

タイトル	Student Surveys
著者	Gaunt, Amanda
引用	北海学園大学人文論集, 23・24: 215-247
発行日	2003-03-31

Student Surveys

Amanda Gaunt

Introduction

This paper presents the results of a survey that originated with a request by the head of the Department of American/British/Canadian Studies (ABC) to begin student evaluations of English as a Foreign Language (EFL) courses. The survey working group members that developed the survey for the EFL curriculum consisted of the following four people: a Canadian Studies specialist, a British Studies specialist, a American Studies specialist and one EFL professor. The survey was administered to first and second year students in July 2002, during their last English class of the first semester. As a follow-up, in November 2002, the identical survey was also administered to third year students continuing to study EFL courses within the English programme. This paper begins by introducing the possible uses of student surveys', and questions that need to be considered in survey development. Finally, it presents the results of the student survey administered to first, second, and third year students within the ABC Department with a discussion of the survey and its findings.

Uses of Student Surveys

Within the ABC Department, an EFL student survey could be a useful tool in the assessment of the program to assist in productive academic planning and the fulfilment of the mission and/or goals set out by the Department. If changes are being studied to any aspect of the pro-

gram or curriculum, student feedback is one source of information that could be used. The surveys could be used to help make informed decisions about the program direction. Students can provide information but not the judgement on whether change is necessary and/or practical. (CPD) This is for the EFL educational experts to discuss and evaluate. Student information may include perceptions about learning and teaching, course organisation, learning support and environment. Used sensibly and in concert with other information, student feedback is a valuable source of data when making informed decisions about the program and possible changes to it. Changes can be formulated with the use of a survey and in conjunction with other criteria based on sound pedagogical principles. "Surveys are important. The students' responses are critical, and they have an impact on the decisions [a] university makes." (Terkla, in Campbell, 1997)

Questions to be Considered in Survey Development

When creating a student survey, there are several aspects that must be considered. This is presented here in the form of questions that should be addressed when creating this kind of a survey.

The overall importance: What are the goals of the survey? Are the goals clearly defined? Are there program objectives/learning objectives that are being evaluated? What is the statement of purpose? Does the survey provide useful information for academic planning purposes? Does it provide useful feedback to those providing services to students?

The content and design of the survey: Is the survey designed well? Is

Student Surveys (Amanda Gaunt)

the content appropriate? Does it follow sound survey methods and practices? Is it of appropriate length? Are the questions easily understood and interpreted?

Use of the collected information: Who will have access to the information collected, and how will they use it? Will it be presented to the Dean, Head of the Department, and/or the EFL specialists, who might be better informed in making decisions related to students and curriculum?

Overall impact: What will be the impact of the survey? Will it be used to make useful and needed changes? Will it be used at all? Will the study positively impact the programme it is surveying?

Survey population and methodology: Who is the target population? Is the target population appropriate? Will the entire population be surveyed, or a sample?

Timing: When will the survey be conducted? Is it conducted at an appropriate time during the academic year? Are the relevant students being surveyed? (adapted from CPD)

Next we turn to the survey used for the EFL program within ABC Studies. The initial target population for this survey was first and second year students enrolled in EFL courses within the ABC Department. The survey was administered during the last class of the first term in July. The first year students were new to the university environment and had only been in the program about three months. The second year students had completed a year of the program and

were in the first semester of their second year. It was felt by some teachers in the department that a follow-up of the same survey administered to third year students still enrolled in EFL courses would provide a different and valuable perspective. The majority of these third year students had already acquired the necessary credits for English in their first two years of study and were continuing to study because of their interest in the area.

There was a lack of clarity in the questions asked on the survey. Only two of the questions dealt with the EFL program. The other two questions were not relevant to EFL, and instead were questions about the American, British, and Canadian Studies classes outside the scope of the EFL program. This raises the question of whether the survey was designed well, and the appropriateness of the content for its stated purpose of feedback on the EFL program. For EFL professionals, there are concerns about the information collected in the survey being used to best serve the students in the department and to help improve the program. What is the overall importance of the survey? What are the goals?

“This survey originated with ... a request to begin student evaluation of EFL courses. This survey is a first step in that direction ...”

(Working Group handout, Sept. 19, 2002,).

