random sample of 50 post-ELI undergraduates. Sixteen variables, each a different type of language skill, or academic skill, were included in the questionnaires. A multiple regression analysis was carried out in the student survey, with grade point average as the dependent variable. The results of the student and faculty surveys showed that skills involving or facilitating critical thinking and the manipulation of ideas were highly important for academic success; skills involving the assimilation of specific information were found to be less important. The survey of course syllabi found that in-class written examinations were by far the most important academic task in the assignment of final grades; papers and class participation also counted in final evaluations. The need-press analysis indicated that ELI instruction is believed to be sufficient for the needs of students in undergraduate programs at the university. Well-structured writing, reading comprehension skills, listening

comprehension, and note-taking skills were identified as target behaviors, and it was recommended that the ELI curriculum de-emphasize the conscious learning of the details of the English language, and stress the use of English as a medium for expressing and understanding ideas unrelated to the language itself.

CHAPTER ONE

INTRODUCTION

For the past several years, the English Language Institute of the American University in Cairo has been working on a testing project, the goal of which is to develop entrance and exit test batteries which suit the needs and aims of the university, the ELI, and the students themselves. The motivation for this project stems from a widespread feeling among both English language teachers and university professors that the present test battery is not functioning as well as it was intended to do. Reasons for this perceived deficiency in the present set-up are many; prominent among them are the certain knowledge that at least one sub-test, vocabulary, has become insecure, and the fact that most ELI students regard their compensatory English studies as a test preparation course rather than a course in the competent use of the English language.

To further the work of the testing committee on this project, a seminar was held on October 28 and 30 of last year to discuss the project and elicit ideas and suggestions about how the committee should proceed. Several areas were identified in which research was needed for the successful progress of the

project. High on the priority list of such areas was that of English language use in regular academic programs at AUC. It was felt that, in order to decide what the ELI should be teaching and subsequently testing, a better idea must be had of what skills are demanded in university work.

At first glance, this may seem to be a simple question with a simple answer: academic work would seem to require competent reading, writing, listening, and speaking, these being the four basic language skills. Yet a brief look at the literature pertaining to the undergraduate curriculum in the modern day shows that no assumptions can be fairly made. Walker (1976) claims that the essential skills for achieving academic success, as defined by high grades, include typing, outlining, test-wiseness, the ability to ingratiate oneself with the professor, and the ability to address one's thinking to the purposes of a given academic task rather than to the assimilation of knowledge. The Carnegie Surveys, 1975-76 (in Levine), found that 48 per cent of American college students believe that many of their fellow students succeed by "beating the system" rather than studying. This may mean anything from plagiarism to breaking and entering, but it illustrates something of the lack of importance placed on real learning by students. More serious was the belief of 44 per cent of all undergraduates that it is difficult to both get good grades and really

learn something. Assuming that one learns through the four language skills, the relationship between academic success, as defined by grades, and competent language use becomes open to question in light of these findings.

Indeed, the measurement of academic achievement is a major problem in higher education today, and is one that it is hardly the purpose of this thesis to discuss. What does bear looking into, however, is the question of what is required in the way of language skills by American colleges and universities, and how they go about helping those students whose language skills are not up to par at the time of application and acceptance into a program of study.

Levine (1978) reports, "Proficiency in the three R's (reading, writing, and arithmetic) and study skills are considered essential for all college work" (p. 54). Proficiency is defined differently by different institutions, but there is a consensus that reading and writing are the bread-and-butter skills of academia (it being assumed, of course, that native speakers of English have no difficulty in listening or speaking). This feeling is supported by research which shows reading skill to be a good predictor of academic success (Henard and Stenning, 1976). It should be noted, however, that reading ability correlates highly with many different measures of intelligence and achievement.

Universities and colleges generally publish their entrance requirements in the catalogue and often stipulate a certain score on the verbal subsection of standardized tests such as the SAT and ACT for exemption from required freshman English courses. Yet the injunction of the Carnegie Foundation for the Advancement of Teaching to the effect that colleges have an obligation to make clear which skills they expect their students to acquire before they are admitted is not usually followed. Sixty-nine per cent of college freshmen in 1976 felt that they had been poorly prepared in reading and composition in high school, and 82 per cent believed that their study skills preparation had been poor. Plainly the entrance requirements were not being adhered to.

To cope with this situation, many institutions offer remedial or compensatory studies in reading and basic writing, often for credit. Roueche and Kirk (1973) found that such programs are largely ineffective, although some do achieve a measure of success. A factor in the success of the few is thought to be a lack of abruptness in the transition from skills training, or compensatory education, to real college studies. This suggests that the closer the ELI can come to approximating the work done in undergraduate courses, the better chance there will be for the successful integration of post-ELI students into the university's programs of study.

The English Language Institute

The American University in Cairo is, of course, in a unique position. Not only is it faced with the problems which pervade higher education in America, such as grades and curriculum issues, but it also has to cope with the problem of second-language proficiency, not for a few students, as in American universities, but for almost all of the student population.

Donadio (1974) argues that the teaching of English as a medium for academic instruction is twenty-five years behind the times in most countries, particularly Egypt. No attempt is made to move from Egyptian teaching methods to American ones in English teaching, so the resulting English proficiency is unsuited for an American-style program of university studies. This is clearly a debatable claim, yet other recent research seems to lend it support. Saleh (1978) found that the use of formal tests for English evaluation in Egypt hinders real English acquisition, and suggested replacing the existing formal tests with newer types, such as cloze tests. Nakhla (1979) argues against any consideration of Thanawiya Amma scores as indicators of English proficiency. Only one study (Ponder, 1978) has indicated that formal test scores (in this case, the Michigan test) are good predictors of academic success at AUC, and he ended by calling for a more thorough investigation of this

relationship.

Another factor affecting the English Language Institute at AUC is the diversity of academic backgrounds from which AUC students are drawn. Some students have completed their studies at an English language secondary school, but still need more training in English before beginning university work. Others have attended French or Arabic-language secondary schools. The atmosphere, style of teaching, and educational philosophy differ not only from one school to another, but more particularly from one language school to another. Furthermore, some ELI students are from foreign countries, such as Ethiopia, Turkey, and Oman, where schools may be greatly different from those in Egypt.

Each ELI student, no matter where he is from, has had a substantial amount of schooling in the English language; thus, he possesses an idea of what a language class should be like. Almost none of the students who come to the ELI, however, have ever been exposed to the type of language class which is, ideally, the rule at AUC: an open, student-centered, active environment, small in number, emphasizing intellectual skills and the expression and interplay of ideas rather than mere information.

Unfortunately, such a learning atmosphere does not always go

hand in hand with a final, objective, multiple-choice examination. The system of yearly examinations, based on the British system, which has prevailed in Egyptian schools until very recently, stresses success in testing through the acquisition and reproduction of vast amounts of information. Credit is not given, as it is in American schools, for participation in class discussion or for periodically-written papers, critiques, book reports, and the like. Since the final examination is what counts, the student naturally focuses his attention and efforts on it, sometimes to the exclusion of everything else in the learning environment. Thus, ELI classes at AUC contain a strong tension between the educational philosophy of the institution and the presence of an objective final examination.

This situation in itself is not a crucial problem. There is a need for an objective proficiency examination of some kind which evaluates students fairly and consistently, and there is also a need for the students to be introduced to an American-style learning environment. The two things may not complement each other, but they can co-exist side by side, as they have done for many years now.

The principal problem is that students, in their zeal, and perhaps misguided teachers and administrators, have obtained the

contents of sizeable portions of the final examination. The ELI has only a limited number of different forms of the Michigan test, and, since the community which AUC serves is so limited in range and size, none of them is unknown to the average taker of the Michigan test as an AUC entrance examination. Vocabulary lists, straight off the tests, are common currency among both ELI students and prospective AUC students. In this way, the usefulness of the test is diminished, and an alternative must be sought.

Thus the ELI testing project. In a nutshell, the ELI administration believes that the institute possesses the resources, both physical and human, to develop its own entrance and exit test batteries, normed on the students which AUC actually tests and educates. Theoretically, a home-made test, so to speak, would not only eliminate the problem of test insecurity, but it would also be an improvement on the Michigan test, for two reasons. First, it would be normed on the local population, and second, new forms could constantly be developed so as to neutralize any future insecurity.

Given that the ELI testing project is a worthwhile one, and there is a great deal of evidence to suggest that it is, this survey of English language use in undergraduate programs at AUC is an important study which needs to be taken into account in any further

work done on the project. It will be very helpful to know what kind of academic work is demanded, how much weight is given to different kinds of tasks in determining final grades, and which language skills are most important for the successful completion of those tasks. These skills can then be identified as target behaviors for the undergraduate student, particularly the post-ELI student.

The findings of the study will be of direct benefit to the ELI in its quest for a test battery that reflects the teaching and learning going on in ELI classrooms and suits the needs of the university in screening out unqualified candidates. The method of the study might be of interest to other institutions with similar concerns. Finally, it will be an aid to the AUC administration in evaluating its role as an American university in a foreign country.

CHAPTER TWO

METHOD

Subjects. Subjects were drawn from the AUC community.

Four separate samples were identified: a random sample of 200 undergraduate students; all faculty members teaching undergraduate courses in the second semester of the 1980-81 school year, excepting the Freshman Writing Program; a random sample of 50 post-ELI undergraduates; and the syllabi of all undergraduate courses given during the aforementioned semester.

