



On University English Course Process and Outcomes:

Analysis of Students' Opinions

Lyudmila Kuznetsova
SPbSU



Location: Saint-Petersburg State University

Time: April-June, 2016

Instrument: web-based questionnaire

Respondents: 1st-, 2nd-, 3rd-year (2372)
students on bachelor degree programmes

Theme: quality of teaching English at
SPbSU





Students' satisfaction with:

- the quality of teaching English in general,
- availability of teaching materials and equipment,
- teaching EAP/ESP component of the course,
- their English language skills level by the end of the course.





Overall, about 80% of the respondents were quite positive about their course and teachers - 'agreed' or 'strongly agreed' with the statements:

"I'd recommend others to attend this English language course"

"My teacher uses a variety of methods and materials in class".



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Second- and third-year students hold more critical views on the quality of teaching and their own progress:

only **10.8%** of 1st-year students said that they were dissatisfied with the quality of teaching,

14.6% of 2nd-year students

19.8% of 3rd-year students

Use of English in class



Understanding the objectives of the course/class



Developing some skills but not others



ESP component



Lessons conducted	1 st year	2 nd year	3 rd year
mostly in Russian	5.3	5.4	7.8
partly in English	28.7	33.3	35.9
mostly in English	64.8	59.5	52.1
not sure	1.2	1.8	4.2

Statement:

Regular lessons of English are conducted...

[2001 classroom observations results :
Teachers use English
Almost never – appr.13%
Sparingly – appr. 21%
Extensively – appr. 65% of cases]



	1 st year %	2 nd year %	3 rd year %
Strongly disagree	2.9	3.6	6.7
Tend to disagree	7.9	10.9	11.4
Tend to agree	30.0	29.0	33.2
Strongly agree	55.2	50.7	43.2
Not sure	4.0	5.9	5.6

Statement:

The teacher clearly explains the objectives for the current semester.

Another statement: *Materials correspond to the syllabus objectives – the record percentage of Not sure answers: 10.1*



SKILLS	IMPROVED	DID NOT IMPROVE
Reading	72.2%	24.5%
Writing	68.5%	27.1%
Listening	65.9%	29.9%
Speaking	63.8%	31.3%

Students' comments:

- *“We need more communicative tasks.”*
- *“More attention should be given to oral speech: listening and speaking practice.”*
- *“We need more interactive tasks, speaking.”*
- *“Too much attention is given to grammar and making vocabulary lists.”*



	1 st year %	3 rd year %
Strongly disagree	3.7	8.7
Tend to disagree	6.5	7.8
Tend to agree	22.6	24.9
Strongly agree	62.7	48.6
Not sure	4.5	10.0

Statement: *English lessons will help me in my future academic or professional career.*

Students' comments:

“We are not taught the language of our specialism – management.”

“More practice in the language of psychology, biology, medicine...”



Some causes:

- Teaching is driven by the requirements of the final test which is on GE.
- There is no common policy regarding the proportion of GE, EAP and ESP in the university course of English.
- There is no consistent programme of teacher development.



“No one can hit their target with their
eyes closed.”

Paulo Coelho



Thank you for listening.

Lyudmila Kuznetsova
SPbSU