The overall importance of the need for an evaluation is not addressed. Added to that are the discrepancies about the questions presented on the survey leaving the impression of no clearly defined goal. To date the foreign EFL instructors do not know how the survey will be used,

or indeed, if it will be used at all. If this is “a first step” in the direction of student evaluation of EFL courses, will a more coherent survey be put in place and will there be a continuing process? An important point that needs to be addressed is that evaluation can be an invaluable tool if used appropriately. As Professor Lee Harvey (2001) makes clear

... where student views have been collected professionally and consistently they have invariably been linked to a process of continuous quality improvement.

Furthermore, in this context, student feedback plays a very important role

in the improvement process. However, effective improvement requires integrating student views into a regular and continuous cycle of analysis, reporting, action and feedback.

It is essential to ensure the closing of the action and feedback loop. This requires professional data collection and clear reports that identify areas for action, delegating responsibility for action, encouraging ownership of plans of action and ensuring feedback to generators of the data.

Establishing this is not an easy task, which is why so much data on student views is not used to effect change, irrespective of the good intentions of those who initiate the enquiries...

Will the data collected be used effectively? And equally as important, can it be used effectively? Feedback from the survey was distributed

by the working group to the foreign EFL instructors, but it has not, as yet, been presented to the ABC Department for discussion. Will it be used to make useful and needed changes? Will it be a continuous process? At the time of writing, foreign EFL instructors had not been informed of how this survey information will be used. Therefore, the overall impact of the survey has yet to be seen.

The Results

Having presented some of the background for the survey, and certainly asking more questions than providing answers, the results will now be examined and discussed. (See appendix 1 for the complete survey.) The survey asked four closed-ended questions, which required the students to circle a provided answer, and one open-ended question, which asked for any further comments. Closed-ended questions allow for easy collection of data, but do not address the question of why students answer the way they do. The results have been provided in a two-table format with “a” tables indicating the results from the July survey administered to first and second year students, and “b” tables presenting the results of the November survey administered to third year students.

The first two tables show the number of students who responded to the survey. The tables that follow these show the results of the questionnaire.

Table 1 a. Number of students responding to the July survey

	1 st year Day	2 nd year Day	1 st year Night	2 nd year Night
Total	118	97	27	14

Student Surveys (Amanda Gaunt)

Table 1b. Number of students responding to the November survey

	3 rd year Day	3 rd year Night
Total	31	18

Question 1. In the first and second year of the ABC program, students have four English classes each week. Do you think this amount is not enough, just right or too much?

Table 2a

	1 st year Day (%)	2 nd year Day (%)	1 st year Night (%)	2 nd year Night (%)
a) Not enough	38	36	19	57
b) Just right	58	61	78	43
c) Too much	4	33	33	0
Total	100	100	100	100

Table 2b

	3 rd year Day (%)	3 rd year Night (%)
a) Not enough	52	56
b) Just right	48	44
c) Too much	0	0
Total	100	100

In the first and second years over 95% of students felt there were not enough or just the right amount of English classes, and less than 5% felt there were too many classes. By third year the majority of both day and night students felt there were not enough English classes, and nobody thought the amount was too much.

Question 2. If more English classes were to be offered, what content would you be interested in? Choose all answers that apply.

Table 3a

	1 st year Day %	2 nd year Day %	1 st year Night %	2 nd year Night %
a) Pronunciation skills	61	37	48	57
b) Interpreting/Translation	45	46	63	57
c) TOEFL/TOEIC preparation	63	60	48	43
d) English & cross-cultural communication	44	41	37	43
e) Business English	32	37	26	36
f) English through internet	9	16	19	29
g) Travel English	42	65	44	21
h) Other	9	3	4	0

% of students answering the survey who marked this item

Table 3b

	3 rd year Day %	3 rd year Night %
a) Pronunciation skills	39	47
b) Interpreting/Translation	55	32
c) TOEFL/TOEIC preparation	65	71
d) English & cross-cultural communication	52	47
e) Business English	68	53
f) English through internet	19	0
g) Travel English	13	9
h) Other	10	24

% of students answering the survey who marked this item

In answering this question students were given seven options to choose from (a-g), and one option to add ideas of their own. In the first and

second year student responses, some of their course suggestions included international trends, daily conversation, American culture, and English literature. In third year, some of the suggestions included international events, cultural understanding, everyday English, and idioms and proverbs.

Question 3. Are you taking or do you intend to take content courses taught in English?