The undergraduate sample was taken from a computerized list of all undergraduate students, as of April, 1980. Therefore, seniors and non-degree students were omitted from the population, since they would have graduated or left the university to return to their home schools by the time of the study, in all probability. The sample was obtained as follows: a disinterested bystander was asked to name a number between one and five, and said "Three." The researcher then, beginning with the third name on the list, took every fifth name after that, since the desired sample numbered 200, and there were approximately 1000 names on the list.

The faculty sample was identified in the course schedule for the second semester of the 1980-81 school year, as was the sample of course syllabi.

The post-ELI student sample was taken from a computerized list of ELI students, also as of April, 1980. Since the sample was to be identified by taking every other name on the list, the researcher flipped a coin to determine whether to start with the first name or the second.

Contacting the subjects and obtaining data from them proved to be extremely difficult (see Procedures). Data was obtained from about half of each of the identified samples. While this fact eliminates the possibility of a true random sample in both the undergraduate and post-ELI student surveys, it does not, in the opinion of the researcher, affect in any significant way the validity of the study as a whole. The quantity of data received was large, and was not obtained in such a way as to make the samples significantly biased. Indeed, the nature of the data collection practically ensured a random-like sample.

Instrumentation. The researcher employed three different questionnaires in the surveys: one for the undergraduate students (see Appendix A); one for the faculty members (Appendix B); and

one for the post-ELI students (Appendix C).

All of the questionnaires used a five-point Likert scale response format. The subjects were asked to read a statement and circle a number indicating their response. Each item contained one of the variables being considered in the study; thus, the questionnaires were brief and direct, taking only a few minutes to complete.

Undergraduate subjects received a one-page questionnaire which was designed to measure the importance, as perceived by students, of various skills, linguistic and non-linguistic, in academic achievement at the university.

Faculty members also received a one-page questionnaire. This was nearly identical to that received by the undergraduates. A few changes had been made, however, in the instructions. These subjects were asked to indicate the importance of each skill as it related to academic success in the undergraduate courses which they taught.

Post-ELI students received a three-page questionnaire which was designed to elicit data for a need-press analysis. The first page measured the importance of the various skills in their present

academic program; the second page measured the amount of improvement in the skills during their time in the ELI; and the third page measured their satisfaction with the improvement which their ELI instruction had produced.

Variables. The variables measured in the study included the importance of oral skills (clarity and correctness of speech; ease and fluency of speech; asking relevant questions and contributing to class discussions); writing skills (grammatical correctness; structure and logical development; spontaneous, in-class essays with a time limit; note-taking; handwriting; typing); reading skills (speed; comprehension of main ideas; comprehension of details); listening ability; cognitive skills (following instructions; anticipating the teacher's idea of a good academic performance); and an affective factor (ingratiation with the teacher). Also obtained were data pertaining to the subject's field of study, year of study, and grade point average.

Procedures. The study was made up of four components: 1) the undergraduate student survey; 2) the faculty survey; 3) the survey of undergraduate course syllabi; and 4) the need-press analysis of post-ELI students. Two of these parts, the faculty survey and the survey of course syllabi, were carried out hand in hand. Faculty members were requested to include a syl-

labus for each course they were teaching when they returned the completed questionnaire. The teachers were given a questionnaire in their departmental mailboxes which included instructions asking them to return the form to the researcher via the campus mail system. Ten days later, those faculty members who had not responded were sent an identical questionnaire with a cover letter which emphasized the need for their co-operation.

In this way, data from about half of the sample was collected. Since it was a representative half, with teachers of all subjects being represented proportionately, the received data was considered sufficient for the purposes of the study. Similarly, the need-press questionnaires were sent to teachers in the Freshman Writing Program (FWP), with a cover letter requesting them to administer the questionnaire to specifically-stated students in their classes, collect them, and hand them in to the secretary of the FWP, from whom the researcher later obtained them. Again, a second round of letters was necessary to urge those who had not returned the questionnaires to do so as soon as possible.

Conducting the undergraduate student survey proved to be the most difficult, because the sample was a random one, so that individuals, rather than whole classes, had to be located and surveyed on the spot. Also, the lack of individual student mailboxes

at AUC eliminated the possibility of contacting the sample in that way. (The Office of Student Affairs distributes grades to all students at the end of each semester, but this is the only time that the average student enters that office.) The smallness of the post-ELI sample, plus the fact that all freshmen are required to take freshman writing courses, enabled that survey to be carried out via teachers, but the size and scope of the undergraduate sample made that method a practical impossibility.

Finally, the researcher decided to conduct the survey using two strategies. The first was to publicize the survey; the second, to actively seek out the subjects on the AUC campus and administer the questionnaires on the spot.

In order to publicize the survey, a list of names of the subjects was drawn up, copied, signed by the appropriate authorities, and placed on bulletin boards at various locations on the campus. The list was accompanied by instructions to the effect that those whose names were on it should go to a certain place at a certain time to collect an unnamed prize, free of charge. Also, a notice was placed in the Channel, a university newsletter, urging students to check the bulletin boards on campus to see if they had been chosen to participate in a survey.

It was thought that this strategy would create interest and curiosity among the student body as a whole, and prompt a sizeable number of subjects to come to the appointed place at the appointed time, and indeed, fifty subjects were surveyed in just over an hour. The prize, incidentally, was a piece of hard candy, with many of which the researcher had come prepared.

This strategy, though it was successful, had only a limited usefulness; it was what advertisers call a "one-shot deal." Those subjects who had failed to appear the first time would almost certainly not take the bait if a second place and time were announced. Therefore, the second strategy was put into effect. A new list was drawn up, without the names of those subjects who had already been surveyed, and was shown to groups of students by the researcher, who would ask them if they saw their name on the list and inform them that they were entitled to a prize if it was. If a subject was found in this way, he or she was surveyed on the spot.

This method proved to be an effective one. The students were extremely co-operative, on the whole, in contrast to the indifference and occasional unwillingness of many of the faculty subjects. Perhaps the candy was responsible for this.

Some of the identified subjects could not be surveyed, for

several reasons. A few were participating in study-abroad programs in the United States; others had withdrawn from the university; still others were currently enrolled, but had not been seen by teachers, department secretaries or fellow students.

The total obtained sample of undergraduate students was representative of the larger population, with students from all classes and fields of study being represented roughly proportionately. Thus, it was considered suitable for the purposes of the study.

Data Analysis. Data from the four different samples was analyzed differently. Together, it was hoped that the results of the four parts of the study would yield a comprehensible whole, and with this end in mind the data was subjected to various types of analysis.

The largest body of information, taken from the undergraduate questionnaires, was tabulated on computer data sheets so as to enable the technicians at the AUC Computer Center to perform a multiple regression analysis with sixteen independent variables (see Variables above). Grade point average was the dependent variable; therefore, the multiple regression analysis would show which variables were considered most important in academic achievement by students whose achievement was high. Means and standard deviations

of raw scores were also computed. Pearson product-moment correlation coefficients were tested for significance using a t-test.

Data from the faculty sample was analyzed in terms of means and standard deviations of raw scores on each questionnaire item.

The need-press analysis demanded the use of a t-test to determine the significance of the difference between mean raw scores on the need questionnaires and mean raw scores on the press questionnaires. Means and standard deviations from all three questionnaires used in this part of the study were computed. Finally, data from the course syllabi were summarized in terms of means and percentages.

CHAPTER THREE

RESULTS AND DISCUSSION

Part One - Student Survey

This section of the study was designed to elicit student opinions about which language skills are most important for academic success in the university's undergraduate programs. This was done by means of a single, sixteen-item questionnaire which was administered by the researcher (see Appendix A).

Table 1 shows means and standard deviations of raw scores on each item of the questionnaire. The ability to write papers which are well-structured and pursue a logical argument received the highest rating of importance (4.14), and was the only variable which exceeded a score of 4, meaning "very important." Next in importance, according to students, was the ability to grasp the main ideas of reading assignments in English (3.97). After that came the ability to write in-class essays on mid-term and final examinations (3.93), and the ability to read English rapidly with comprehension (3.91). These four variables form a group which clearly stands higher in importance than the other variables under consideration. Only these were given a definite value of "very important" by the students.

Table 1
 Rank Order of Variables, Student Survey:
 Means and Standard Deviations

Variable	Mean	S.D.
1. Writing/structure	4.14	.95
2. Reading/main idea	3.97	.91
3. Writing/in-class	3.93	1.04
4. Reading/speed	3.91	.99
5. Note-taking	3.76	1.11
5. Speech/correctness	3.76	1.12
7. Listening ability	3.75	.91
8. Writing/grammar	3.61	.94
9. Following instructions	3.60	1.11
10. Speech/fluency	3.57	1.01
11. Class participation	3.43	1.01
12. Anticipation	3.41	1.06
13. Reading/details	3.40	1.08
14. Ingratiation	3.23	1.27
15. Clear script	3.18	.98
16. Typing	2.22	1.04

Note. Scores refer to a continuum of importance.

1 = unimportant; 5 = absolutely essential

A second group of variables may be identified which stands somewhat lower than the top group. This second group includes note-taking (3.76), correctness of speech (3.76), listening ability (3.75), grammar in writing (3.61), following instructions (3.60), and fluency of speech (3.57). All of these were rated between "somewhat important" and very important", falling closer to the latter than the former.

A third group, also containing five variables, was rated closer to "somewhat important." The variables at this level were class participation (3.43), reading for details (3.40), clear handwriting (3.18), anticipation of the teacher's idea of a good performance (3.41), and ingratiation with the teacher (3.23).

