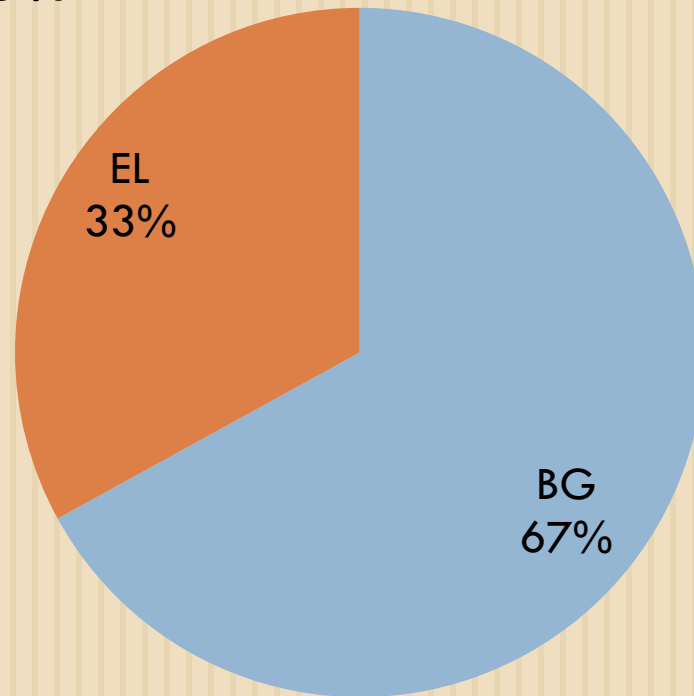


**THE SURVEY CONDUCTED ON  
STUDENTS  
REPEATING THEIR STUDIES  
AT THE  
DEPARTMENT OF BASIC ENGLISH**



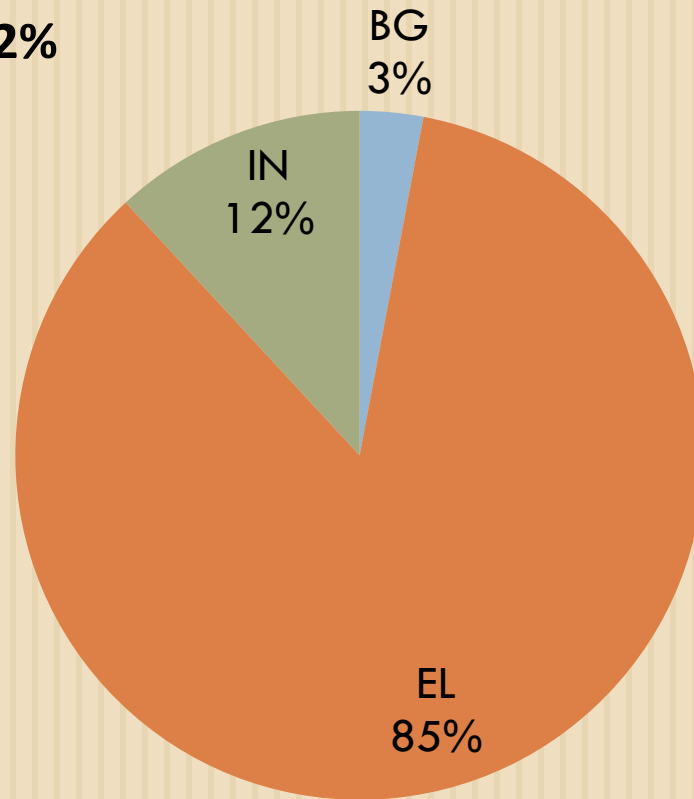
# 2009-2010 PIN GROUP COMPOSITION

Failure rate: 57.79 %



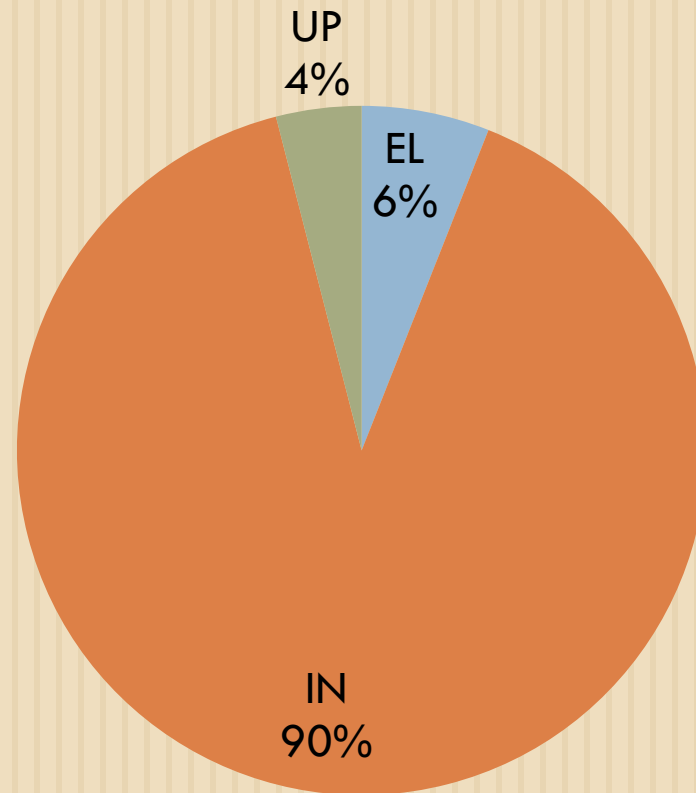
# 2009-2010 INT GROUP COMPOSITION

**Failure rate: 15.72%**

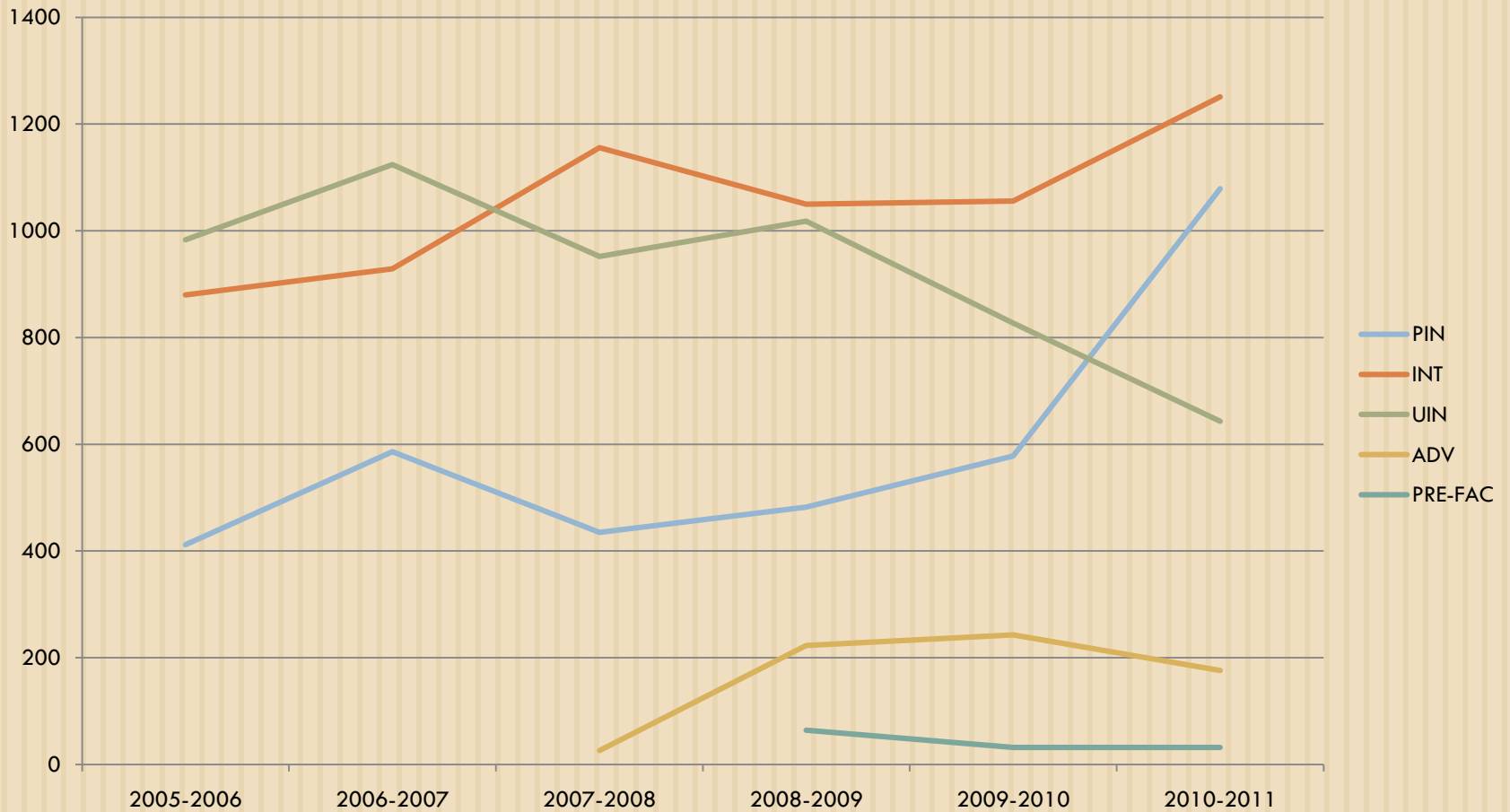


# 2009-2010 UIN GROUP COMPOSITION

**Failure Rate: 4,6 %**



# GROUP POPULATIONS: THE TREND



# RATIONALE AND EXPECTED RESULTS

## Aim:

- to explore the factors to which the students attribute their failure
- to obtain data that will shed light on the endeavour to decrease the numbers of repeat students.

# PARTICIPATION

## DISTRIBUTION OF STUDENTS ACCORDING TO LEVELS

Student Numbers	LEVEL				TOTAL
	BG	EL	IN	UP	
Responses	3	168	195	34	320 (80%)
Total Repeat No.s	2	133	156	29	400

# The following were foreseen as perceived reasons for failure

## EXTERNAL FACTORS

- academic adjustment problems,
- social / cultural adjustment problems,
- problems concerning study habits,

## INTERNAL FACTORS

- problems related to the study environment,
- problems related to course content and exams,



# Some of the expected outcomes of the survey are

- if possible, developing or having the University develop solutions to the external factors to which students attribute their failure,
- developing solutions to internal factors to which students attribute their failure without lowering standards and the quality of education,
- having gained an insight into their problems, guiding students in becoming better learners of a language.

# I. Personal Information

The first section of the survey tool focuses on the students' background regarding 4 factors.

1. their high school and previous training in English,

# DISTRIBUTION OF STUDENTS ACCORDING TO HIGH SCHOOL TYPE

School Type	Frequency	Percent
Anatolian High School	145	45,3
Science High School	16	5,0
Teacher Training Vocational School	46	14,4
Other Vocational School	23	7,2
Private High School / College	15	4,7
Public High School	51	15,9
TOTAL	296	92,5
Missing	24	7,5

# DISTRIBUTION OF HIGH SCHOOLS ACCORDING TO GEOGRAPHICAL REGION

Region	Frequency	Percent
CENTRAL ANATOLIA	116 ( 90 / 116 Ankara )	39,8
AEGEAN	51 (23 / 51 İzmir)	17,6
MARMARA	50 ( 26 / 50 İstanbul )	17,1
MEDITERRANEAN	27	9,2
BLACK SEA	26	8,9
EASTERN	14	4,7
SOUTH EASTERN	8	2,7
<b>TOTAL</b>	<b>292</b>	<b>100,0</b>

# ENGLISH TRAINING DURING YEARS 4 – 8

	Frequency	Percent
No	27	8,4
Yes	293	91,6
Total	320	100,0

# ENGLISH TRAINING DURING YEARS 9 – 12

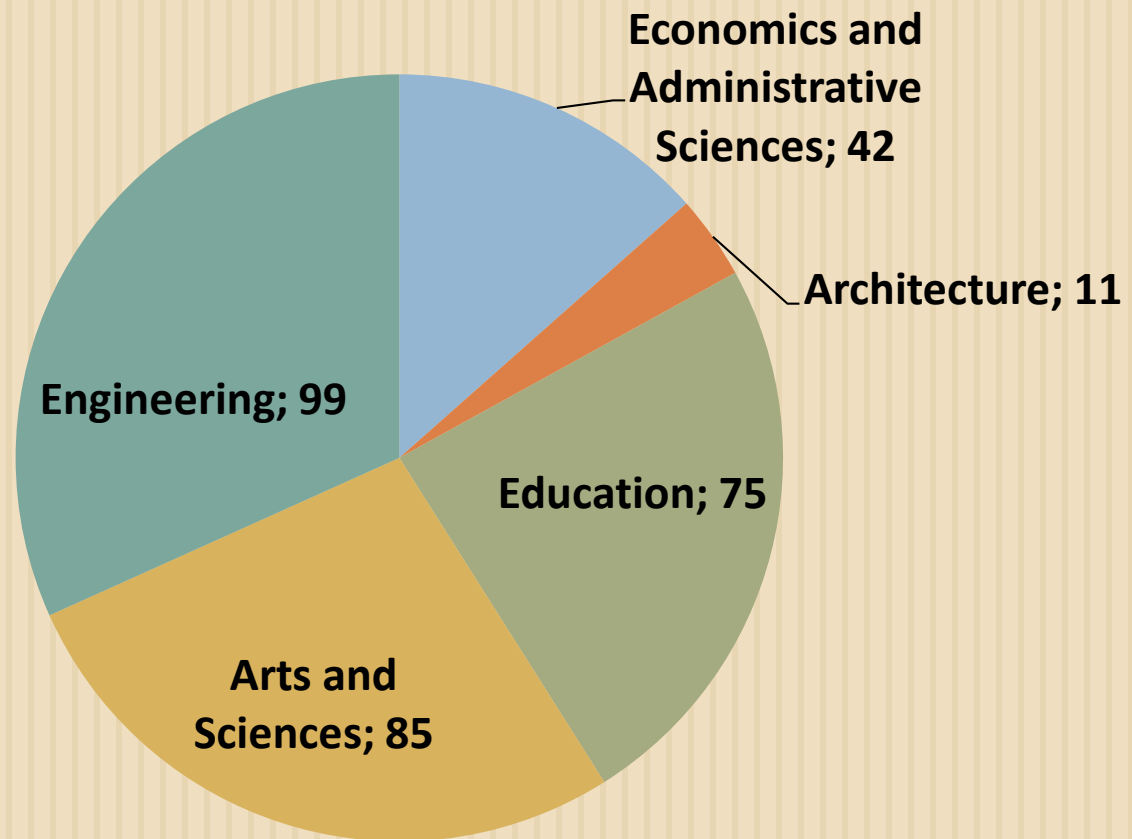
	Frequency	Percent
No	35	10,9
Yes	285	89,1
Total	320	100,0

# I. Personal Information

The first section of the survey tool focuses on the students' background regarding 4 factors.