Table 4a

	1 st year Day (%)	2 nd year Day (%)	1 st year Night (%)	2 nd year Night (%)
a) Yes	93	97	78	100
b) No	7	3	22	0
Total	100	100	100	100

Table 4b

	3 rd year Day (%)	3 rd year Night (%)
a) Yes	90	94
b) No	10	6
Total	100	100

Generally tables 5a and b show that the trend is for the large majority of the students to take content courses offered in English, and we can see from table 6b that by third year the only reason that students do not take the content classes in English is because of scheduling. At this time there are only a very limited number of courses offered in American, British or Canadian studies in English.

Question 4. If not, why not? Check any reasons provided that apply.

Table 5a

	1 st year Day	2 nd year Day	1 st year Night	2 nd year Night
a) Not interested in the content	4	2	1	0
b) Don't need the credit	1	1	0	0
c) Doesn't fit my schedule	3	1	3	0
d) Class in English	1	1	3	0
e) Not offered for night students	0	0	0	0

Table 5b

	3 rd year Day	3 rd year Night
a) Not interested in the content		
b) Don't need the credit		
c) Doesn't fit my schedule	3	1
d) Class not in English		
e) Not offered for night students		

The Discussion

In discussing the findings we must first take into consideration the weakness apparent in the survey itself. As was pointed out earlier there was a definite lack of clarity about the questions asked. Only half of the questions dealt with the EFL program. If this is a first step, future surveys must address this weakness. Setting out a clear statement of purpose and clear goals can do this most easily from the beginning of the process. This will guide the design and the appropriateness of the content of the survey based on the stated purpose.

In general terms it can be stated that the majority of students in the EFL program do not feel that there are too many English classes. On

Student Surveys (Amanda Gaunt)

the contrary, by third year, when students have had a chance to experience three years in the program, there is a definite feeling that in fact there are not enough English classes offered. This can be seen in some of the comments that the third year students made:

“I want English over four years”

“Why not fourth year English?”

“We get only four English courses in one year, but people want more classes”

“I came to this university to learn English, but there are not enough classes, so I regret my decision.” (see appendices 2 for first year, 3 for second year & 4 for third year student comments)

In addition, students chose a variety of content classes from the list provided to them on the survey, as well as providing some ideas of their own (see table 2b). Here are some of their comments about content classes:

“I want to complain about class not being taught in English when the title is English culture. I want courses taught by native speakers, not English courses, but content courses”

“Make more classes in English, not just reading English sentences like in my culture class”

Other issues that were considered important by numerous students included wanting more daily conversation classes, more practical English and pronunciation classes, smaller class sizes, more classes

taught by native speakers, and timetabling to ensure students can get the classes they want. From the information provided by this first survey attempt it would be simple to conclude that incorporating more English classes, either EFL or content, would be very well received by the students. In conclusion, if changes are being considered to the EFL program or to the larger ABC curriculum, student feedback from this kind of survey should certainly be one source of information that should be used in conjunction with other criteria. This survey should be regarded as a beginning in the process of collecting student feedback, not the end. There is an opportunity to learn from the flaws in this survey and work on the design and appropriateness of the content, fitting it to the goals set out by the department.

APPENDIX 1

人文学部英米文科学科／平成 14 年 7 月

英語カリキュラムについてのアンケート調査

1. 現在一、二年生を通じて 8 科目の英語の授業が行われていますが、科目数についてお答え下さい。

- a) 足りない
- b) 丁度いい
- c) 多すぎる

2. (a) と答えた学生だけお答え下さい。貴方は週何科目必要だと思いますか？

_____科目

3. もし科目数が多くなればどのような内容に興味ありますか？（複数回等可）

- a) ビジネス英語
- b) TOEFL／TOEIC 予習
- c) 翻訳／通訳
- d) 英語と異文化コミュニケーション
- e) 発音技術
- f) インターネットの英語
- g) 旅行用の英語
- h) その他 _____

英語で行われている講義(カナダ社会論, カナダ文化論, アメリカ文化論, 英国文化論) について以下の質問についてお答え下さい。

4. 上記の各文化論についてあなたは履修していますか？または履修するつもりですか？

- a) はい b) いいえ

5. (b)と答えた学生だけお答え下さい。履修していない理由をお答え下さい。(複数回等可)

- a) 内容に興味がない
b) 履修する必要がある
c) 時間割りの都合
d) 授業が英語で行われているから

英語のカリキュラム編成に関する御意見を自由におかき下さい。(英語可)