The lowest rating given by students was "helpful but not necessary;" only one variable, typing (2.22) was thus rated.

It is important to note that large standard deviations, such as that of the variable of ingratiation, indicate a certain degree of disagreement among the subjects about the importance of the variable. Also, the lower half of the rank order tends to have larger standard deviations, whereas in the upper half, smaller standard deviations appear, indicating general agreement among the subjects on the importance of the variable.

Table 2 shows means and standard deviations of grouped variables, in rank order, these being writing (grammar, structure, and in-class examinations); reading (speed, main idea, and details); listening; speech (correctness, fluency, and class participation); and study skills (note-taking, following instructions, typing, clear script, anticipation of the teacher's idea, and ingratiating). Again, the higher groups had less variance than the lower groups, which is shown by the standard deviations.

Table 2

Rank Order of Grouped Variables, Student Survey:
Means and Standard Deviations

Group	Mean	S.D.
1. Writing	3.89	.98
2. Reading	3.76	.99
3. Listening	3.75	.91
4. Speech	3.59	1.05
5. Study Skills	3.19	1.07

Multiple Regression Analysis

Data from the student sample were subjected to a step-wise multiple regression analysis, with grade-point average as the dependent variable, and the sixteen items on the questionnaire as independent variables. It was thought that this procedure would show which language skills were considered most (or least) important by subjects who had already achieved academic success, and thus would enable the researcher to give more weight to their opinions than to those of non-achievers in the final analysis of the results of the study as a whole.

Table 3 shows a simple correlation matrix. The dependent variable, grade point average, is listed first; the independent variables follow.

Reading for the main idea correlated most strongly with the dependent variable ($r = .31$), followed by in-class writing (.24) and the ability to follow instructions (.22). Negative relationships appeared between the dependent variable and ingratiating with the teacher (-.19) and listening ability (-.12).

Table 4 shows the results of the step-wise multiple regression analysis, with the top six variables rank-ordered in terms of contribution to the variance.

Correlation Matrix

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1. S/correct	1.00	.08	1.00														
2. S/fluency	.01	.73**	1.00														
3. Participation	.11	.13	.30**	1.00													
4. W/grammar	.04	.32**	.35**	.22*	1.00												
5. W/structure	.18	.01	.07	.43**	.25*	1.00											
6. W/in-class	.24*	-.01	-.04	-.03	.19	.44**	1.00										
7. R/speed	.19	.33**	.34**	.24*	.33**	.26**	.22*	1.00									
8. R/ideas	.31**	.20*	.12	.18	.08	.31**	.28**	.40**	1.00								
9. R/details	.18	-.18	-.27	-.06	-.07	.17	.32**	.02	.22*	1.00							
10. Listening	-.12	.11	.11	-.08	.07	.00	.28**	.17	.22*	.02	1.00						
11. Note-taking	.10	.11	.24*	.17	.19	.22*	.11	.27**	.28**	.02	.25*	1.00					
12. Instructions	.22*	.10	.10	.08	.16	-.01	.16	.24*	.25*	.17	.15	.41**	1.00				
13. Typing	.18	-.06	.03	.12	.25*	.13	.18	.08	.01	-.03	.17	.03	.17	1.00			
14. Script	.18	.27**	.17	.23*	.25*	.19	.20*	.09	.21*	.10	.04	.28**	.49**	.19	1.00		
15. Anticipation	.14	.08	.08	.05	.26**	.08	.27**	.19	.03	.18	.15	.06	.18	.13	.33**	1.00	
16. Ingratiation	-.19	.02	.06	.05	.10	.03	.01	-.05	-.13	.07	-.10	.04	.04	.00	-.04	.22*	1.00

* p < .05 **p < .01 (df = 100)

Table 4
Multiple Regression Analysis, Student Sample:
Contribution to Grade Point Average

Source	R	R ²	R ² _{inc}	df	F
1. Reading/main idea	.314	.099	.099	1, 100	10.948**
2. Listening ability	.366	.134	.035	1, 99	4.068*
3. Writing/in-class	.418	.175	.041	1, 98	4.919*
4. Ingratiation	.457	.208	.033	1, 97	4.049*
5. Following instructions	.487	.237	.029	1, 96	3.640
6. Anticipation	.506	.256	.019	1, 95	2.353

*p < .05 **p < .01

The multiple correlation coefficient (R) was .529, which is over the .50 level considered to be the minimum for significance. Reading for the main idea contributed the most to the variance, followed by listening ability, in-class writing, ingratiating with the teacher, following instructions, and anticipation of the teacher's idea of a good job. This means that the relationship between reading for the main idea and grade point average accounted for a greater part of the overall correlation than any other single variable.

It is important to note that both listening ability and integration related negatively to grade point average; this means that the students with high GPA's considered these skills to be less important than the rest.

Another look at the correlation matrix (Table 3) enables us to identify variables which have strong positive relationships to those which contributed most to the variance. Though they themselves did not contribute much to the variance, the strength of their relationships with the variables that did shows that they are important as well.

For example, well-structured writing correlates highly with reading for the main idea (.31), and with in-class writing (.44). Similarly, reading for details correlates highly with in-class writing (.32) and reading for the main idea (.22); reading rapidly also correlates highly with the latter (.40), as does note-taking (.28). Good handwriting is strongly related both to following instructions (.49) and to anticipation of the teacher's idea (.33).

Table 5 shows the top nine variables according to the multiple regression analysis compared to the rankings from mean scores.

Table 5
 Comparison of Rankings of Variables:
 Student Survey

Multiple Regression	Mean Scores
1. Reading/main idea	1. Writing/structure
2. Writing/in-class	2. Reading/main idea
3. Following instructions	3. Writing/in-class
4. Anticipation	4. Reading/speed
5. Writing/structure	5. Note-taking
6. Reading/details	6. Speech/correctness
7. Reading/speed	7. Listening ability
8. Note-taking	8. Writing/grammar
9. Clear script	9. Following instructions

High achievers placed more importance on study skills, such as following instructions, anticipation of the teacher's idea, note-taking, and clear script, than did the student sample as a whole. Reading for the main idea, well-structured writing, and the ability to write well on in-class examinations were rated highly across the board. Speaking ability, correctness of grammar in writing, class participation, listening ability, and ingratiation with the teacher were considered less important by high achievers than reading, writing, and study skills.

Part Two - Faculty Survey

This part of the study was designed to elicit the opinions of faculty members about which skills were most important for a student's success in the courses which they taught. This was accomplished by using the same questionnaire which was employed in the student survey; only the instructions were different. The variables and rating scale (continuum of importance) remained the same.

Table 6 shows mean scores and standard deviations for each variable in rank order. Here again, the ability to write well-structured papers, and reading for the main idea were rated most important (4.26). The ability to follow instructions was rated nearly as high (4.24). These three variables form the top group of the faculty survey.

A second group, consisting of five variables, was clustered around the "very important" level. These were class participation (3.95), rapid reading (4.00), reading for details (3.90), listening ability (4.10), and note-taking (3.95). Lower, but still on the "very important" side of the line, was the ability to write well on in-class examinations (3.55).

A third group was rated closer to "somewhat important," in-

Table 6
 Rankings of Variables, Faculty Survey:
 Means and Standard Deviations

Variable	Mean	S.D.
1. Writing/structure	4.26	1.06
1. Reading/main idea	4.26	.96
3. Following instructions	4.24	.88
4. Listening ability	4.10	.88
5. Reading/speed	4.00	.88
6. Class participation	3.95	.88
6. Note-taking	3.95	.96
8. Reading/details	3.90	.82
9. Writing/in-class	3.55	1.37
10. Speech/correctness	3.33	.90
11. Writing/grammar	3.31	.81
12. Speech/fluency	3.24	.91
12. Clear script	3.24	1.07
14. Anticipation	3.12	1.19
15. Typing	2.17	1.08
16. Ingratiation	1.88	1.19

cluding correctness of speech (3.33), fluency of speech (3.24), correctness of grammar in writing (3.31), good handwriting (3.24), and anticipation of the teacher's idea of a good academic performance (3.12). Finally, typing (2.17) and ingratiation with the teacher (1.88) were rated "helpful but not necessary."

Faculty subjects exhibited substantial amounts of disagreement about the importance of inclass writing (standard deviation = 1.37), anticipation of the teacher's idea (s.d. = 1.19), and ingratiation with the teacher (s.d. = 1.19). This last variable elicited several free responses on the questionnaires, including "I hope not!", "Are you kidding?", and "Ugh!" Other faculty members responded that it was somewhat, or even very important. Similarly, in-class writing ranged from "unimportant" to "absolutely essential."

Table 7 shows grouped mean scores and standard deviations from the faculty survey in rank order.

Group	Mean	S.D.
1. Listening	4.10	.88
2. Reading	4.05	.89
3. Writing	3.71	1.08
4. Speaking	3.51	.90
5. Study Skills	3.40	1.00

Part Three - Comparison of Student and Faculty Surveys

The results obtained in the student and faculty surveys differed in some significant ways. Overall, the faculty subjects gave the variables higher ratings of importance than did the student subjects. In some instances, however, student ratings exceeded faculty ratings.

Figure 1 shows mean scores for each variable from both surveys plotted on top of one another.