1. their high school and previous training in English,
2. their faculty at METU and its ranking in their university entrance preferences,

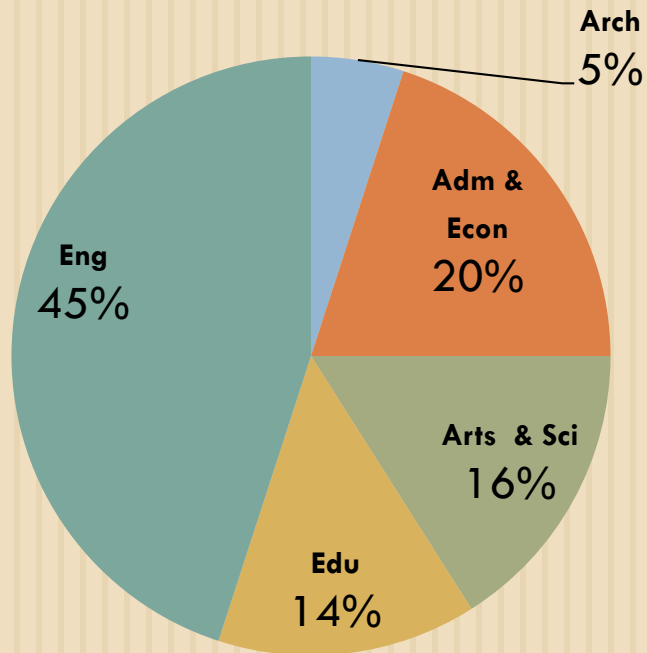
# RESPONDENTS' FACULTIES



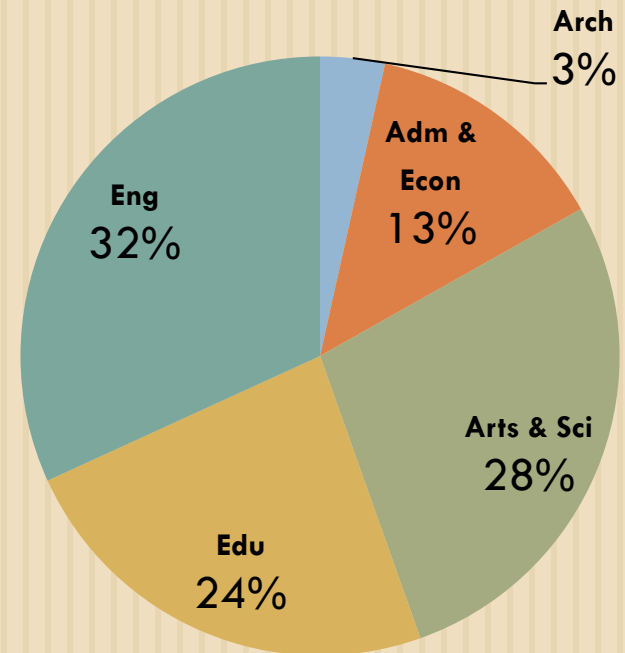


# PERCENTAGES ACCORDING TO FACULTIES

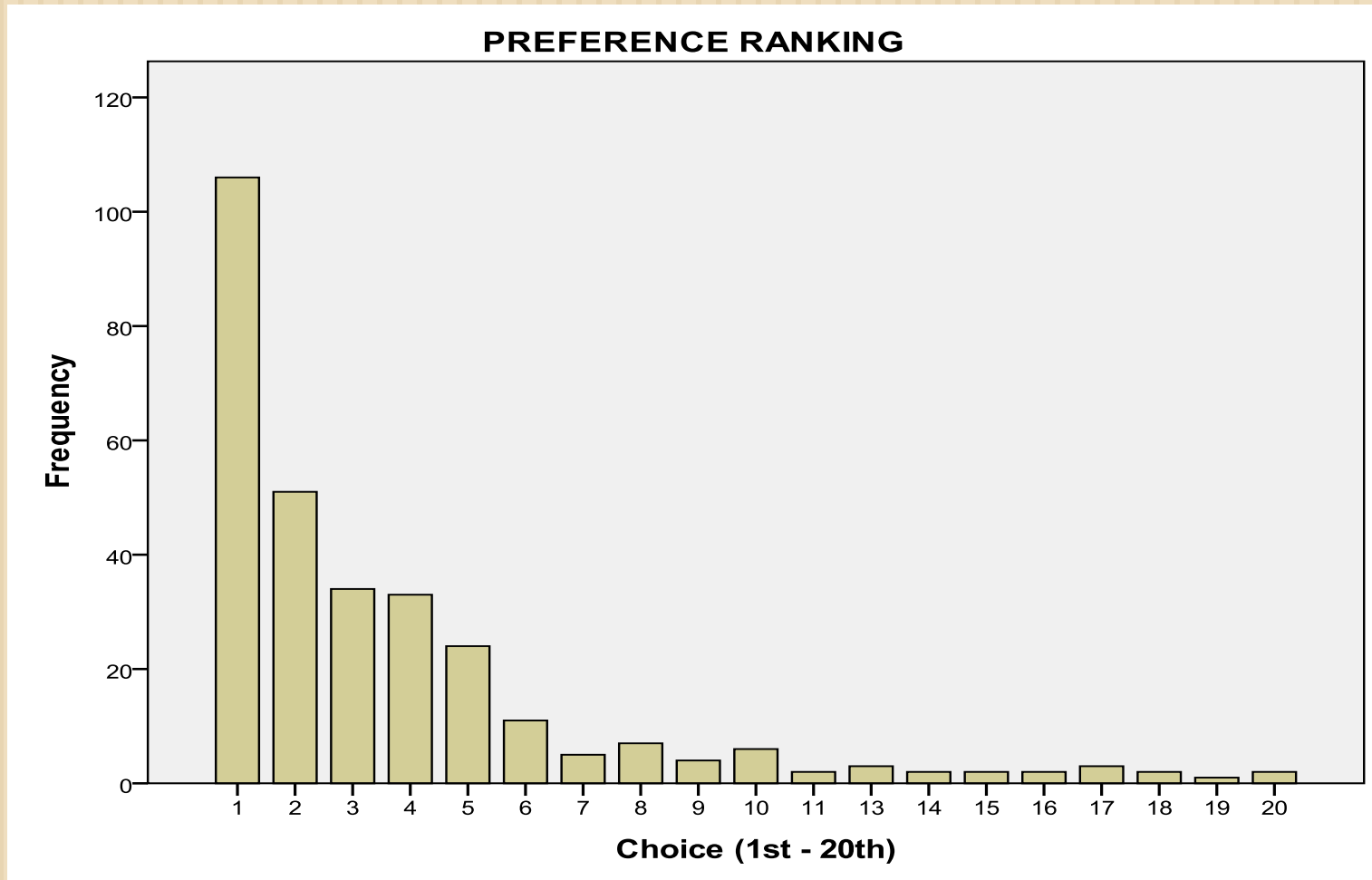
## 2009 Admissions



## Respondents



# RESPONDENTS' PLACEMENT ACCORDING TO PREFERENCE

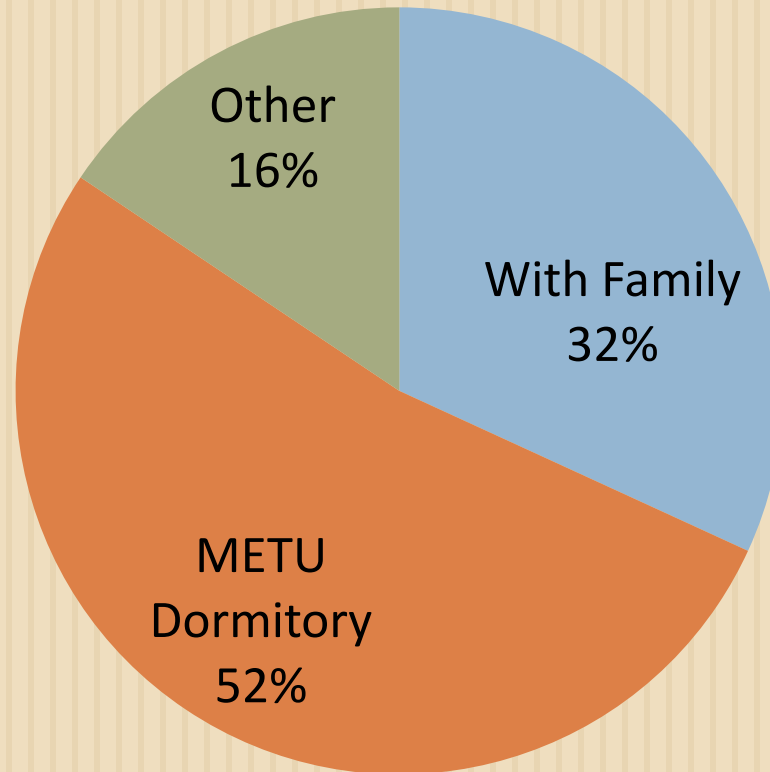


# I. Personal Information

The first section of the survey tool focuses on the students' background regarding 4 factors.

1. their high school and previous training in English,
2. their faculty at METU and its ranking in their university entrance preferences,
3. where they resided the previous academic year

# WHERE THE RESPONDENTS RESIDED



# I. Personal Information

The first section of the survey tool focuses on the students' background regarding 4 factors.

1. their high school and previous training in English,
2. their faculty at METU and its ranking in their university entrance preferences,
3. where they resided the previous academic year
4. their academic standing at DBE the previous academic year.

# Respondents' Average Grades at DBE (2009-2010)

## FIRST-TERM AVERAGES

Score Range	Frequency	Percent
12-23	26	8,1
<b>24-35</b>	<b>217</b>	<b>67,8</b>
36-45	54	16,6
Missing	23	7,2
Total	297	92,8

## YEARLY AVERAGES

Score Range	Frequency	Percent
49,50-50,00	20	6,2
51,00-55,00	43	13,5
56,00-60,00	55	17,2
61,00-64,30	54	16,9
<b>64,50 &amp; higher</b>	<b>124</b>	<b>44,9</b>
Missing	24	8,7
Total	276	86,3

# The Correlation between 1<sup>st</sup> Term and Yearly Averages

		1st Term Average	Yearly Average
1st Term Average	Pearson Correlation	1	-,128*
	N	297	268
Yearly Average	Pearson Correlation	-,128*	1
	N	268	277

# JUNE 2010 EPE

## WHETHER OR NOT THE REPDONDENTS TOOK JUNE EPE

	Frequency	Percent
No	191	59,7
Yes	124	38,8
Total	315	98,4
Missing	5	1,6
Total	320	100,0

## JUNE EPE SCORES

	Frequency	Percent
14,00-24,00	47	37,9
40,50-50,00	35	28,22
51,00-55,00	17	13,7
55,50 & >	21	16,93
Total	120	96,77
Missing	4	,3
Total	124	100,0



# CORRELATION BETWEEN YEARLY AVERAGES AND JUNE EPE GRADES

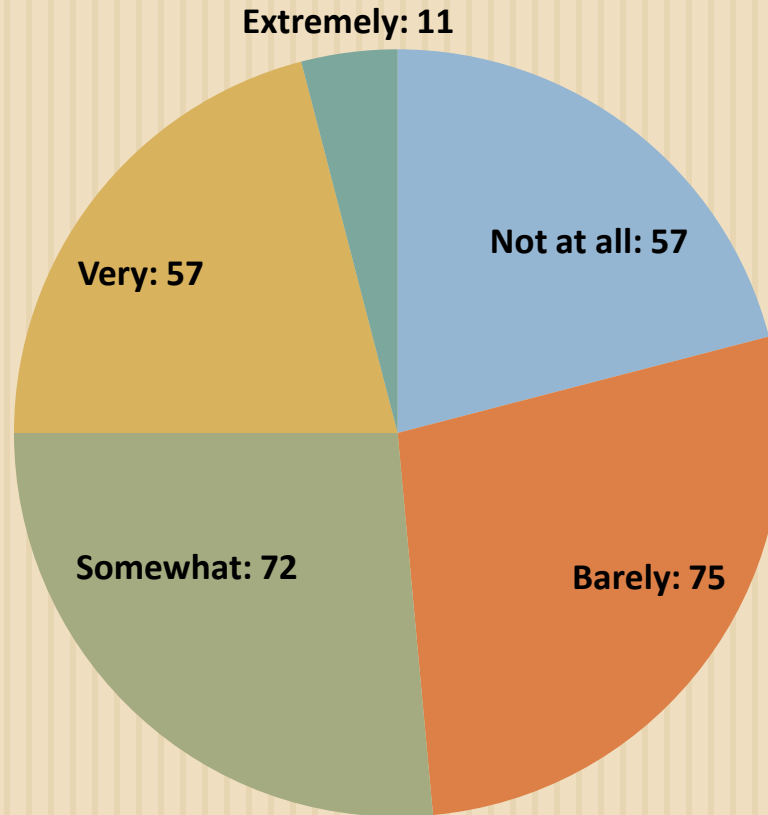
## CORRELATIONS

		Yearly Average	June EPE Score
Yearly Average	Pearson Correlation	1	,199*
	Sig. (2-tailed)		,042
June EPE Grade	Pearson Correlation	,199*	1
	Sig. (2-tailed)	,042	

## DESCRIPTIVE STATISTICS

	Mean	Std. Deviation	N
Yearly Average	68,2769	5,31227	105
June EPE Grade	39,1095	15,17320	105

# PERCEPTION OF SUMMER SCHOOL IN TERMS OF BENEFIT



# SEPTEMBER & AUGUST EPE SCORES

## August EPE

	Frequency	Percent
10,00-24,00	145	45,3
40,00-50,00	35	10,9
50,50-55,00	43	13,4
55,50 & >	24	7,5
Total	247	77,2
Missing	73	22,8
Total	320	100,0

## September EPE Score

	Frequency	Percent
10,00-24,00	210	65,6
40,00-50,00	22	6,9
50,50-55,00	11	3,4
55,50 & >	29	9,1
Total	272	85
Missing	48	15
Total	320	100,0

# DESCRIPTIVE STATISTICS & CORRELATIONS

## Descriptive Statistics

	Mean	Std. Deviation	N
June EPE	36,88	14,76	90
August EPE	40,92	15,60	90
Sept. EPE	32,52	15,55	90