APPENDIX 2

WRITTEN FEEDBACK FROM FIRST-YEAR DAY STUDENTS

SUGGESTED COURSES (Item 2h): International trends; daily conversation; English through movies; American culture; American forces (?); English literature; about Australia; free speaking; slang (2);

LEVEL OF DIFFICULTY

- The level of classes should be a bit higher. (4)
(Classes are too easy. It's like high school. Not making enough progress.)
- Textbooks are too simple.
- At first it was hard to have NS teachers, but I'm getting used to it now.
- The curriculum [level] is good for me-- please continue like this.
- The level is good for me and understandable. (2)
- It's tough ("taihen") being divided by proficiency level.
- It's good being divided by proficiency level.

SPEAKING / CONVERSATION

- I want more (practical, daily) conversation classes. (11)
- I'm not learning to speak enough English so we need more chances to practice speaking (4)
- I heard from senior students that they couldn't speak English even after three years here. So the content has to be intensified and/or the number of courses should be increased. There should be an atmosphere that makes everyone speak in English.

METHOD / CONTENT

- Classes based on textbooks are not so effective.
- Foreign newspapers should be used. (2)
- I want to be able to say my own opinion more in conversation classes.
- I want more dictation and pronunciation practice.
- Classes are enjoyable. (2)
- Content of classes is too similar, but at least we have contact with NS teachers.
- Content of classes is too similar, so it's boring.
- I want to use the computer more in classes.

EXTRACURRICULAR

- Should have a special program such as “1 week of English only” or “1 month of English only” like other colleges have.

COURSES

- There should be a good, practical pronunciation class. (6)
(Am worried that I don't know phonetic alphabet.)
- I want courses focusing on TOEFL / TOEIC. (4)
(It's very strange that they are offered in other department but not in ours.)
- I want an Eiken course.
- I want practical English that I can use in the future. (3)
- Its good to have the four skills separated. I just want more of these classes.

ENGLISH/JAPANESE

- Other students shouldn't speak Japanese in class.
- We should be required to use only English in class.
- English classes should be completely in English. (2)
- History classes should be in Japanese because I can't understand the specialized vocabulary.

INTERACTION WITH NATIVE-SPEAKER (NS) TEACHERS

- It seems like there are a lot of NS teachers; however, we really don't have enough chance to interact. More classes with them, please. (5)
- I want NS teachers next year, too. I want to get used to them.
- I want to speak more with NS teachers but my English is too low.
- I want more contact with native-speakers outside of class.

CLASS SIZE

- Smaller classes are best. (3)
(Am happy that classes are small)
- Classes should be smaller--around 20 students.

STUDENT CHOICE

- I want to be able to choose my own teachers, even in first year [ie, course section] (3)
- I want to be able to choose my own classes even as a freshman.
- I want to be able to choose the time slot I take required courses.

- I want more choices in English classes such as the courses listed above. (2+)
(Especially business) (Especially Internet.)

COURSE SCHEDULING

- Courses shouldn't conflict in the time schedule.
- The courses for a JSL license are at the same time as required classes, so I'll be really busy after this year. Please make sure they don't overlap!
- So many first-period required classes are tough. (5)

OVERALL BALANCE OF CURRICULUM

- I want more English classes and fewer cultures classes. (2)
- I want more English classes and fewer history classes.
- I want more first-year English classes.

- I want more major [senmon] classes and fewer GE [kyoutsu kyoi-ku] classes-- our class load is too heavy.
- I want more English classes and fewer GE classes. That's why I came here. (6)
- We don't need 8 units of non-English classes.

- I want [more choice of] culture classes.
- I want Australian culture classes.
- I want more chance to find out about cultures of other countries.
- There should be more classes in English language and culture.

Student Surveys (Amanda Gaunt)

- Year-long English classes should be worth more than 2 credits because we work SO hard!

WRITTEN FEEDBACK FROM FIRST-YEAR NIGHT STUDENTS

Suggested classes: communicating with foreigners

- It's fun speaking with native speaker teachers.
- There isn't enough chance to speak during speaking class.
- More conversation classes, please (2)
- I'd like more information about TOEFL and TOEIC.
- More chances to study TOEFL/TOEIC/Eiken.
- More EFL classes, please.
- "It's perfect."
- Next year I'll want to take the 4-credit "enshu" classes, but will I be able to enroll? I don't understand the system of dividing classes into 2- and 4-credit. (continues at length)
- Because it's the night class, classes are small, which is good. Please keep it this way.
- All of the teachers are good.
- I'm worried whether I'll be able to follow English classes next year or not. I need to be able to talk to someone in Japanese about it.