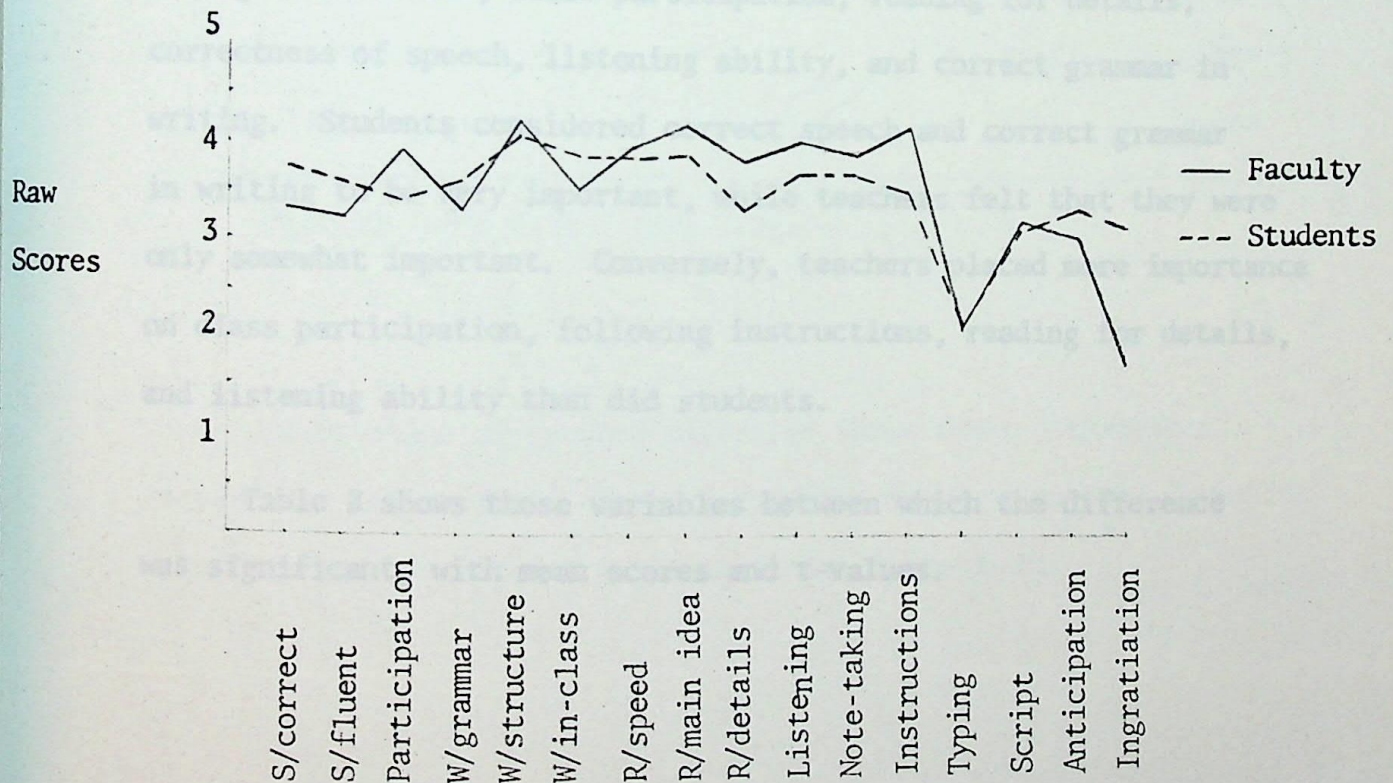


Figure 1. Comparison of student and faculty surveys: means.

Ingratiation with the teacher was the most controversial item. Students felt that it was somewhat important, although it correlated negatively with grade point average; faculty members, on the other hand, considered it helpful but not necessary, on the average. Unelicited free responses indicated strong feelings among many teachers about the unimportance of ingratiation.

There was a smaller but still significant difference of opinion between students and faculty about the importance of following instructions, class participation, reading for details, correctness of speech, listening ability, and correct grammar in writing. Students considered correct speech and correct grammar in writing to be very important, while teachers felt that they were only somewhat important. Conversely, teachers placed more importance on class participation, following instructions, reading for details, and listening ability than did students.

Table 8 shows those variables between which the difference was significant, with mean scores and t-values.

Table 8
Significantly Different Variables:
Means and T-Values .

Variable	Students	Faculty	t
1. Ingratiation	3.23	1.88	6.43***
2. Following instructions	3.60	4.24	-3.56**
3. Class participation	3.43	3.95	-3.06**
4. Reading/details	3.40	3.90	-2.94**
5. Speech/correctness	3.76	3.33	2.39*
6. Listening ability	3.75	4.10	-2.29*
7. Writing/grammar	3.61	3.31	2.00*

*p < .05 **p < .01 ***p .001

A comparison of grouped variables shows fewer differences between the two samples. Table 9 compares means of grouped variables from both surveys, indicating significant differences.

Table 9
Comparison of Grouped Variables:
Means and T-Values

Group	Students	Faculty	t
1. Speech	3.59	3.51	.47
2. Writing	3.89	3.71	1.05
3. Reading	3.76	4.05	-1.78
4. Listening	3.75	4.10	-2.29*
5. Study Skills	3.19	3.40	1.18

* $p < .05$

Figure 2 presents the same information graphically.

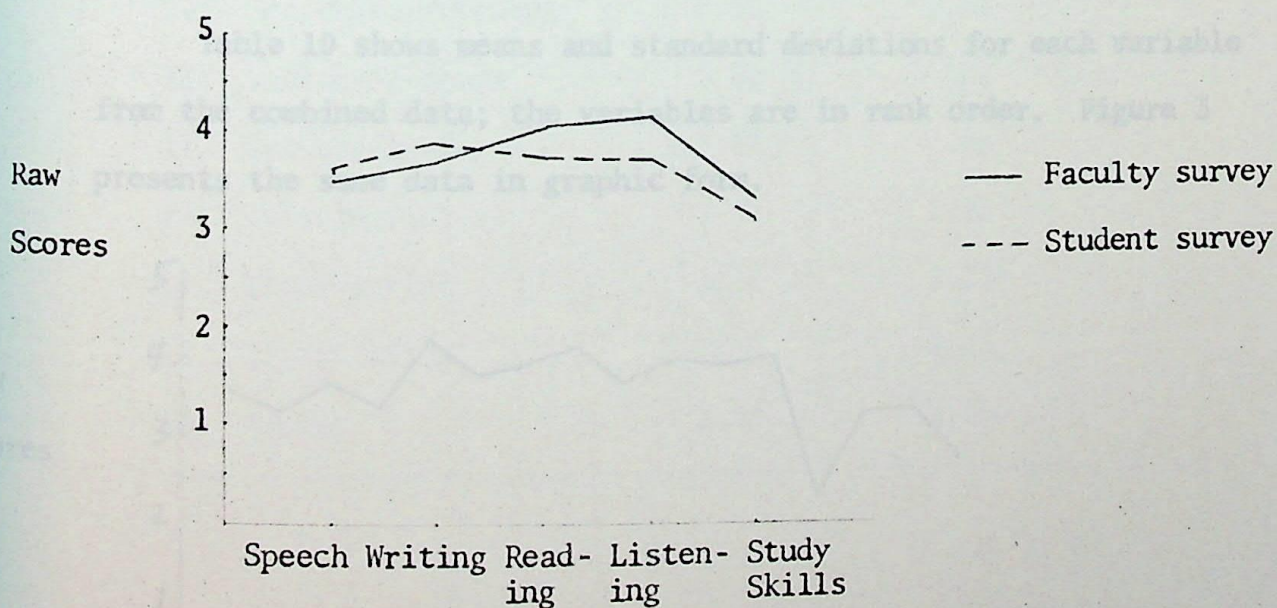


Figure 2. Comparison of Grouped Variables.

The reasons for the differences between the two samples were not apparent. Clearly, students and teachers do not view the grading process in the same way; perhaps one group's perceptions are more accurate than the other's--common sense dictates that teachers, since they actually give the grades, ought to know best--but there is no way of knowing whether or not this is actually true. The goal of the surveys, as parts of the larger study, was to obtain an idea of the importance of various skills in relation to academic achievement; therefore, the data obtained from both samples were combined to provide a unified picture. If the results of one of the surveys are inaccurate, then the combination is less accurate than the results of the other, more accurate survey. However, the combination may moderate any extreme judgements and yield a balanced set of results.

Table 10 shows means and standard deviations for each variable from the combined data; the variables are in rank order. Figure 3 presents the same data in graphic form.

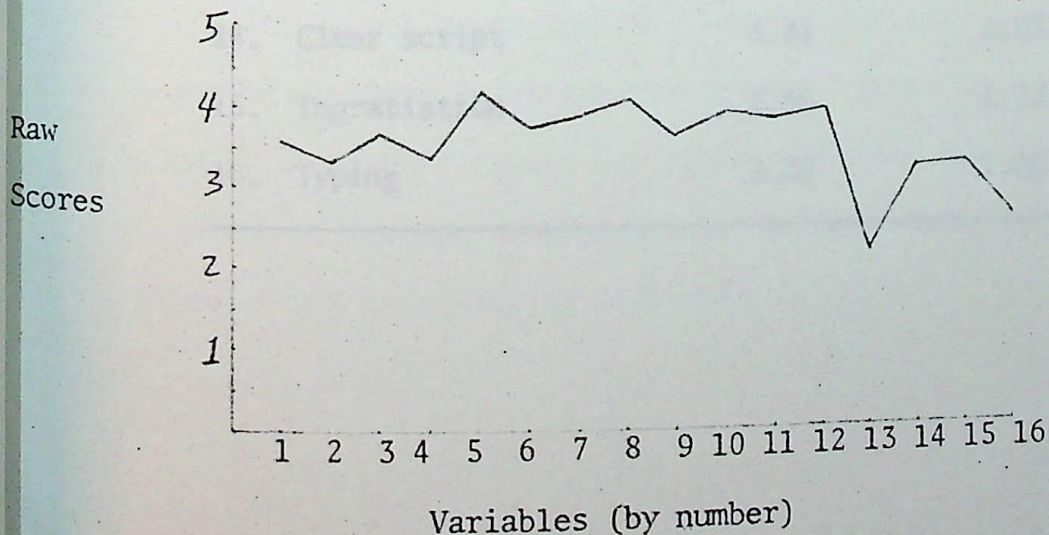


Figure 3. Combined Student and Faculty Surveys: Means.