## Correlations

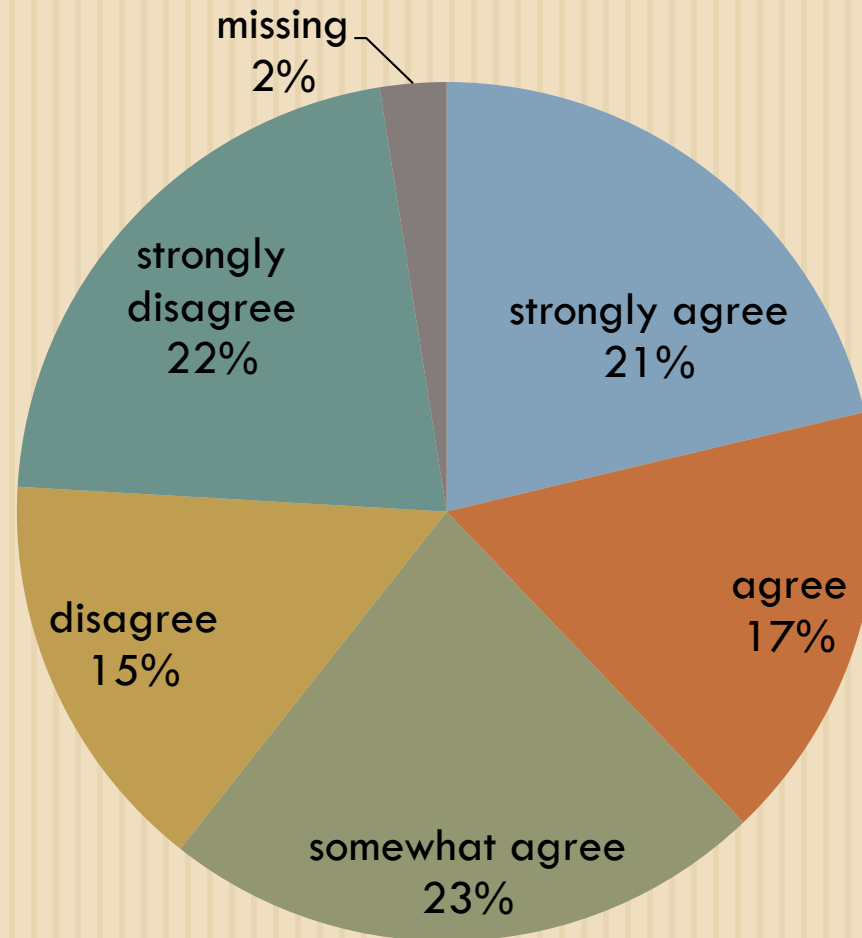
		June EPE	August EPE	Sept. EPE
June EPE	Pearson Corr.	1	,361**	,038
	Sig.		,000	,725
August EPE	Pearson CorR.	,361**	1	,201
	Sig. (2-tailed)	,000		,058
Sept. EPE	Pearson Corr.	,038	,201	1
	Sig.	,725	,058	

## 2. Academic and Social Adjustment

The second section of the survey tool focuses on the difficulties encountered by students during the 2009-2010 academic year regarding

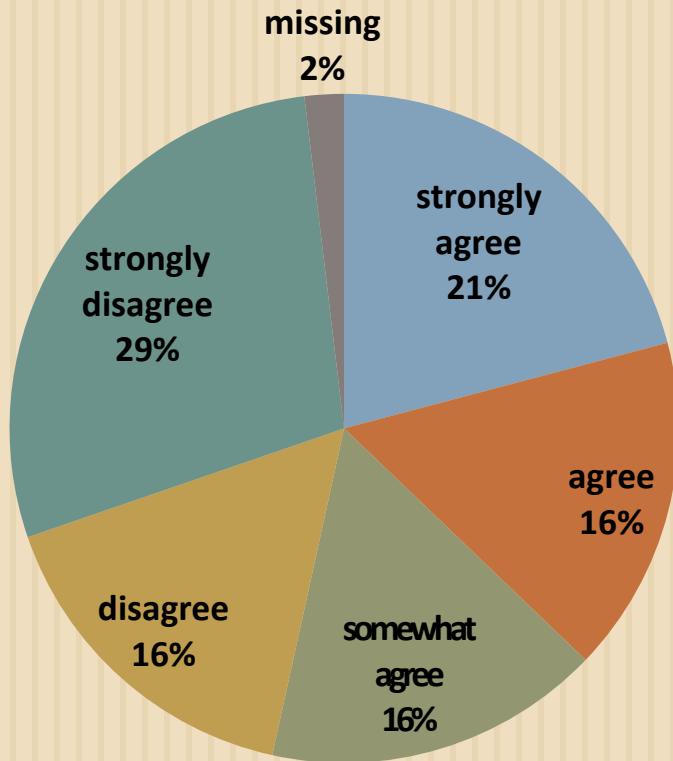
- the new social environment,
- their study environment and study habits,
- the programs, materials and academic requirements.

# HAD SOCIAL ADJUSTMENT PROBLEMS

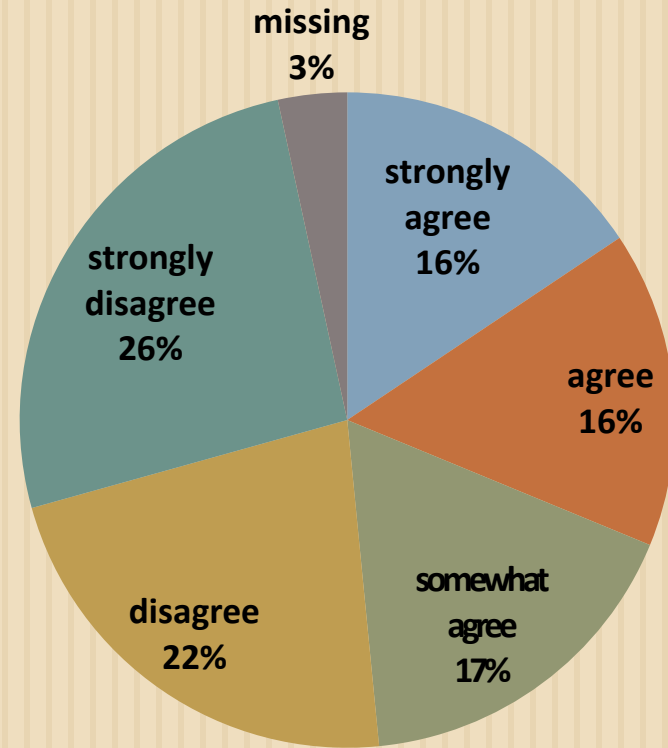



# SOCIAL ADJUSTMENT PROBLEMS

## PROBLEMS AFFECTED ACADEMIC SUCCESS (FALL)



## PROBLEMS AFFECTED ACADEMIC SUCCESS (SPRING)

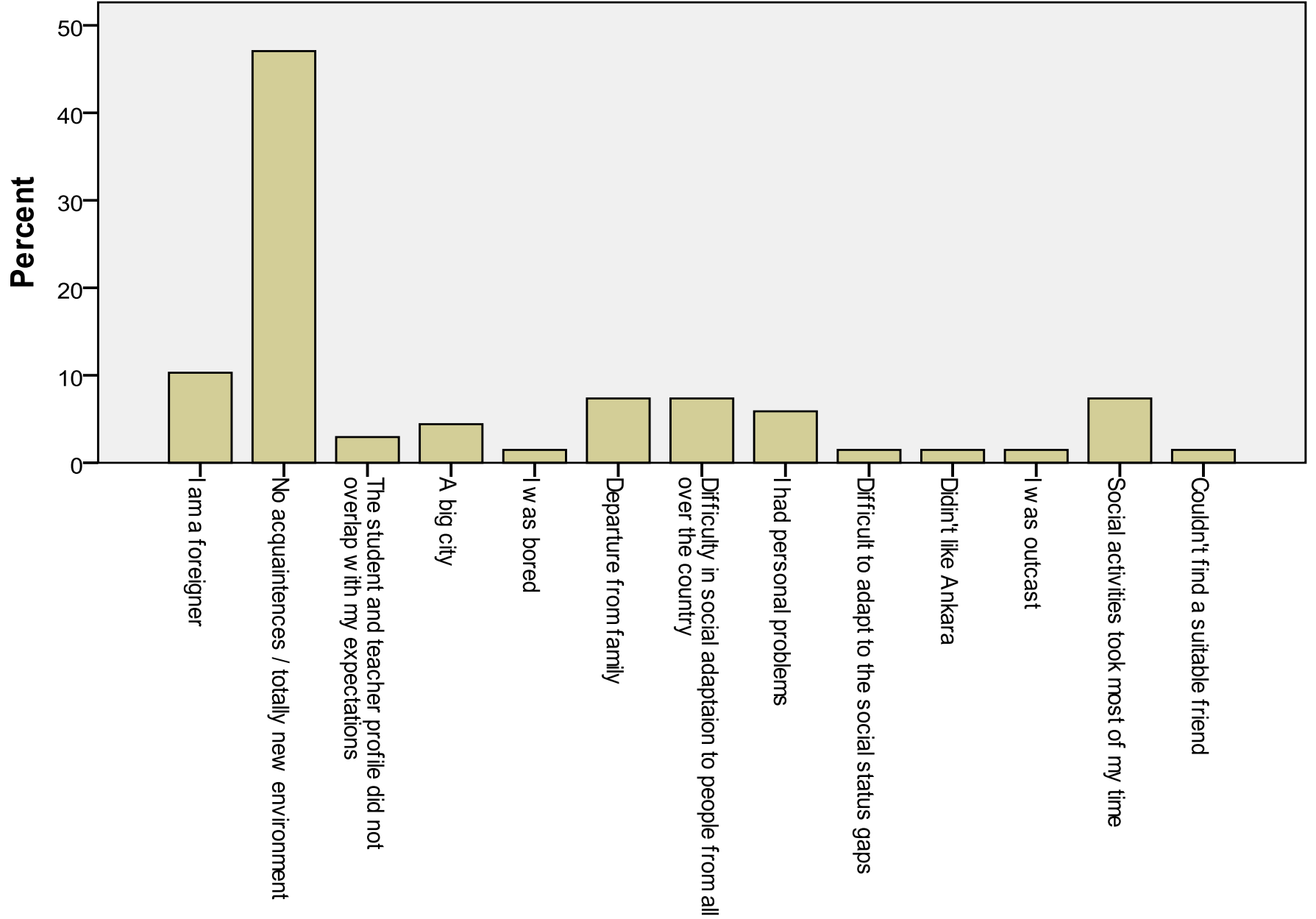




Question 1 asks students to explain, in 1-2 sentences the social / cultural adjustment problems they encountered.