APPENDIX 3

WRITTEN FEEDBACK FROM SECOND -YEAR DAY STUDENTS

SUGGESTED COURSES (Item 2h): letter-writing

LEVEL OF DIFFICULTY

- I wish the teachers were teaching at more similar levels.
- Some teachers grade easy; others are stricter. There should be co-ordinated testing.
- EFL classes could be harder and worth more credits.
- It has been really hard for me to write reports in English but I've learned a lot.

SPEAKING/CONVERSATION

- More practical conversation classes, please. (14)
(We're not able to speak yet.) (Otherwise we'll never learn English.)
(More one-on-one conversation, please.)
- We need more discussion and debate classes.

METHOD/CONTENT

- More English grammar and sentence writing, please.
- Attendance is too strict-- No time for club activities.
- First year speaking class was just like playing-- I don't think I learned much. It's not a matter of increasing class time. There should be a different text.

Student Surveys (Amanda Gaunt)

- I want conversation classes where the teacher sets the topic and we speak in English only.
- Conversation class should involve more conversation.

EXTRACURRICULAR

- I want to make friends with foreigners. We need a “friends of foreigners” group in Sapporo.
- We should learn how to study English in small groups (10 to 20) with the teacher.
- Students should be divided into small groups & NS teachers should be in charge of us, so we’d get more chance to speak
- Please develop the exchange programs. There should be a program in the UK.

COURSES

- English Enshu classes should be separated by year, I think.
- The (EFL) curriculum is perfect.
- Some NS teachers help us study in English, but I don’t think that means we necessarily make progress in English. The dept. needs to make a good English program that satisfies us. I’m not really satisfied with the contents now.
- We need pronunciation practice (with small classes.) (3)
(There is a phonetics class, but the pace is too fast and I don’t understand it.)
- More business-oriented English. (6)

(TOEIC should be required for graduation.)

(We can't make enough progress on TOEFL or TOEIC studying alone.)

(Please pass out printed material and hold special classes for us to study TOEFL/TOEIC.)

- We need more practical English that we can use in the future. (3)
- We should have more English electives. (2)

FOUR SKILLS

- EFL shouldn't be divided into the four skills. For example, we don't learn reading exclusively in reading class.
- The content of the four skills classes isn't very practical.
- It's really effective having the English classes divided into the four skills.

GOALS

- Please set goals using TOEIC and make classes that will work toward those goals.
- It's not important to study for TOEIC or to study vague things about other cultures. Rather, we should have clear goals: What are the basic things that we should know?

ENGLISH/JAPANESE

- More content classes taught in English, please. (2)
- Beikoku Bunka Ron 1, Eikoku Bunka Ron 1, Kanada Bunka Ron 1 would be more interesting if they were taught by native-speaker

teachers (as well as the 2 level). (3)

- Please make more of an atmosphere in which students use English.

INTERACTION WITH NATIVE-SPEAKER (NS) TEACHERS

- More English taught by native-speakers, please. (5)
(Everyday) (7 or 8 times a week.)
- Even if you change the curriculum, the teachers who are so-called experts must give us more support.
- It's interesting having different teachers for each of the four skills.
- Its good that we can have so many chances to learn real English from native speakers. I've learned so much in this last year. The curriculum is really very good.
- Teachers shouldn't ignore those of us who can't use much English.

CLASS SIZE

- There should be fewer students in conversation classes.
- Classes are good because they are small. (3)
- Smaller classes, please.

STUDENT CHOICE

- We should be told which class each teacher will be teaching so we can choose the teacher. (2)
- Class content really depends on the teachers, so we should be able to choose our teachers for the four skills classes, at least from the second year. (6)

COURSE SCHEDULING

- Its hard having English classes just in the 1st and 5th periods. (2)
- The courses required to get certification are at the same time as required classes.