Table 10
 Combined Student and Faculty Surveys:
 Means and Standard Deviations

Variable	Mean	S.D.
1. Writing/structure	4.20	1.01
2. Reading/main idea	4.12	.94
3. Reading/speed	3.96	.94
4. Listening ability	3.93	.90
5. Following instructions	3.92	1.00
6. Note-taking	3.86	1.04
7. Writing/in-class	3.74	1.21
8. Class participation	3.69	.95
9. Reading/details	3.65	.95
10. Speech/correctness	3.55	1.01
11. Writing/grammar	3.46	.88
12. Speech/fluency	3.41	.96
13. Anticipation	3.27	1.13
14. Clear script	3.21	1.03
15. Ingratiation	2.56	1.23
16. Typing	2.20	1.06

The variables can be divided into six groups, or levels, of importance. The top group contains two variables: writing well-structured papers, and reading for main ideas. These are clearly the two most important skills for academic success, according to the data.

The second group consists of rapid reading, listening ability, following instructions, and note-taking. These four skills approach the "very important" level, and may be classed as basic skills for academic success.

The third group, further from the "very important" level, includes writing in-class examinations, class participation, and reading for details. The importance of in-class writing was disagreed upon by the subjects, as the large standard deviation indicates; some subjects considered it essential, while others said it was unimportant, or only somewhat important.

The fourth group, tending toward "somewhat important," consists of correctness of speech, correct grammar in writing, and fluency of speech. These are clearly of less importance, in the opinions of students and teachers, than the variables in the first three groups in achieving high grades.

The fifth group contains two variables: anticipation of the teacher's idea, and clear handwriting. These were rated "somewhat important," although the former of the two received a wide range of ratings.

The sixth, and final, group consists of typing and ingrati-
ation with the teacher, both of which were considered "helpful but
not necessary." The latter variable, as we have seen, received very
different ratings from students and teachers; overall, it was not
believed to be of great importance in the assignment of grades.

Table 11 shows means and standard deviations of grouped
variables, combined from both surveys.

Table 11
Combined Grouped Variables:
Means and Standard Deviations

Group	Mean	S.D.
1. Listening	3.93	.90
2. Reading	3.91	.94
3. Writing	3.80	1.03
4. Speech	3.55	.98
5. Study Skills	3.30	1.04

Figure 4 presents the same information in graphic form.

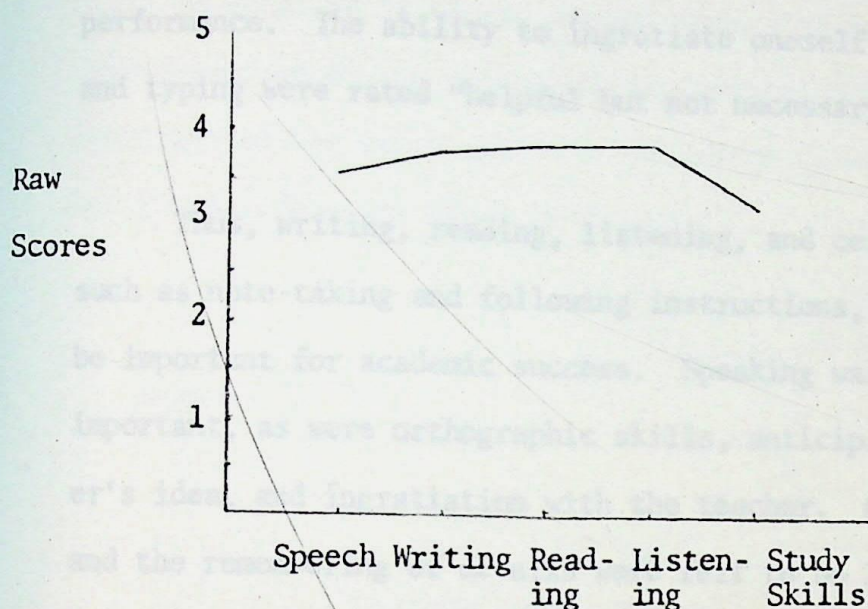


Figure 4. Grouped variables: faculty and student surveys combined.

In conclusion, the results of the student and faculty surveys may be summed up as follows: Writing well-structured papers which pursue a logical argument, and reading for the main ideas of reading assignments were considered to be the most important skills for academic success. Listening ability, the ability to read rapidly, note-taking, and following instructions were also rated as very important skills. Feelings were mixed about the importance of writing in-class examinations, but those who felt it was of importance generally rated it "very important" or "essential." Speaking skills and correct grammar in speaking and writing were believed to be only somewhat important, as were good handwriting and

the ability to anticipate the teacher's idea of a good academic performance. The ability to ingratiate oneself with the teacher, and typing were rated "helpful but not necessary."

Thus, writing, reading, listening, and certain study skills, such as note-taking and following instructions, were considered to be important for academic success. Speaking was thought to be less important, as were orthographic skills, anticipation of the teacher's idea, and ingratiation with the teacher. Correctness of grammar and the remembering of details were felt to be less important than the ability to grasp ideas and express them in writing.

Part Four - Survey of Course Syllabi

A total of 38 course syllabi were surveyed, representing a cross-section of the undergraduate curriculum at AUC. Mean percentages of the weight given to different tasks in the assignment of final grades are shown in Figure 5.

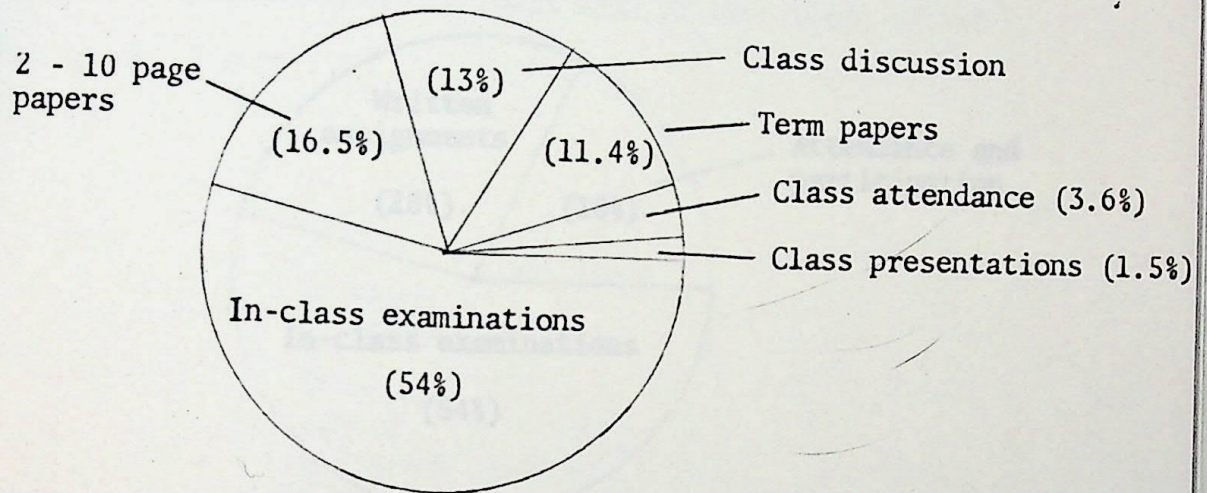


Figure 5. Grade assignment: mean weights

In-class written examinations were by far the most important type of academic task, averaging 54 per cent of the final grade. Written assignments between two and ten pages in length were second in importance, averaging 16.5 per cent of final grades. Class discussion was the third most important course requirement, counting for 13 per cent, followed by term papers (11.4%), class attendance (3.6%), and in-class presentations (1.5%).

Adding the mean percentages of weight given to term papers and shorter papers together, and those given to attendance, participation, and presentations in another group, the total weight is divided into three groups. The grouped mean percentages of weightings are shown in Figure 6.

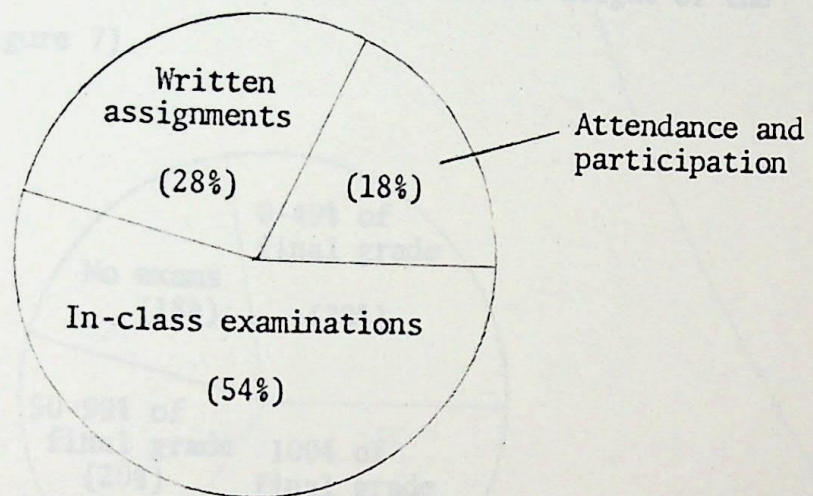


Figure 6. Grouped Grade Assignment Weighting

In-class examinations, being a unique type of academic exercise, are a group on their own, and they remain the most important at 54 per cent. Written assignments, including term papers and shorter papers, accounted for 28 per cent of the final grade. Class attendance, participation, and presentations contributed 18 per cent to the final evaluation.