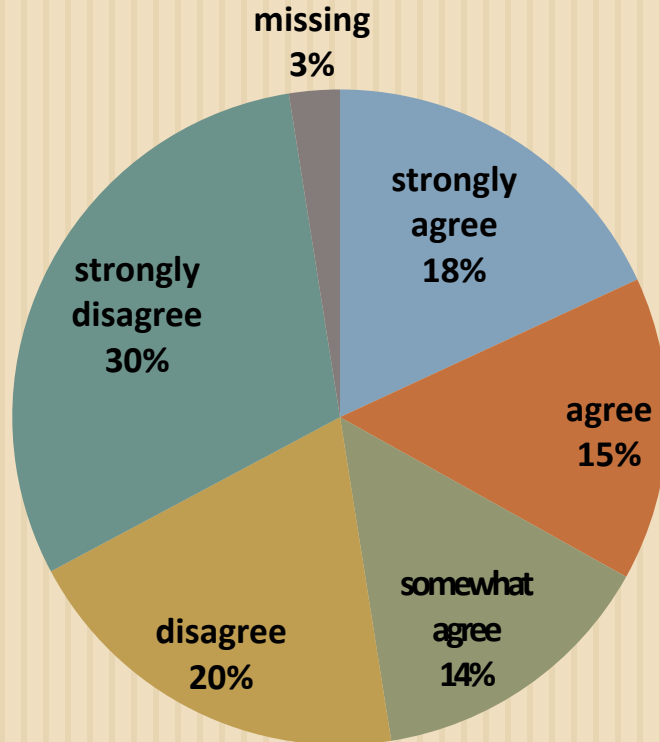


## Social / Cultural Adjustment

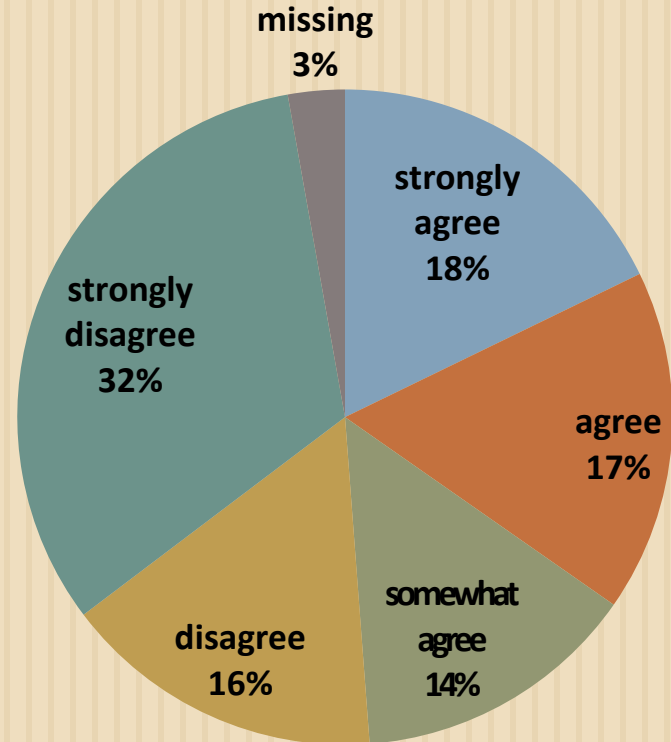



# PROBLEMS RELATED TO STUDY ENVIRONMENT

## HAD PROBLEMS



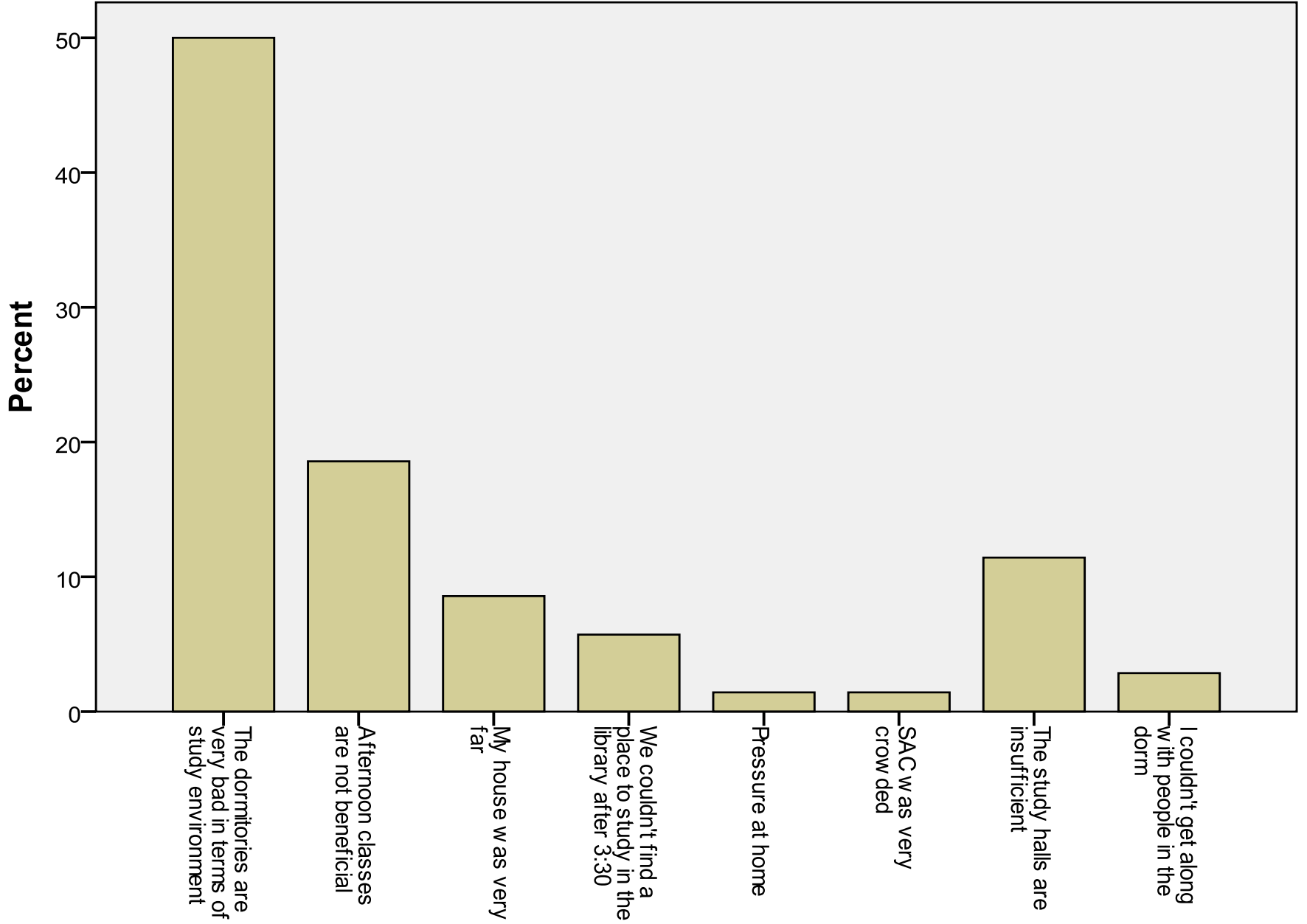
## PROBLEMS AFFECTED ACADEMIC SUCCESS





Question 2 asks students to explain in 1-2 sentences, the problems they encountered related to their study environment.

# Study Environment



# STUDY ENVIRONMENT

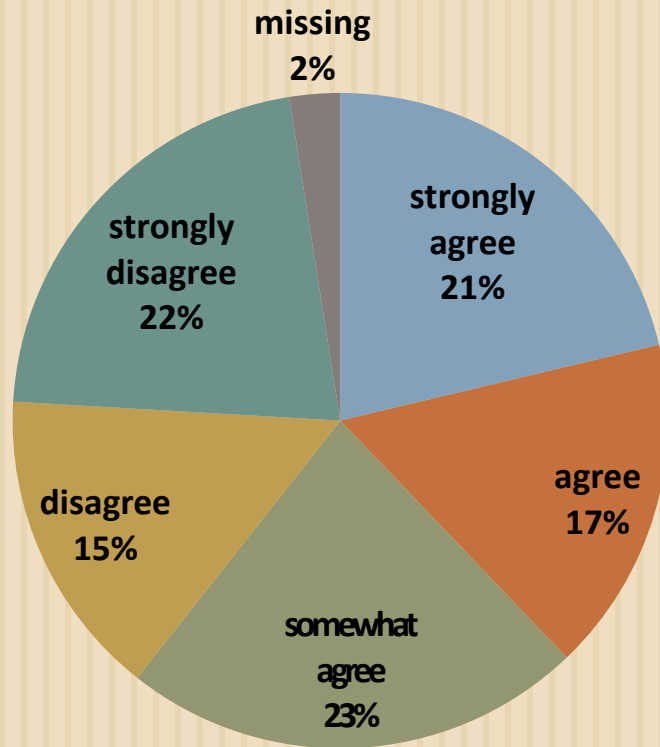
<b>THE ENVIRONMENT (total)</b>	<b>48</b>	<b>15</b>	<b>68,5</b>
The dormitories are very bad in terms of study environment	35	10,9	50,0
We couldn't find a place to study in the library after 3:30	4	1,3	5,7
The study halls are insufficient	8	2,5	11,4
SAC was very crowded	1	,3	1,4

# STUDY ENVIRONMENT

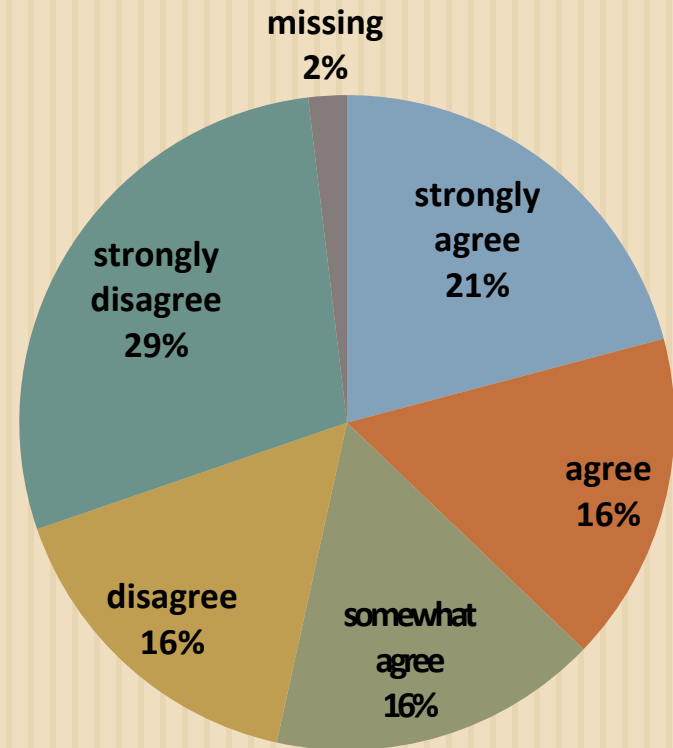
<b>OTHER (total)</b>	<b>22</b>	<b>6,9</b>	<b>31,5</b>
<b>Afternoon classes are not beneficial</b>	<b>13</b>	<b>4,1</b>	<b>18,6</b>
My house was very far	6	1,9	8,6
Pressure at home	1	,3	1,4
I couldn't get along with people in the dorm	2	,6	2,9


# ACADEMIC ADJUSTMENT PROBLEMS

## HAD PROBLEMS



## PROBLEMS AFFECTED ACADEMIC SUCCESS

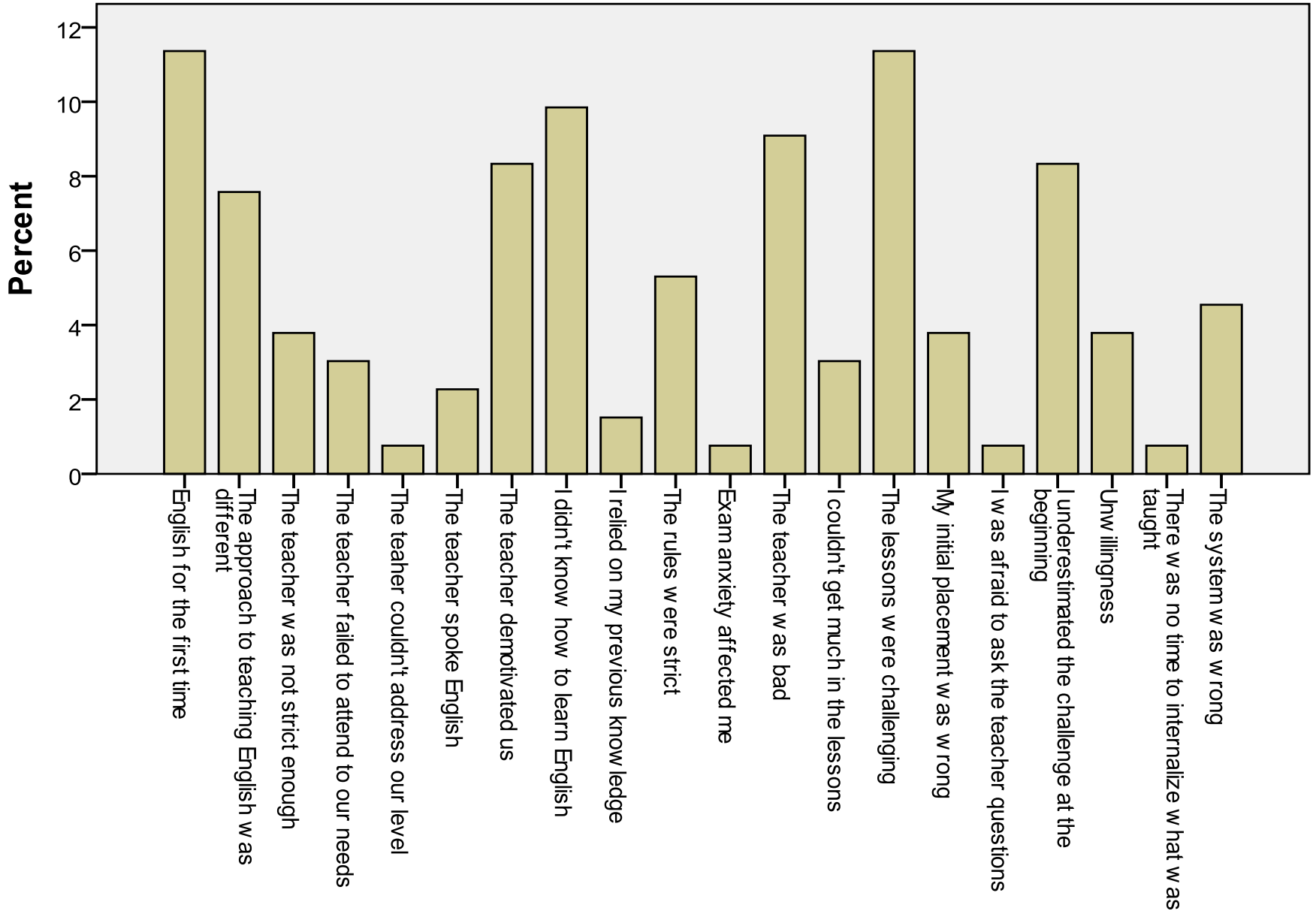




Question 3 asks students to explain in 1-2 sentences, the academic adjustment problems they encountered.



# Academic Adjustment



## Academic Adjustment

# THE STUDENT

<b>THE STUDENT (total)</b>	<b>58</b>	<b>18,1</b>	<b>44</b>
It was the first time I was learning English	15	4,7	11,4
Exam anxiety affected me	1	,3	,8
I relied on my previous knowledge	2	,6	1,5
I was afraid to ask the teacher questions	1	,3	,8
I underestimated the challenge at the beginning	11	3,4	8,3
I was unwilling	5	1,6	3,8
<b>I didn't know how to learn English</b>	<b>13</b>	<b>4,1</b>	<b>9,8</b>

# THE TEACHER

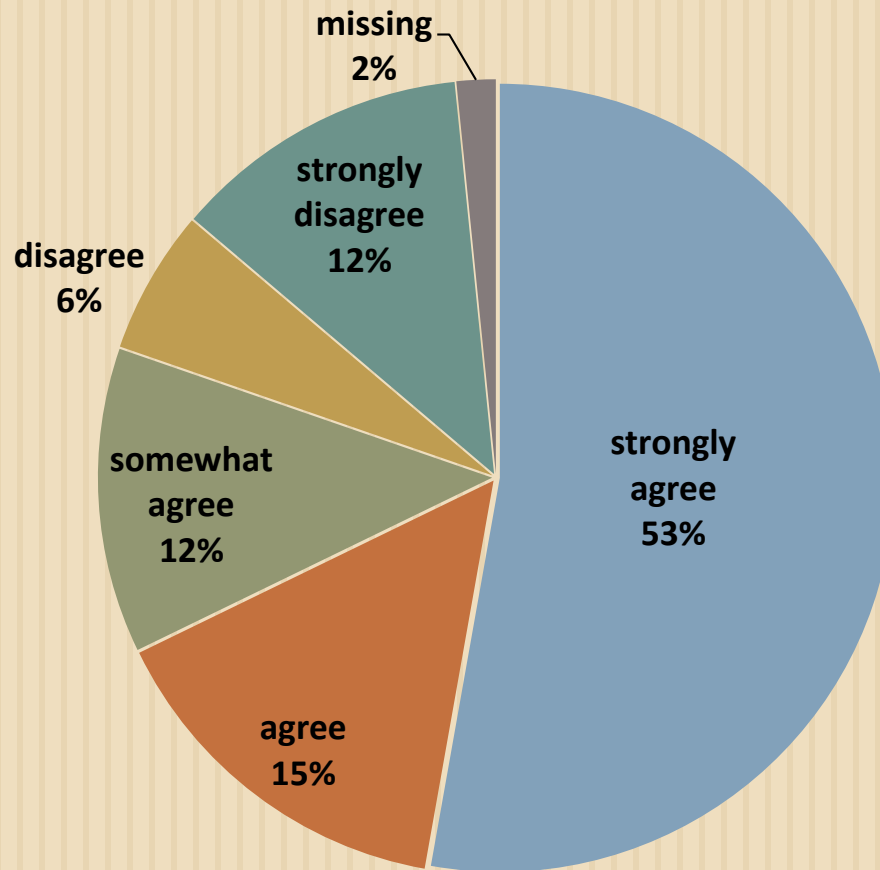
<b>THE TEACHER (total)</b>	<b>36</b>	<b>11,3</b>	<b>27,3</b>
The teacher was not strict enough	5	1,6	3,8
The teacher failed to attend to our needs	4	1,3	3,0
The teacher couldn't address our level	1	,3	,8
The teacher spoke English	3	,9	2,3
<b>The teacher demotivated us</b>	<b>11</b>	<b>3,4</b>	<b>8,3</b>
The teacher was bad	12	3,8	9,1