OVERALL BALANCE OF CURRICULUM: EFL

- More practical English communication and fewer cultures classes. (5)
(There should be proportionally more English classes to the cultures classes.)
- I want more English classes and fewer GE classes. That's why I came here. (2)
- I want more English classes and fewer of others. Please reduce required courses.
- Instead of 8 units of 2nd language classes (which we don't really want), we should have more English. (2)

OVERALL BALANCE OF CURRICULUM: GE classes (kyoutsu kyoi-ku)

- We should be able to enroll in (GE) classes that students in other faculties can take.
- I'd like to study the Italian language.

OVERALL BALANCE OF CURRICULUM: Cultures classes (bunka)

- Fewer GE and more culture classes, please.
- More culture classes, please. (4)
- Bunka classes should be more interesting. (3)
- I want more content classes about daily life in other cultures. (2)
- We do so much literature-- I want it to be more modern and practical.
- More than culture, we seem to be doing a lot of history. We need more culture classes.
- I realize the Bunka Ron classes are the teachers' specialties, but we should learn about the country's sports and festivals instead of just history.
- I'd like to study about French culture.

GENERAL

- Classes are really boring in this university. (2)
- I want a bigger variety of teachers.
- For the sake of the incoming students, the curriculum & the lectures need more variety.

WRITTEN FEEDBACK FROM SECOND-YEAR NIGHT STUDENTS

Suggested classes: debate contests

- There should be more courses taught by native-speakers (hopefully Americans).
- Please increase the available time slots.

- There need to be more pronunciation classes-- in most of the classes we end up writing or listening-- that's a problem.
- I want the English teachers to speak more clearly.
- There should be only English courses. I'm only interested in English.
- Isn't there any plan to start a study abroad program for the night students?
- Please put the required classes in the second period so student like me who are working can come later if need be.
- More daily conversation classes, please.
- No problem with EFL classes- I appreciate the native-speaker teachers! (2)

OTHER CLASSES

- As for cultures classes: there is too big of a gap between the basic courses and the specialist courses. For example, even if we study the basics of political science, its impossible to follow the specialist courses. Each department shouldn't have its own required basic courses-- they should be the same for all HGU students. This will become even more necessary as students' level continues to drop.
- I realize that the level of students in the night course is too varied. What can be done? How about adding an essay component to the entrance exam? There is also too big of a gap between the cultures teachers' and the students' knowledge. Need more scaffolding.
- English phonetics class (onsei-gaku) should be taught by a Japanese-speaking native speaker.

APPENDIX 4

WRITTEN FEEDBACK FROM THIRD-YEAR STUDENTS

SUGGESTED COURSES (Item 2h): international events, cultural understanding, everyday English, and idioms and proverbs.

LEVEL OF DIFFICULTY

- Separate levels especially for those that want to study and those that just want the credit.
- Levels should be checked, so that not all levels are together.

SPEAKING/CONVERSATION

- I would be happy if there were fun everyday conversation classes.
- Text is important, but we can't have conversation if we only use the text. Please use text for speaking.
- Want more chance to talk.
- More practical, everyday English. (3)
- I came to this university to learn English, but there are not enough English classes, so I regret coming here.

METHOD

- I think I could improve writing, reading, listening and speaking, but it depends on the teacher and how they teach.
- Lots of teachers have interesting classes, but others just follow the text.
- There is a big difference between teachers even in the same courses.

EXTRACURRICULAR

- More overseas programs.
- I want more exchange programs with other countries and get credit for it.

INTERACTION WITH NATIVE-SPEAKER (NS) TEACHERS

- Not enough classes with NS. We learn from Japanese teachers in high school, so language, culture and society I want to learn from NS.

COURSES

- No problem with the number of courses, but I want to learn TOEIC.
- I think the university should have a bigger variety of English classes.
- It's good to learn basic English in 1st year, but need special courses: business English or interpreter course.
- I think university should have a bigger variety of English classes. (2)
- Now getting a job is difficult, so I want to learn TOEFL/TOEIC for my resume. (2)
- Now look for a job, so I would like business English/ TOEIC courses.
- More content electives.
- More courses with NS. (2)
- Business English. (2)
- Definitely need to learn England/America culture because it is connected to what is happening in the world now.

FOUR SKILLS

- I want a course combining writing, reading, listening and speaking skills.

ENGLISH/JAPANESE

- Should be more English classes with NS. It's important to listen to native English. (2)
- NS teacher should teach English classes. I don't want a Japanese-speaking teacher.
- Should speak English in class because using both is no good.
- if NS speaks Japanese it is a waste of time.
- Teachers should make students not speak Japanese in class.
- NS should do what they can do and things that Japanese teachers cannot do.