These results suggest that the ability to express oneself in spoken English is a good deal less important than the ability to write papers and examinations, if one's goal is a high grade in the course. Indeed, final examinations appear to be even more important in light of the fact that in over 50 per cent of the courses surveyed, they contributed at least half of the weight of the final grade (Figure 7).

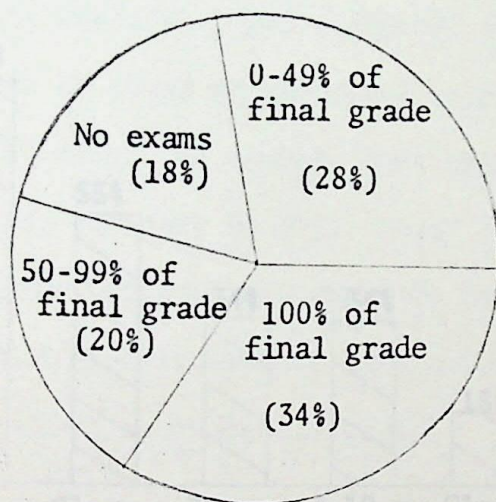


Figure 7. Weighting of in-class examinations.

Thirty-four per cent of the courses in the survey assigned final grades entirely on the basis of in-class written examinations; only 28 per cent gave less than half of the weight to in-class exams, while 18 per cent required no in-class examinations at all.

Figure 8 shows the percentage of the courses in the survey requiring different types of academic work. Most courses gave some weight to examinations (82%); over half gave some weight to class discussion (55%). Term papers and shorter papers were required in only 34 per cent of the surveyed courses, while class attendance and presentations were given weight in merely 15 and 8 per cent, respectively.

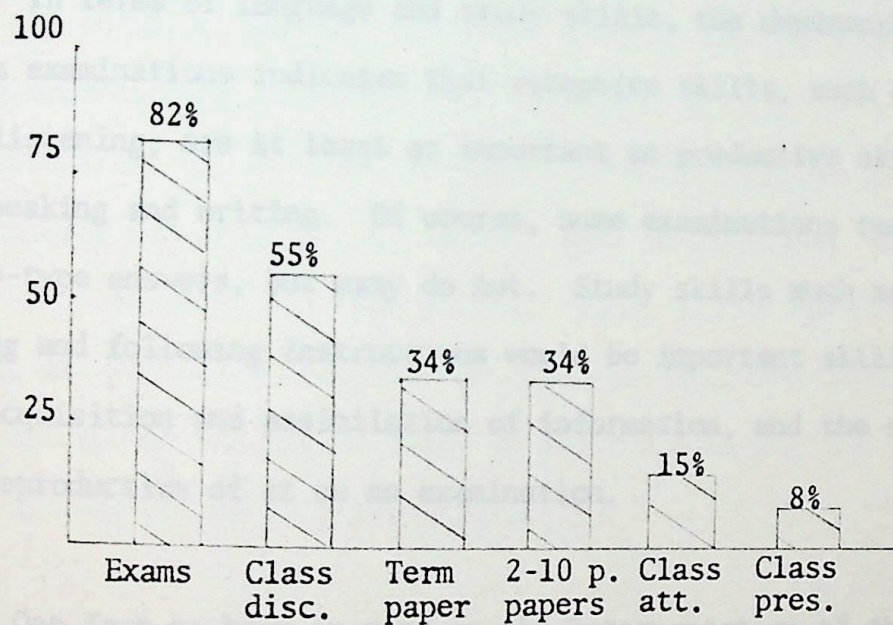


Figure 8. Percentage of courses requiring stated academic work.

Reading, of course, was required in every course. The average amount of reading required per week was 36.36 pages, with a standard deviation of 23.20. In comparison with many colleges and universities in the United States, particularly those which are considered to offer top-quality programs of study, this is a low num-

ber. However, as can be seen from the size of the standard deviation, some courses require a great deal more reading. History and political science courses, in particular, averaged around 75 pages of required reading per week. Courses in the sciences and economics, on the other hand, required only between 20 and 35 pages per week.

In terms of language and study skills, the dominance of in-class examinations indicates that receptive skills, such as reading and listening, are at least as important as productive skills such as speaking and writing. Of course, some examinations require essay-type answers, but many do not. Study skills such as note-taking and following instructions would be important skills for the acquisition and assimilation of information, and the successful reproduction of it on an examination.

One fact to keep in mind in the interpretation of the results is the popularity of economics as a major field among AUC students. During the past four years, approximately half of all graduating seniors were awarded degrees in economics, and this percentage seems to be constant. Of the economics courses in the survey, over half assigned final grades entirely on the basis of mid-term and final examinations; however, over a third gave substantial weight to both class participation and term papers. Thus, economics

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courses seem to be representative of all undergraduate courses in terms of the type of work required.

Many syllabi contained course descriptions which emphasized the importance of ideas and critical thinking. Some examples follow:

Members of the seminar will be expected to submit critical reaction reports on the common reading . . . (Anthropology 407)

Since the study of International Relations is, by definition, theoretical and multidisciplinary, students should not be content with "learning facts;" they should try to think . . . (Political Science 320)

. . . understand the "why" and "how" as well as the "what" of events in the area. (History 454)

The essential problem of social science is not to reconcile differences between Western theories but rather to question and modify their similarities . . . (Sociology 310)

This course is concerned with the analysis and assessment of the development of economic theories. (Economics 405)

Most of these course descriptions were from upper-level social science courses, which form only a part of the overall undergraduate curriculum. Most likely, introductory courses are less theoretical and more concerned with "learning facts;" yet at some point, an undergraduate must take upper-level courses for the fulfillment of requirements for his degree. Therefore, the importance of critical thinking, class discussion, and well-structured, logical papers increases as the student approaches the end

of his course of study.

In conclusion, the survey of course syllabi yielded the following results: In-class written examinations were by far the most important type of task for the assignment of final grades. Next in importance were 2 to 10-page papers, term papers, class participation, attendance, and class presentations. Thus, receptive skills such as reading and listening, and study skills such as note-taking would appear to be at least as important for academic success as productive skills such as writing and speaking. In-class examinations require both the reproduction of information and critical writing in essay-type answers. This last type of task appears to become more important as a student nears the end of his undergraduate career.

Part Five - Need-Press Analysis

This part of the study was designed to determine areas of mismatch between the needs of undergraduate students at AUC and the instruction they received in their ELI course. Thirty-five freshmen who had completed at least one semester in the ELI the previous year were given three separate questionnaires: one to elicit their opinions on which skills were most important for success in their current academic programs ("need"); another to elicit their opinions on their improvement in the skills during their time in the ELI ("press"); and a third to elicit judgements about the amount of instruction they had received.

Table 11 shows means and standard deviations for each variable on both the need and press questionnaires, indicating significant differences. Figure 9 plots the means on top of one another.

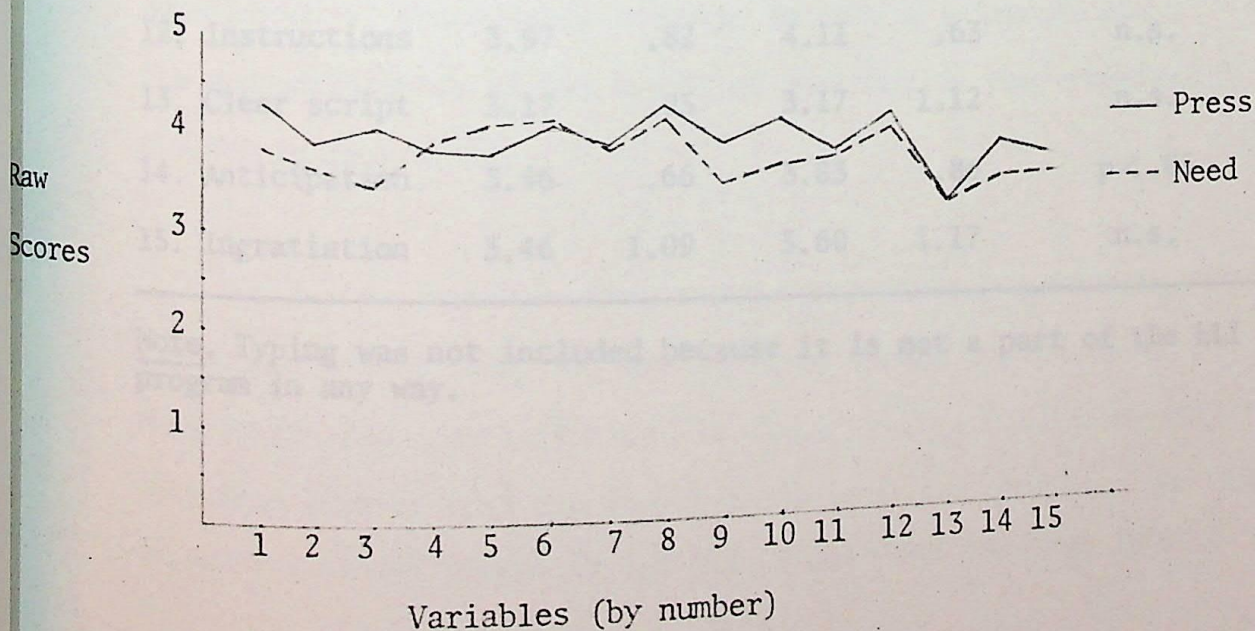


Figure 9. Need-press analysis: means.