# THE INSTITUTION

<b>THE INSTITUTION (total)</b>	<b>48</b>	<b>15,1</b>	<b>36,4</b>
<b>The approach to teaching English was different</b>	<b>10</b>	<b>3,1</b>	<b>7,6</b>
I couldn't benefit from the lessons	4	1,3	3,0
<b>The lessons were challenging</b>	<b>15</b>	<b>4,7</b>	<b>11,4</b>
My initial placement was wrong	5	1,6	3,8
There was no time to internalize what was taught	1	,3	,8
The rules were strict	7	2,2	5,3
The system was wrong	6	1,9	4,5

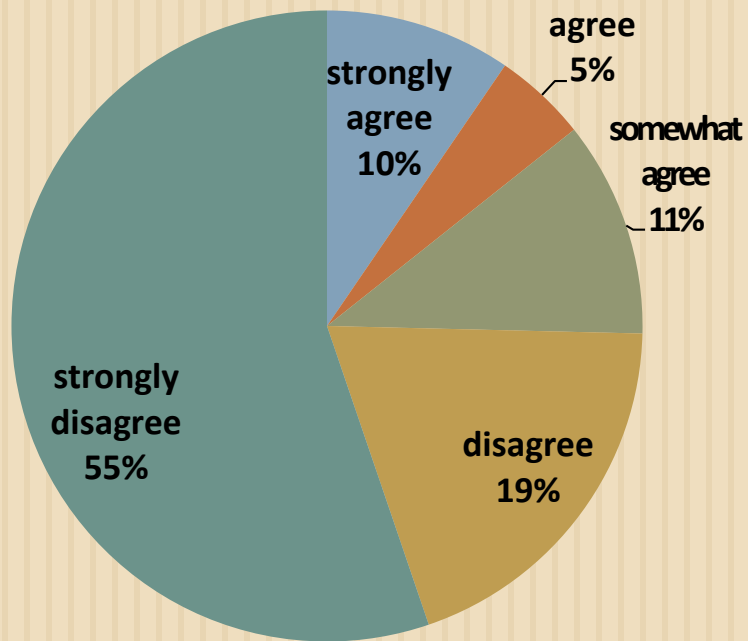
# STUDY SKILLS

## Lacked Appropriate Study Skills

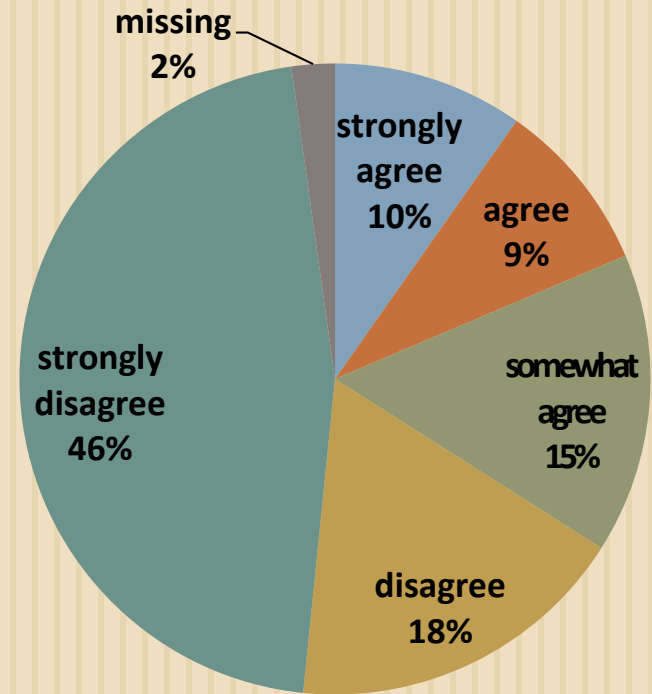


# THE PROGRAM

## WAS TOO LOADED (FALL)

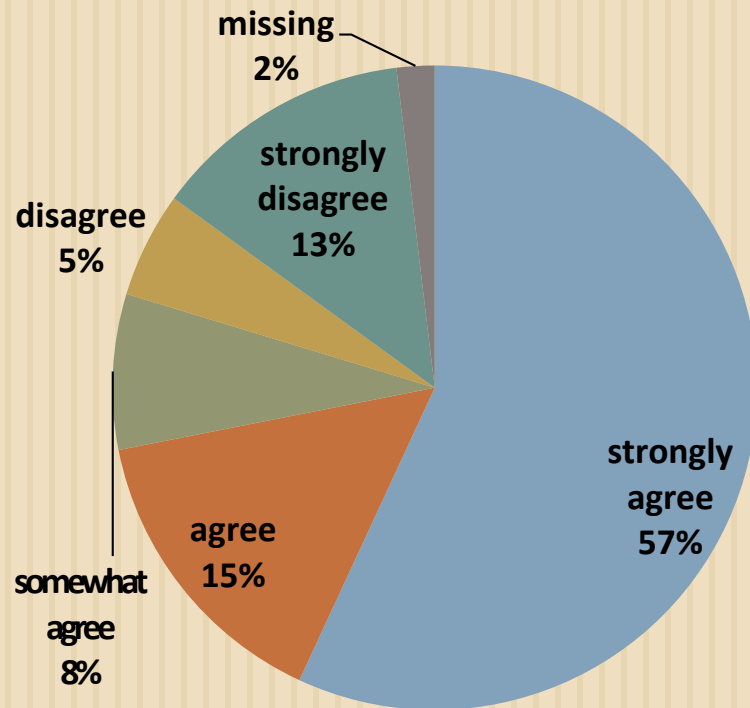


## WAS TOO FAST (FALL)

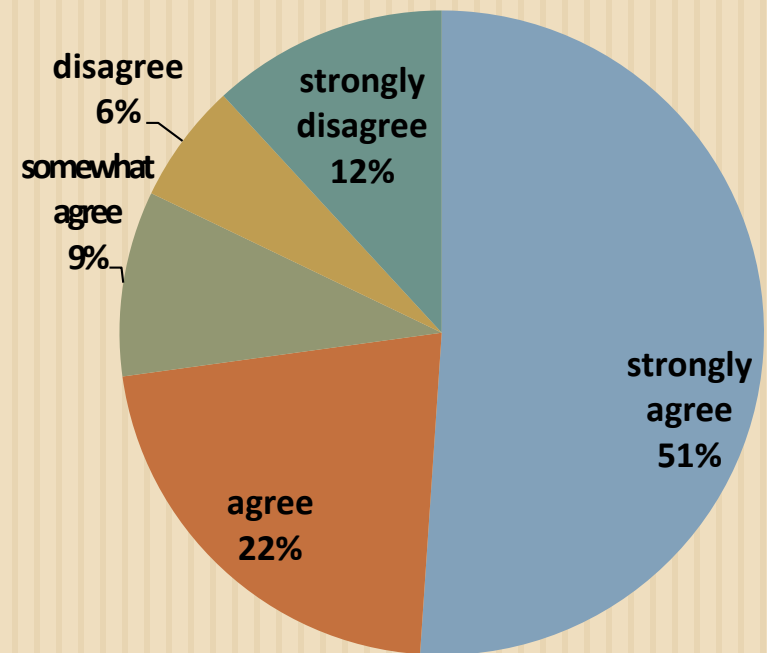


# THE PROGRAM

## WAS TOO LOADED (SPRING)

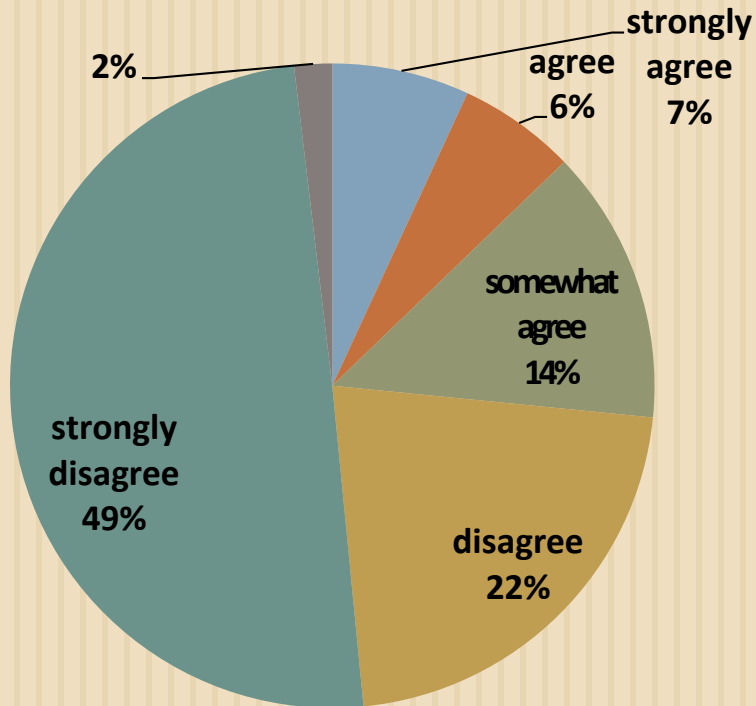


## WAS TOO FAST (SPRING)

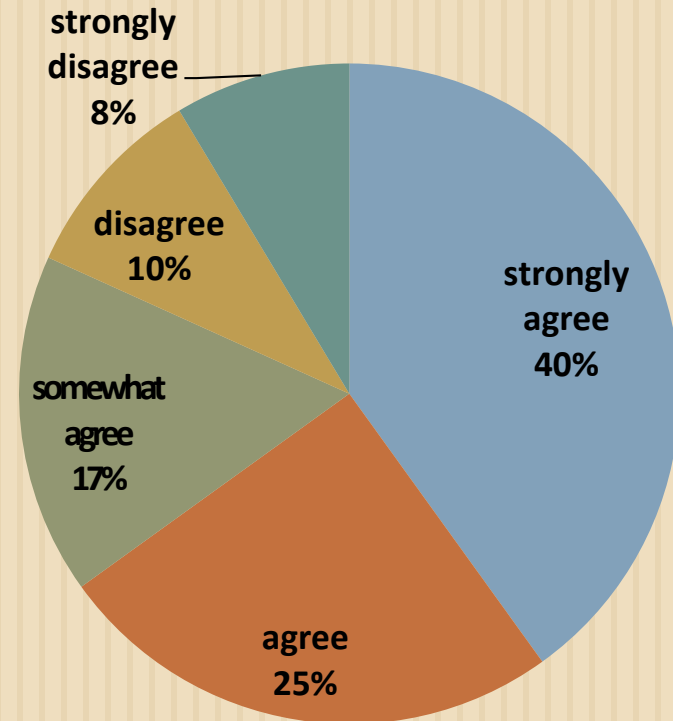


# THE PROGRAM

## TOO DIFFICULT (FALL)



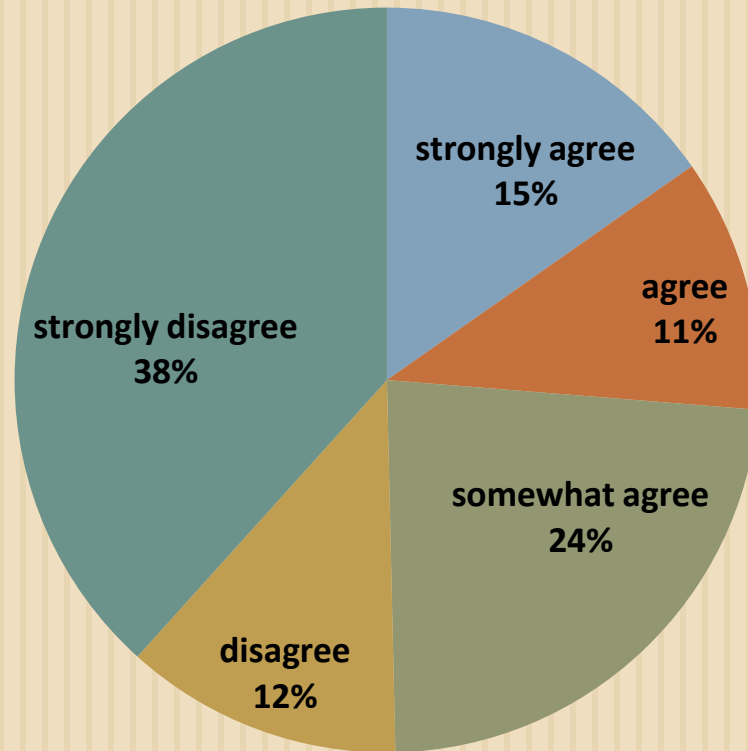
## TOO DIFFICULT (SPRING)