CULTURE CLASSES

- It's better to learn culture from NS from that country. Students will be more interested to learn.
- Make more culture classes in English, not just reading English sentences.
- That person knows their country, but the class is in English, so it is difficult to understand.
- Culture class only in English, so my ability improved.
- Culture courses easy to learn in Japanese, but learned from Japanese teachers in Japanese I don't know if it is really ABC culture or not. So, teacher needs to study more about culture.

- Complain about classes not being taught in English when the title is English culture.
- Culture courses should be taught by NS not Japanese teacher. Class should be for students not for teacher.
- Many courses with culture in the name don't teach culture. For example, Canadian Culture is translation of a book, so we don't learn about Canada. Grammar is important but should not be taught in culture class.

CLASS SIZE

- Smaller classes-up to 10 per class (2)
- Small classes would be better. (4)
- Classes are too big.

STUDENT CHOICE

- More choice. Depends on who the teacher is. I want to know who is teaching what before deciding. (2)
- Teachers have their own method and atmosphere, so we want to choose teacher, not class.
- This university should listen to students about the curriculum. Especially in night class there is not a lot of choice. I am not happy.

SCHEDULING

- Required classes booked at the same time as other classes I want. (2)
- Impossible to improve English with only 90 minutes every week for one class, so we need longer course or more classes.

Student Surveys (Amanda Gaunt)

- Don't put many classes at the same time. We can't get the courses we want.
- Time amount is enough if content is deeper. More content.
- Consider course time with other subjects at the same time. Now students can't take both subjects.
- The night class schedule is no good for classes. They are at the same time, so I can only choose one.

OVERALL BALANCE OF CURRICULUM

- English courses should be required until third year. (2)
- I'd like more English curriculum.
- I want English over 4 years. (2)

GENERAL

- No complaints. Happy with teachers.
- Some classes buy textbook but don't use it in class.
- Graduate from English course, so want better than high school.
- I think the class should have a friendlier atmosphere.
- I prefer classes that students want to be in.
- I want to use the AV booth, but it is noisy around there, so recording is no good.
- We pay a lot of money to come to HGU. We pay more than at national universities. You should think about courses ie LL classes or basic English classes. I am in a culture course. I am interested in the culture, not learning English, but I know to understand the culture we must study English, so why doesn't HGU have a course to learn English and culture? If the university people do not think

about how to make it better, you should stop the course-change the course. There are lots of NS, so we want to learn the differences in culture and society form them.

- I'd like to use English all the time because I am in Eibei Bunka. I should work harder, but if you make an English environment I will want to study more. Frankly, there are not enough English classes and not all interesting classes. So make more variety, so students can choose which course they like.

BIBLIOGRAPHY

- Campbell, Jessie. *Surveying Students' Opinions*. The Observer, Thursday, November 20, 1997. <http://www.tufts.edu/as/stu- org/observer/1997/november20/page2/profile.htm>
- Centre for Professional Development (CPD). The University of Auckland <http://www2.auckland.ac.nz/cpd/evaluations/>
- Cross, K. P., Wiggins, G., & Hutchings, P. *Assessment 1990: Understanding the Implications*. Presented at the Fifteen AAHE Conference on Assessment in Higher Education, Washington, DC, June 27-30, 1990.
- Gardiner, L. F., Anderson, C., & Cambridge, B. L. *Learning Through Assessment: A Resource Guide for Higher Education*. A Publication of the AAHE Assessment Forum. 1995.
- Harvey, Lee. *Obstacles to Transforming Higher Education*. Keynote presentation at the Studying Obstacles' Conference organised by

Student Surveys (Amanda Gaunt)

LSVb(The National Union of Students of the Netherlands) Nijmegen,
The Netherlands, 20-21 March 1997.

Harvey, Lee. *Getting Student Satisfaction*. Guardian Unlimited Tuesday November 27, 2001.

<http://www.guardian.co.uk/Archive/Article/0,4273,4307848,00.html>

McKinney, Kathleen. Coordinator Center for the Advancement of Teaching,

Illinois State University. *What Do Student Ratings Mean?* NTLF, December 1997 Vol. 7 No. 1 {reprinted from the CATalyst (July, 1997)}.

Survey Working. Group.Hokkai Gakuen University, Faculty of Humanities, Eibei Bunka *Working Group Handout*. Sept. 19, 2002,