Table 11
 Need-Press Analysis: Means,
 Standard Deviations, and Significance Levels

Variable	Need		Press		Significance
	Mean	S.D.	Mean	S.D.	
1. S/ correct	3.83	1.01	4.26	.73	n.s.
2. S/fluent	3.63	1.00	3.86	.96	n.s.
3. Participation	3.46	.98	4.02	.86	p < .01
4. W/grammar	3.86	.97	3.80	.99	n.s.
5. W/structure	4.06	.76	3.77	.81	p < .05
6. W/in-class	4.11	.76	4.03	.82	n.s.
7. R/speed	3.80	.76	3.83	.86	n.s.
8. R/main idea	4.11	.87	4.26	.56	n.s.
9. R/details	3.43	1.04	3.83	.86	n.s.
10. Listening	3.66	.97	4.09	.88	n.s.
11. Note-taking	3.69	.96	3.74	.98	n.s.
12. Instructions	3.97	.82	4.11	.63	n.s.
13. Clear script	3.17	.95	3.17	1.12	n.s.
14. Anticipation	3.46	.66	3.83	.86	p < .05
15. Ingratiation	3.46	1.09	3.60	1.17	n.s.

Note. Typing was not included because it is not a part of the ELI program in any way.

The match between the current needs of the subjects and the improvement in these skills during their time in the ELI was good. Only three variables received significantly different ratings, and in only one of those three cases was need greater than press (structure in writing). These results indicate that students believe that the ELI is doing a good job of preparing them for university work, on the whole. The writing-structure mismatch was anticipated, because the ELI does not attempt to train students completely in writing structure. The Freshman Writing Program is designed to accomplish this task. The mismatch between need and press in class participation indicates that perhaps the ELI spends too much time in class discussion; yet the results of the third questionnaire do not bear out this surmise.

Table 12 shows means and standard deviations from the third questionnaire, which asked students to make a judgement about the appropriateness of the amount of instruction they received in the ELI in each skill.

Only five variables were rated "just right," indicating that the subjects felt that they had received enough instruction. These were class participation, in-class writing, listening ability, following instructions and ingratiating with the teacher. The last, of course, is not taught in the ELI, but it was included in the

Table 12
 Judgements on Amount of ELI Instruction:
 Means and Standard Deviations

Variable	Mean	S.D.
1. Speech/correctness	2.40	.65
2. Speech/fluency	2.14	.77
3. Class participation	2.57	.78
4. Writing/grammar	2.34	.73
5. Writing/structure	2.34	.76
6. Writing/in-class	2.74	.76
7. Reading/speed	2.37	.65
8. Reading/main ideas	2.37	.78
9. Reading/details	2.49	.89
10. Listening ability	2.54	.74
11. Note-taking	2.23	.73
12. Following instructions	2.69	.63
13. Clear script	2.49	.78
14. Anticipation	2.43	.82
15. Ingratiation	2.77	.77

Note. Scores refer to a continuum of appropriateness of amount. 1 = Should have had much more; 5 = Should have had much less.

analysis because it is still a possible factor in the learning environment.

Only two variables were rated "should have had more," indicating that the amount of instruction was not enough. These were fluency of speech and note-taking. The other variables fell within a small range (2.49 - 2.34) between "just right" and "should have had more." The narrowness of this range, and the overall narrowness of the range of ratings (2.77 - 2.14) suggest a lack of strong feelings about the appropriateness of the amount of instruction received.

Several ideas can be drawn from the results of the need-press analysis. First, the match between need and press was good, with all significant differences except one in favor of press. Second, the one variable whose need rating exceeded its press rating was writing structure, which is a skill that the Freshman Writing Program, not the ELI, is responsible for developing. Third, high press ratings of correctness of speech, class participation, in-class writing, reading for the main idea, and listening ability indicate that the ELI is definitely providing enough instruction in those areas. Finally, only one skill, note-taking, could be identified as one which possibly is not being taught enough in the ELI, but here again, the press rating exceeded the need. It

should be kept in mind that the fact that students feel that note-taking is important does not necessarily mean that it actually is. However, it, more than the other variables, seemed to be slightly lacking in the ELI experience of the subjects.

CHAPTER FOUR

CONCLUSIONS

Based on the results of the four separate parts of the study, skills believed to be useful for academic success in undergraduate programs of study at AUC may be identified. Target behaviors, defined as skills and habits which enable a student to achieve his academic goals, are hopefully consistent with the identified skills.

Many English language target behaviors for a student in a university-level program are predictable, to a degree. Most academic courses use books; therefore, the student must know how to read them. However, teaching and learning methods in recent years have become less predictable than they were in the past. London University, for example, awards academic credit for courses taken through the medium of television. No reading or speaking skills are required in such a program. Many professors at American schools do not require that their students attend classes; if the student is able to learn more efficiently on his own, they reason, what is the good of forcing him to sit in class against his will? Thus, no listening, speaking, or note-taking skills are important for success in the course. Science and mathematics courses often require no written work other than numbers or short, objective answers on examinations. Indeed, in some courses, no reading beyond

one's notes is necessary, because the teacher's lectures merely repeat the reading assignments.

The purpose of this study was to investigate undergraduate courses at AUC, determine what they require from students, and elicit opinions from students and teachers on which skills are most important for academic success. The results showed that teaching and learning methods at AUC are fairly traditional, and that the four language skills--reading, writing, listening, and speaking--are required in one way or another during a student's undergraduate career.

Certain kinds of skills were found to be less important than others. One such kind of skill was grammatical correctness in speaking and writing; both students and teachers rated these skills low in relation to the others in the study. Another type of skill which was considered less important was speaking in general, and this result was borne out by the survey of course syllabi, which showed that class participation and presentations accounted for only 14.5 per cent of final grades. The ability to remember specific information from readings was considered to be less important than other reading skills. Among study skills, typing and handwriting were the least important. The ability to ingratiate oneself with the teacher was rated low by most subjects, as well.

By the same token, a certain kind of skill received the highest ratings. This kind of skill involves ideas rather than specific information, and the application of logical thinking to ideas. Thus, the ability to write well-structured papers, and the ability to grasp the main ideas of reading assignments were considered to be most important by students and teachers alike. Considering the fact that, as the course syllabi revealed, the most important academic task was the writing of in-class examinations, reading may actually be the most consistently required skill, rather than writing. Many courses required no papers, and did not have essay-type examinations. Therefore, reading ability, which enables the student to acquire and understand the content of the course, is more important in more courses than is writing ability. Another reading variable, the ability to read rapidly with comprehension, was given high ratings as well.

Similar to reading in the learning process are listening and note-taking. Many courses depend heavily on classroom lectures for the transmission of content from teacher to student. To master the material, the student must be able to understand everything that is said in class, and be able to write it down in such a way that he can review it later on. Listening ability and note-taking, then, may be considered, in light of the results, basic skills, essential to academic success at AUC. Another basic skill of this type is

following instructions, which combines reading and listening ability, since instructions are either written or spoken.

Two skills were noticeable for the lack of agreement which was found about them. One of these was the ability to write in-class essays on examinations. Students felt this skill to be very important overall, whereas teachers were divided. The survey of syllabi showed the overwhelming importance of examinations, but did not distinguish between objective and essay-type (or mixed) tests. Overall, it was believed to be an important skill.

Another controversial skill was the ability to anticipate the teacher's idea of a good academic performance. Many subjects may have interpreted this as "the ability to please the teacher" and rated it high or low, according to their opinion; others may have seen it as another form of following instructions. There was substantial disagreement about its importance, particularly among faculty members. Overall, it was rated less highly than most other skills.

AUC English language target behaviors, then, include reading for main ideas and reading rapidly; writing well-structured papers which pursue a logical argument; writing well on in-class essay-type examinations; competent listening and note-taking, and the

ability to follow instructions; and participation in class discussion. More generally, academic target behaviors at AUC seem to be those involving or facilitating critical thinking and the manipulation of ideas, rather than those facilitating the assimilation and flawless reproduction of bodies of knowledge. Details, such as grammar and specific information from readings, were found to be less important than ideas and structure.

What do these findings mean to the ELI? First of all, the need-press analysis showed that students believe that the ELI is teaching enough of the right things, except possibly note-taking. Secondly, the importance of ideas and logical thought in the undergraduate curriculum argues against any ELI teaching which encourages mastery of the details of grammar for their own sake, memorization of vocabulary lists or grammatical rules, imitation of model compositions, or the like, as ends in themselves. Third, the use of the Michigan test, because of its insecurity, is potentially harmful because it encourages students to memorize.

Recommendations.

Contextualization in ELI language classes, such as the Books That Changed the World curriculum, would seem to be a good way to teach English and prepare students for university work at the same time. In this way, the students manipulate ideas in their writing,

do substantial amounts of meaningful reading, and engage in class discussions. All that are needed are lectures on the topic to complement the readings and discussion, and essay-type examinations which test the students' knowledge of the material and their ability to think about it critically, while giving the teacher an idea of their language proficiency level. An objective examination at the end of the course, like the Michigan test, could be used with such a curriculum, but, in the opinion of the researcher, such an examination should be given much less weight than it receives at present.