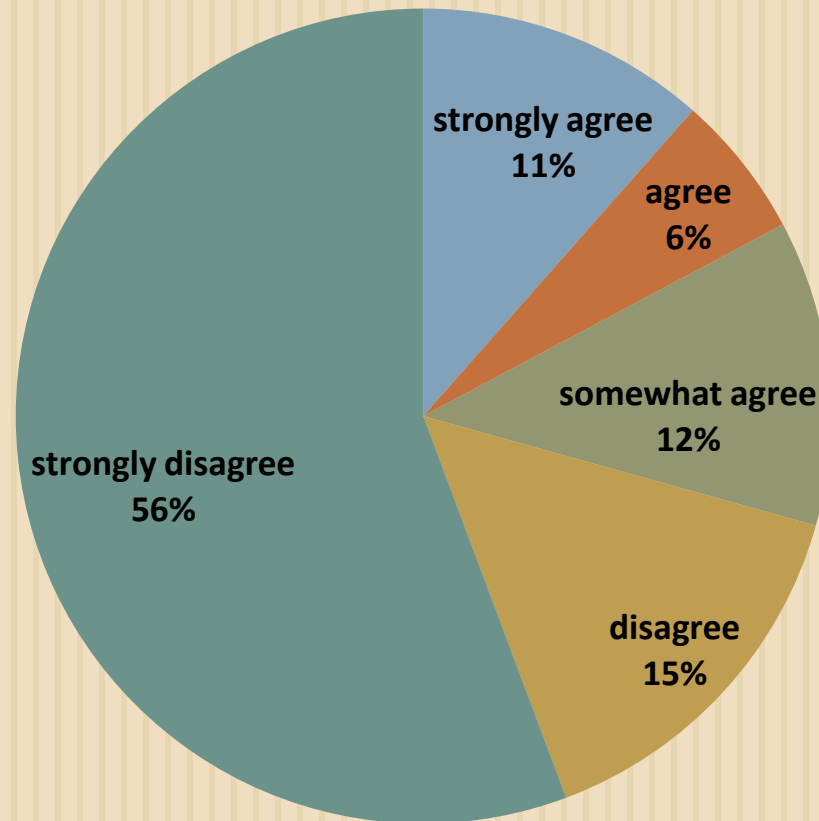
# THE PROGRAM

**Didn't take the courses seriously due to loose program**

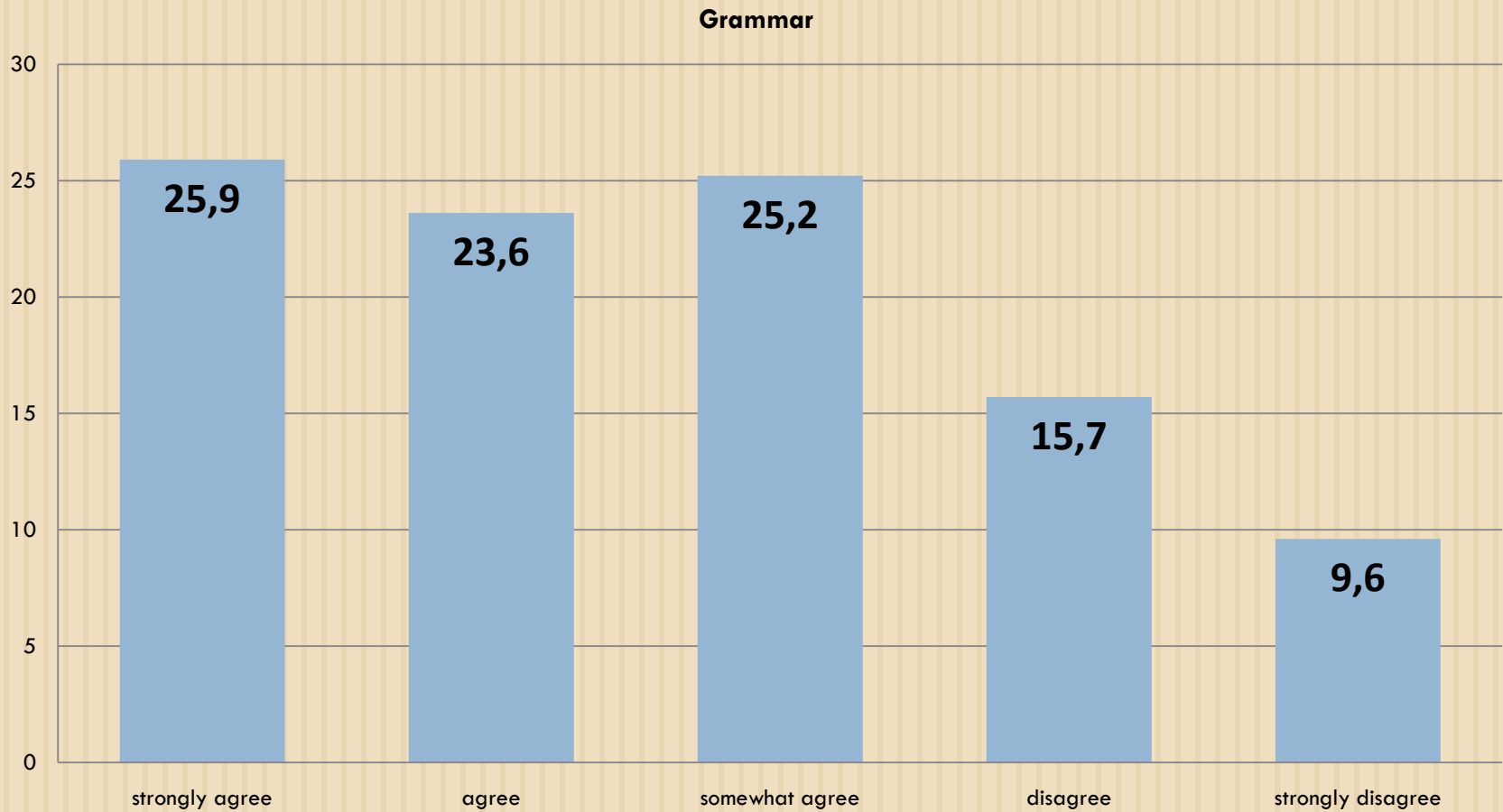


# THE PROGRAM

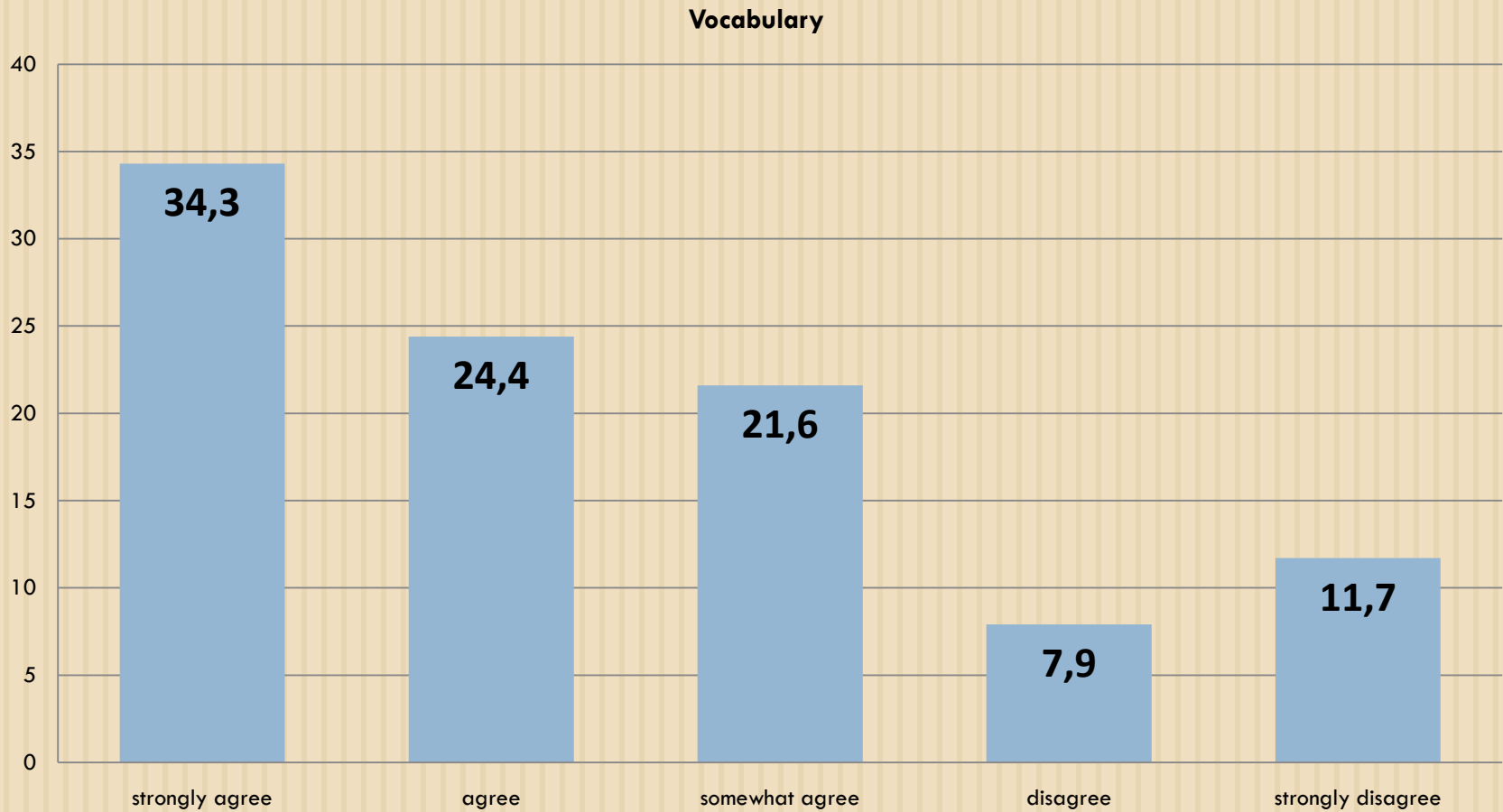
I didn't take the courses seriously relying on my background



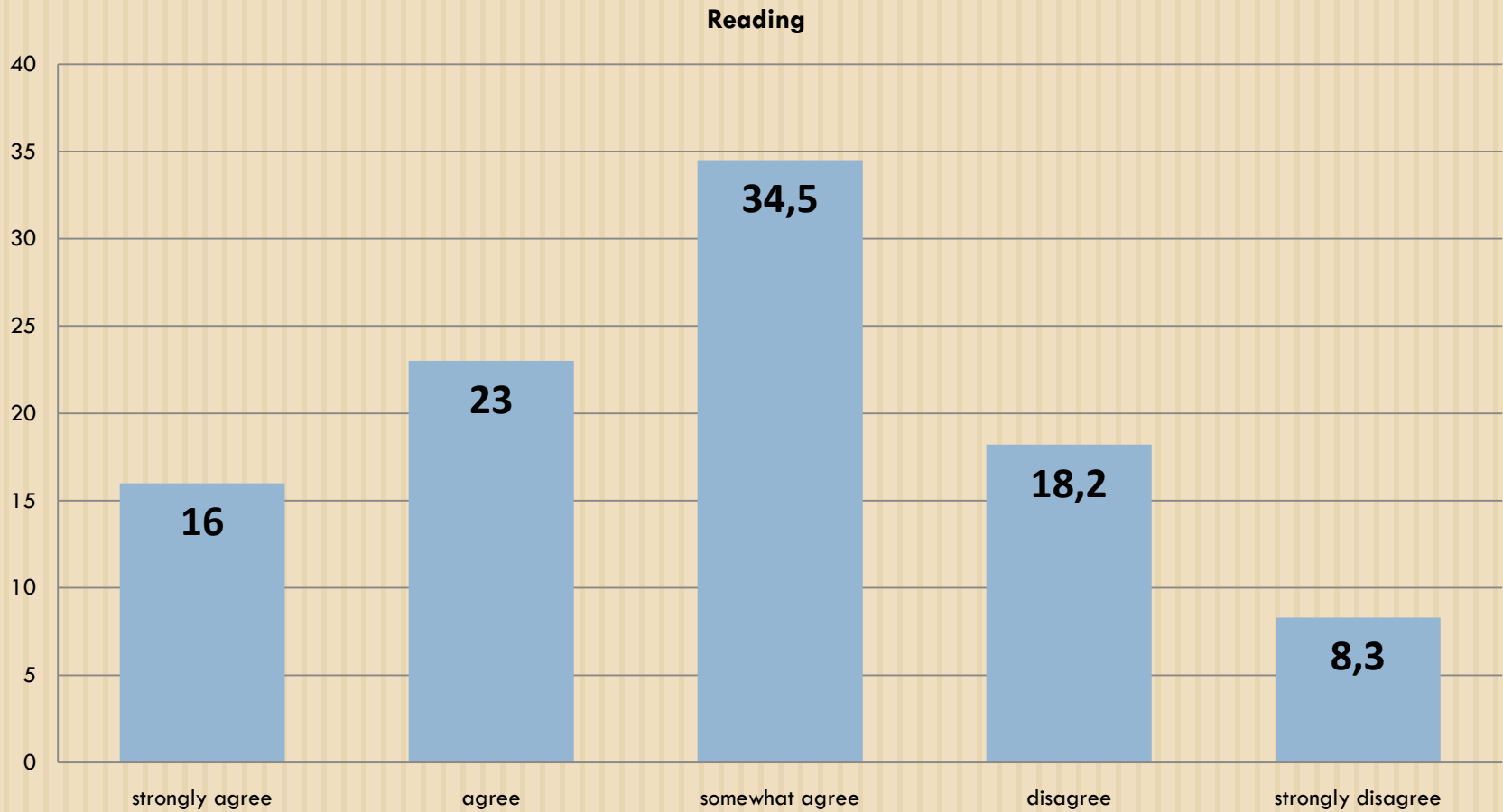
# THE GRAMMAR LOAD



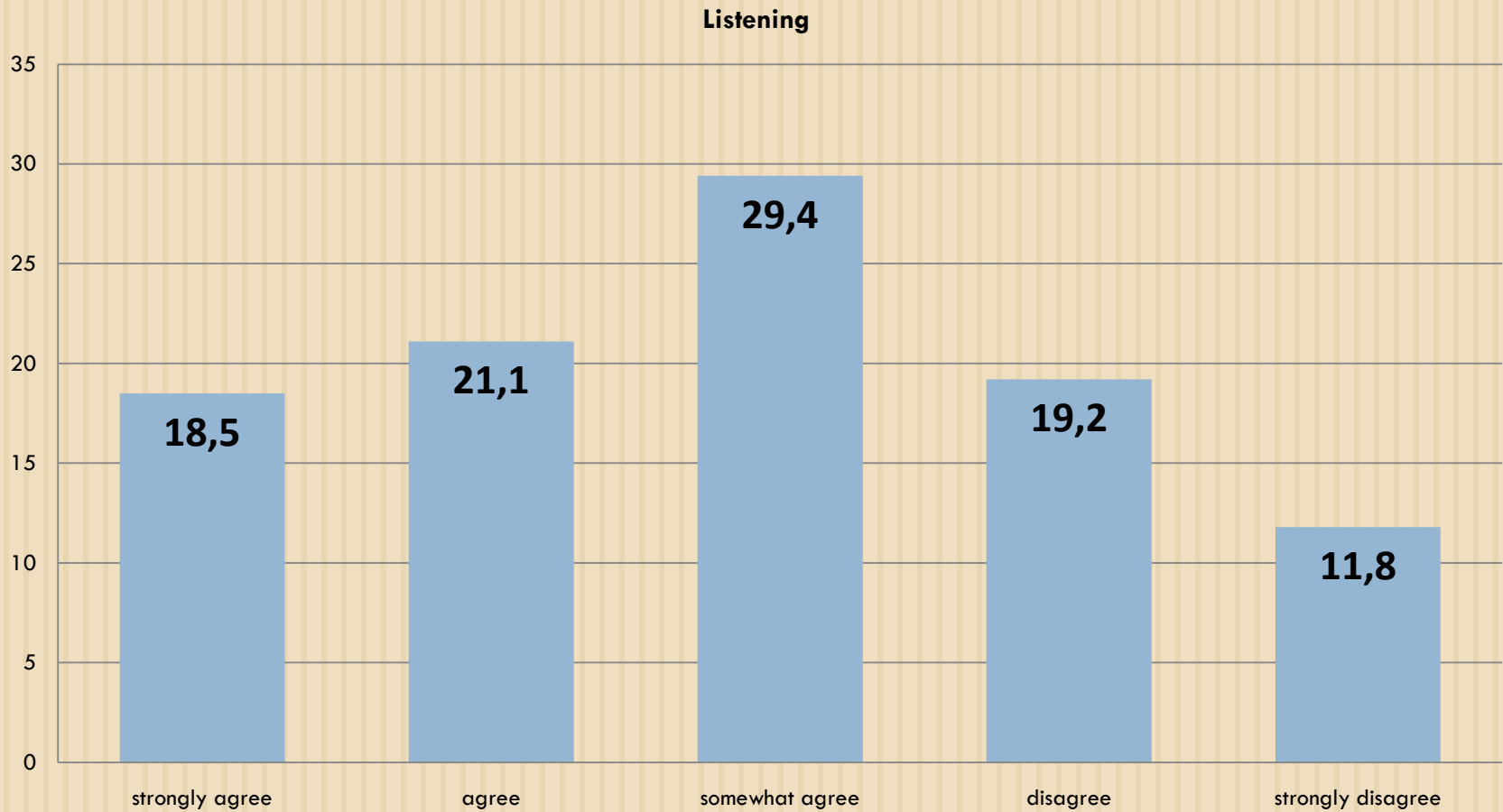
# THE VOCABULARY LOAD



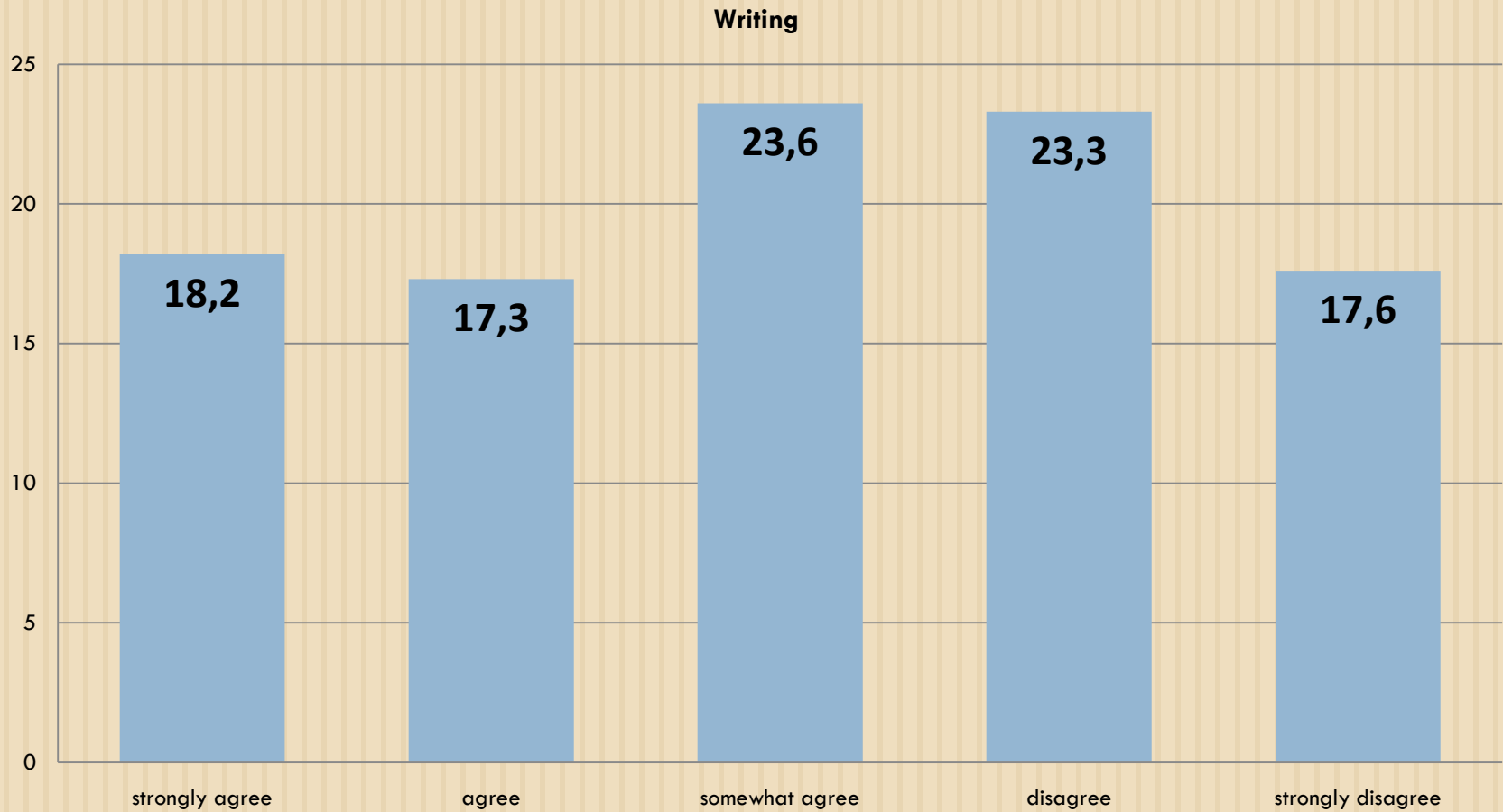
# THE READING LOAD



# THE LISTENING LOAD

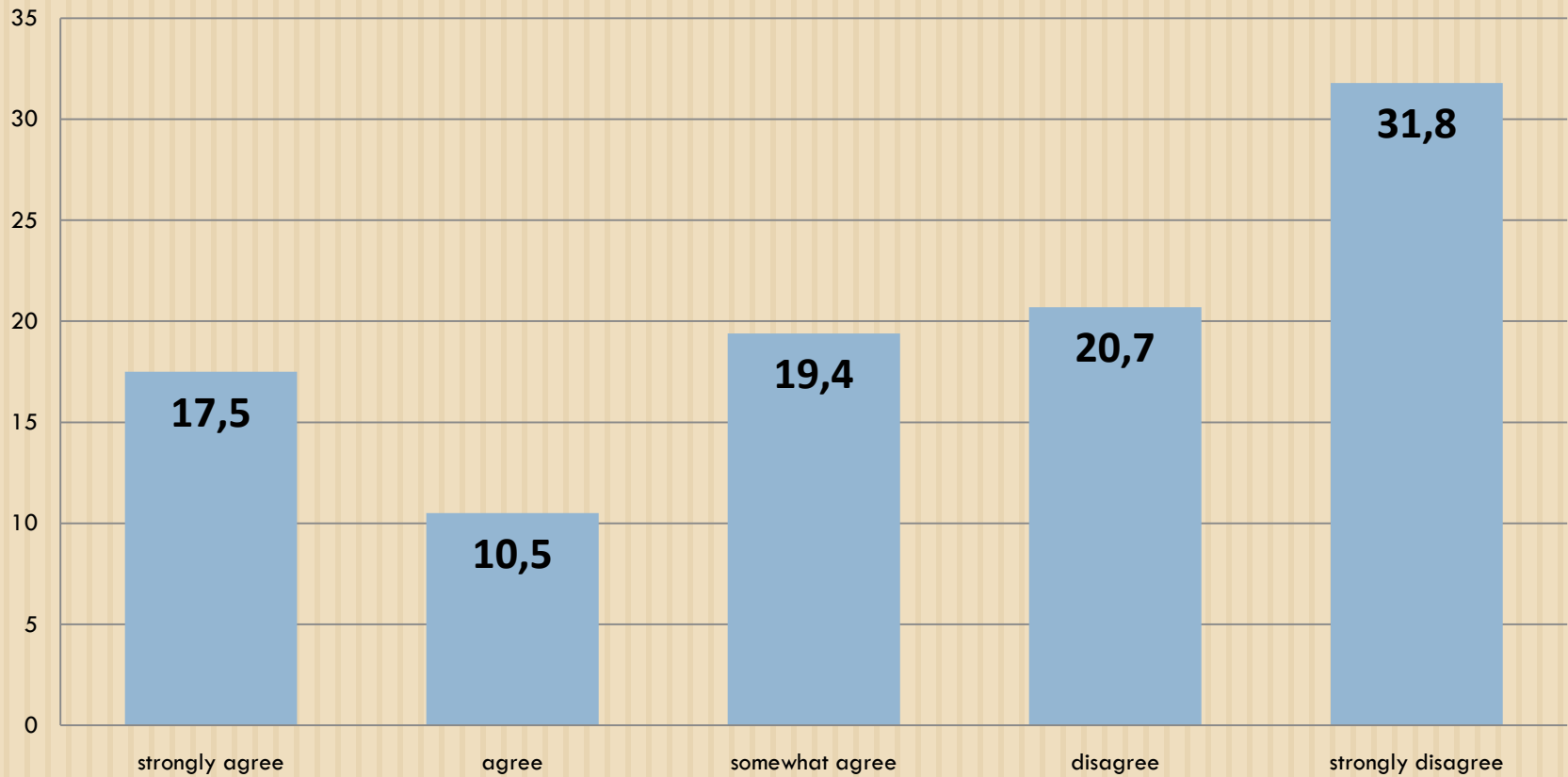


# THE WRITING LOAD



# ACHIEVEMENT EXAMS

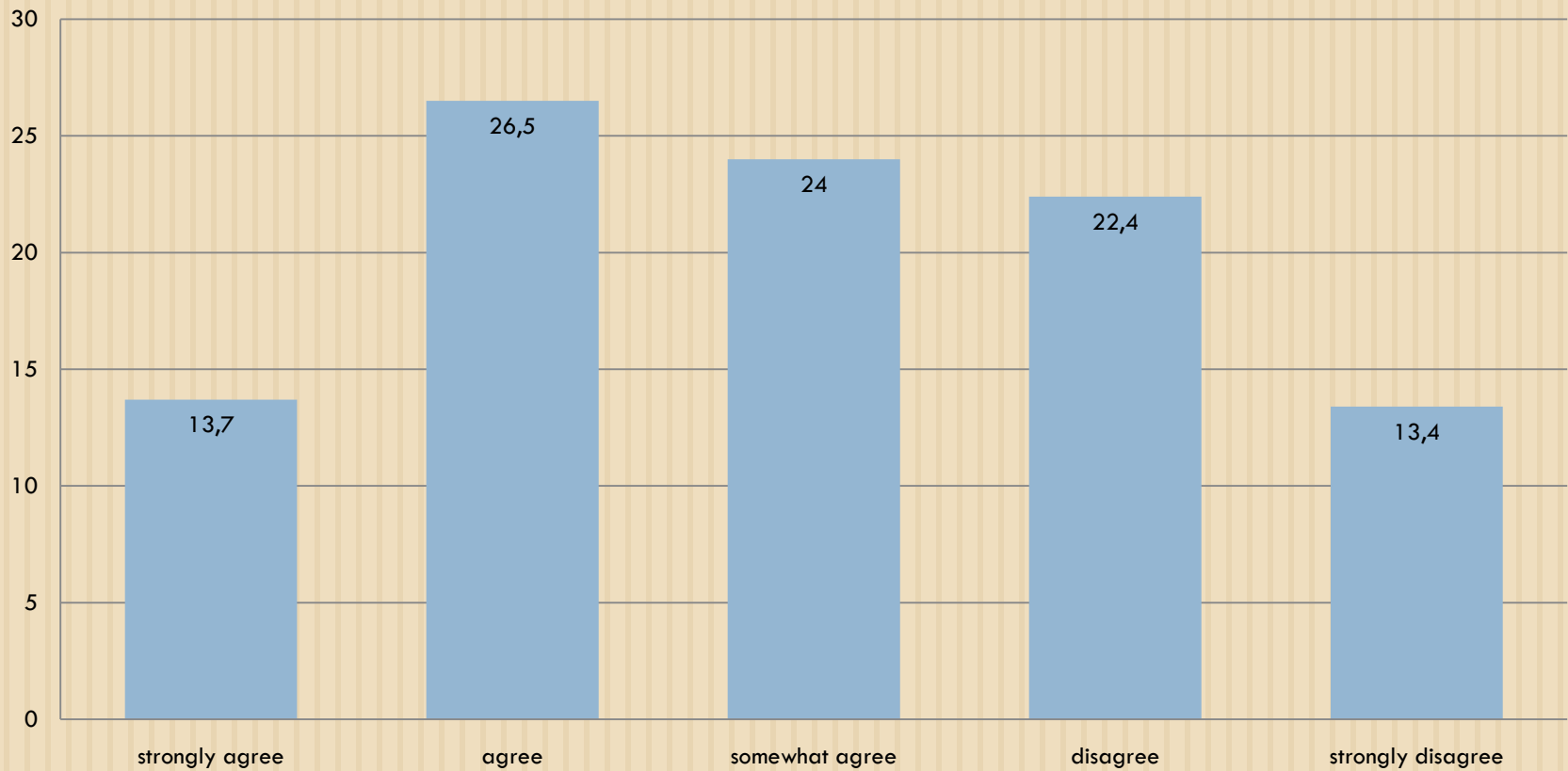
## Achievement exams didn't match the syllabus