Under the present system, the Michigan test battery, including the listening comprehension sub-test, counts for 50 per cent of the ELI student's final evaluation. One composition, graded primarily on grammar, counts for about 33 per cent; teacher evaluations count for about 17 per cent.

The researcher recommends reducing the value of the Michigan-like proficiency test battery, including listening comprehension, to one third of the final grade (33%); a composition grade taken from two or three composition examinations could account for another third; and the final third could be divided between a teacher evaluation and a reading test. (These are purely arbitrary recommendations; there is no specific empirical basis for them.) The com-

positions might be graded on content and structure rather than grammar alone, and the teacher evaluation might include the student's knowledge of the material which was presented in the course as well as his English proficiency.

This is but one suggestion. Any method of instruction which de-emphasizes conscious memorization of grammar rules and vocabulary words while emphasizing the effective understanding and communication of ideas is good preparation of ELI students for their coming undergraduate program of study. Indeed, any such method is good for all future purposes of language use; this only strengthens the argument for its inclusion in the ELI program.

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ELI Survey

Name _____ Major _____ GPA _____
 Year of study _____ Age _____ Sex _____

This is part of an ELI survey of English language use in AUC courses. For each language skill, please circle one number to indicate the appropriate level of importance as it relates, in your opinion, to a student's success in obtaining high grades at AUC. Base your responses on your AUC experience in general, not on any particular course.

1 means unimportant (U), 2 means helpful but not necessary (H), 3 means somewhat important (SI), 4 means very important (VI), and 5 means absolutely essential (AE). Thank you for your help.

	U	H	SI	VI	AE
1. The ability to speak English clearly and correctly.	1	2	3	4	5
2. The ability to speak English easily and fluently.	1	2	3	4	5
3. The habit of asking relevant questions and contributing to class discussions.	1	2	3	4	5
4. The ability to write in English without making grammatical errors.	1	2	3	4	5
5. The ability to write papers which are well-structured and pursue a logical argument.	1	2	3	4	5
6. The ability to write in-class essays on mid-term and final examinations.	1	2	3	4	5
7. The ability to understand what is said in class without needing repeated explanations and amplification.	1	2	3	4	5
8. The ability to take notes in an organized manner.	1	2	3	4	5
9. The ability to follow instructions.	1	2	3	4	5
10. The ability to read English rapidly with comprehension.	1	2	3	4	5
11. The ability to grasp the main ideas of reading assignments in English.	1	2	3	4	5
12. The ability to memorize specific information from readings and lectures.	1	2	3	4	5
13. The ability to type, or the habit of having papers typed.	1	2	3	4	5
14. The ability to write in clear script.	1	2	3	4	5
15. The ability to anticipate the teacher's idea of a good academic performance.	1	2	3	4	5
16. The ability to make the teacher like you personally.	1	2	3	4	5

THANK YOU

ELI Survey

Name _____ Dept. _____

Years of teaching experience outside the U.S. _____

This is part of an ELI survey of English language use in AUC courses. For each language skill, please circle one number to indicate the appropriate level of importance as it relates to a student's success in obtaining high grades in your courses.

1 means unimportant (U), 2 means helpful but not necessary (H), 3 means somewhat important (SI), 4 means very important (VI), and 5 means absolutely essential (AE).

Thank you for your help.

	U	H	SI	VI	AE
1. The ability to speak English clearly and correctly.	1	2	3	4	5
2. The ability to speak English easily and fluently.	1	2	3	4	5
3. The habit of asking relevant questions and contributing to class discussions.	1	2	3	4	5
4. The ability to write in English without making grammatical errors.	1	2	3	4	5
5. The ability to write papers which are well-structured and pursue a logical argument.	1	2	3	4	5
6. The ability to write in-class essays on mid-term and final examinations.	1	2	3	4	5
7. The ability to understand what is said in class without needing repeated explanations and amplification.	1	2	3	4	5
8. The ability to take notes in an organized manner.	1	2	3	4	5
9. The ability to follow instructions.	1	2	3	4	5
10. The ability to read English rapidly with comprehension.	1	2	3	4	5
11. The ability to grasp the main ideas of reading assignments in English.	1	2	3	4	5
12. The ability to remember specific information from readings and lectures.	1	2	3	4	5
13. The ability to type, or the habit of having papers typed.	1	2	3	4	5
14. The ability to write in clear script.	1	2	3	4	5
15. The ability to anticipate the teacher's idea of a good academic performance.	1	2	3	4	5
16. The ability to ingratiate oneself with the teacher.	1	2	3	4	5

If possible, please include a syllabus for each of the courses you are teaching this semester and return them, with the questionnaire, to Jefferson Van der Wolck, ELI.
Thank you very much for your co-operation.

ELI Survey

Name _____ Major _____ GPA _____
 Year of study _____ Age _____ Sex _____

This is part of an ELI survey of English language use in AUC courses. For each language skill, please circle one number to indicate the appropriate level of importance as it relates, in your opinion, to a student's success in obtaining high grades at AUC. Base your responses on your AUC experience in general, not on any particular course.

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	U	H	SI	VI	AE
1. The ability to speak English clearly and correctly.	1	2	3	4	5
2. The ability to speak English easily and fluently.	1	2	3	4	5
3. The habit of asking relevant questions and contributing to class discussions.	1	2	3	4	5
4. The ability to write in English without making grammatical errors.	1	2	3	4	5
5. The ability to write papers which are well-structured and pursue a logical argument.	1	2	3	4	5
6. The ability to write in-class essays on mid-term and final examinations.	1	2	3	4	5
7. The ability to understand what is said in class without needing repeated explanations and amplification.	1	2	3	4	5
8. The ability to take notes in an organized manner.	1	2	3	4	5
9. The ability to follow instructions.	1	2	3	4	5
10. The ability to read English rapidly with comprehension.	1	2	3	4	5
11. The ability to grasp the main ideas of reading assignments in English.	1	2	3	4	5
12. The ability to memorize specific information from readings and lectures.	1	2	3	4	5
13. The ability to type, or the habit of having papers typed.	1	2	3	4	5
14. The ability to write in clear script.	1	2	3	4	5
15. The ability to anticipate the teacher's idea of a good academic performance.	1	2	3	4	5
16. The ability to make the teacher like you personally.	1	2	3	4	5

THANK YOU

ELI Survey (page 2)

In this section, please indicate agreement or disagreement by circling the appropriate response.

SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, and SD = Strongly Disagree

While I was an ELI student, I improved my ability in the following skills:

	SA	A	U	D	SD
1. The ability to speak English clearly and correctly.	1	2	3	4	5
2. The ability to speak English easily and fluently.	1	2	3	4	5
3. Asking relevant questions and contributing to class discussions.	1	2	3	4	5
4. Writing papers without making grammatical errors.	1	2	3	4	5
5. Writing papers which are well-structured and pursue a logical argument.	1	2	3	4	5
6. Writing in-class essays on mid-term and final examinations.	1	2	3	4	5
7. Understanding what is said in class without needing repeated explanations and amplification.	1	2	3	4	5
8. Taking notes in an organized manner.	1	2	3	4	5
9. Following instructions.	1	2	3	4	5
10. Reading English rapidly with comprehension.	1	2	3	4	5
11. Grasping the main ideas of readings in English.	1	2	3	4	5
12. Memorizing specific information from readings and lectures.	1	2	3	4	5
13. Typing.	1	2	3	4	5
14. Writing in clear script.	1	2	3	4	5
15. Anticipating the teacher's idea of a good academic performance.	1	2	3	4	5
16. Making the teacher like me personally.	1	2	3	4	5

Please go on to page three.

ELI Survey (page 3)

In this section, please indicate the amount of benefit you received while in the ELI and whether or not it was adequate, inadequate, or overly adequate.

MM = Should have been much more, M = should have been more, JR = Just right, L = should have been less, and ML = should have been much less.

When I was an ELI student, the amount of benefit I received in the following areas should have been, or was:

	MM	M	JR	L	ML
1. Speaking English clearly and correctly.	1	2	3	4	5
2. Speaking English easily and fluently.	1	2	3	4	5
3. Asking relevant questions and contributing to class discussions.	1	2	3	4	5
4. Writing in English without making grammatical errors.	1	2	3	4	5
5. Writing papers which are well-structured and pursue a logical argument.	1	2	3	4	5
6. Writing in-class essays on mid-term and final examinations.	1	2	3	4	5
7. Understanding what is said in class without needing repeated explanations and amplification.	1	2	3	4	5
8. Taking notes in an organized manner.	1	2	3	4	5
9. Following instructions.	1	2	3	4	5
10. Reading English rapidly with comprehension.	1	2	3	4	5
11. Grasping the main ideas of reading assignments in English.	1	2	3	4	5
12. Memorizing specific information from readings and lectures.	1	2	3	4	5
13. Typing.	1	2	3	4	5
14. Writing in clear script.	1	2	3	4	5
15. Anticipating the teacher's idea of a good academic performance.	1	2	3	4	5
16. Making the teacher like you personally.	1	2	3	4	5

PLEASE RETURN THESE SHEETS TO JEFFERSON VANDER WOLK, ELI at the AUC post office, next to the Registrar's Office.

THANK YOU VERY MUCH

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