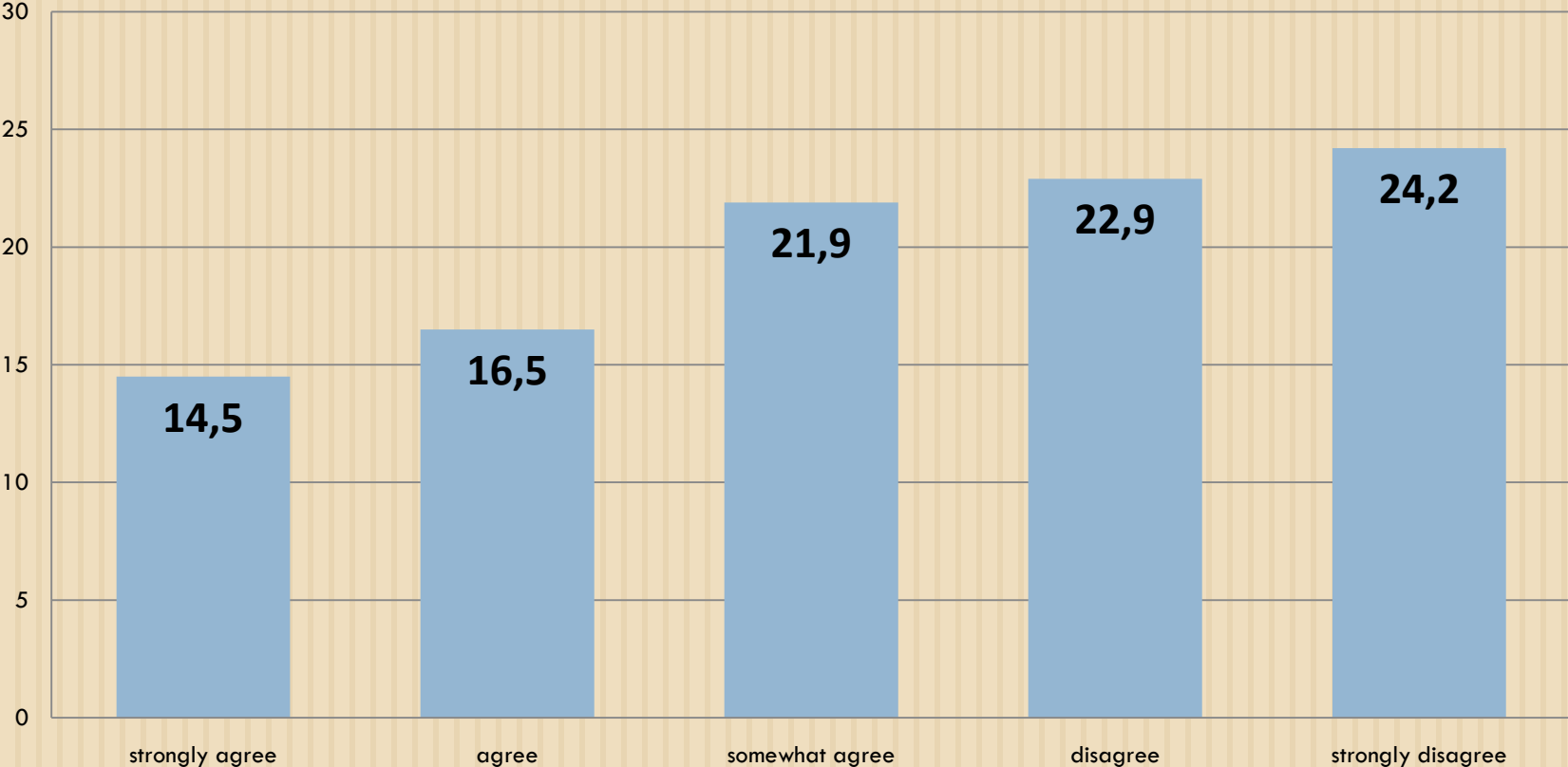


# ACHIEVEMENT EXAMS

## Achievement exams were difficult

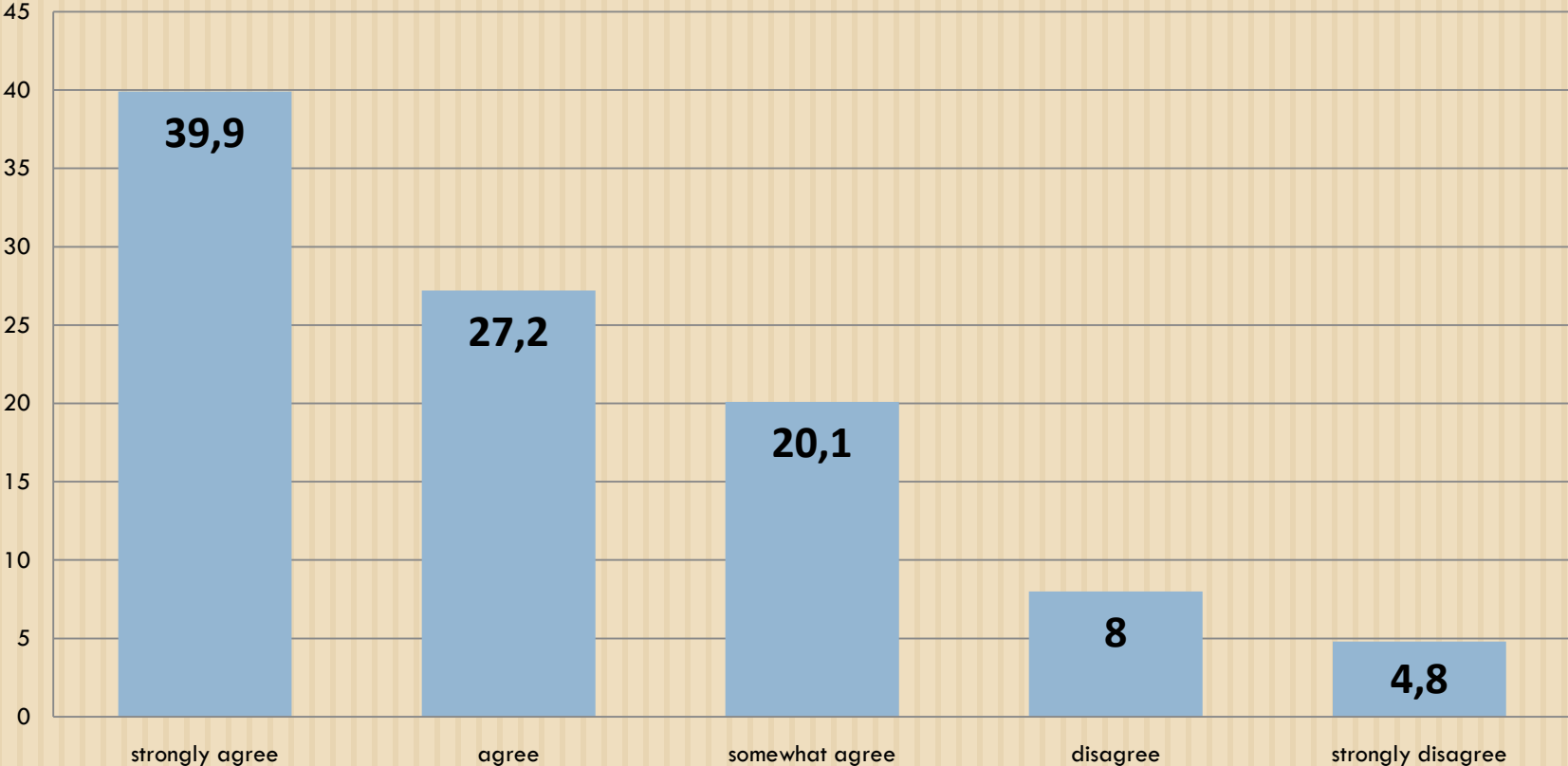


## Allocated time was not enough

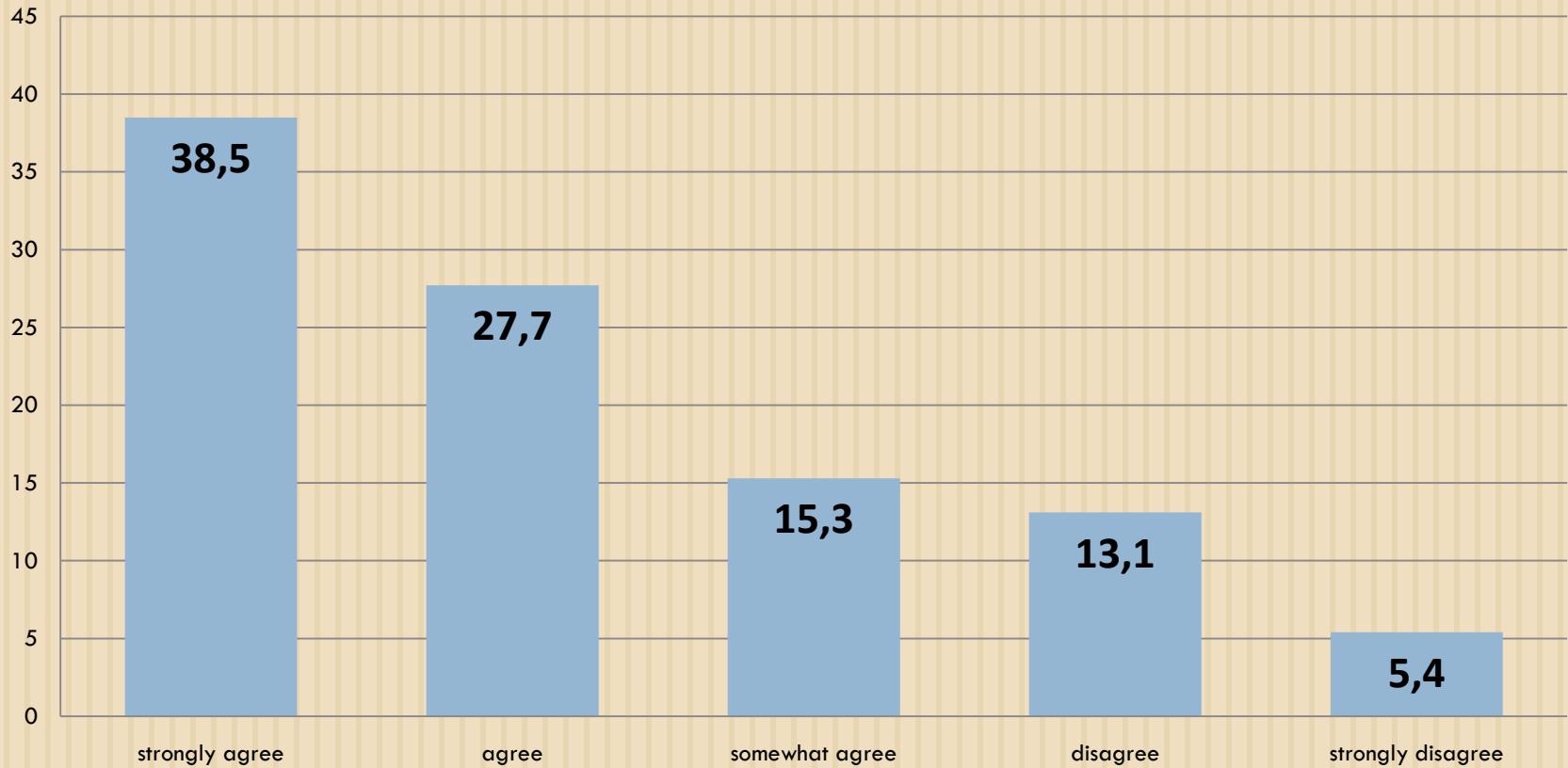


# EPE

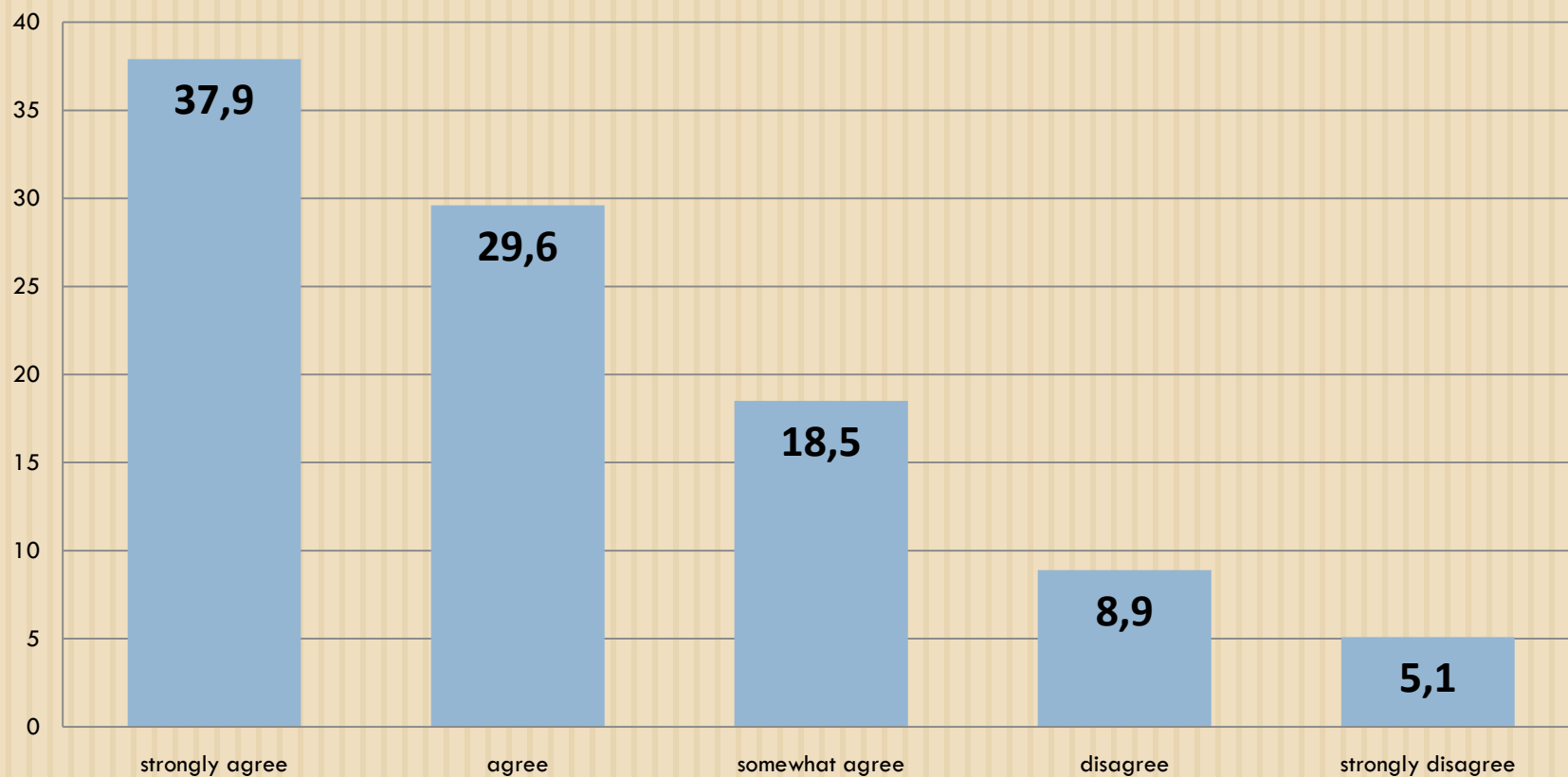
## In general, EPE was difficult



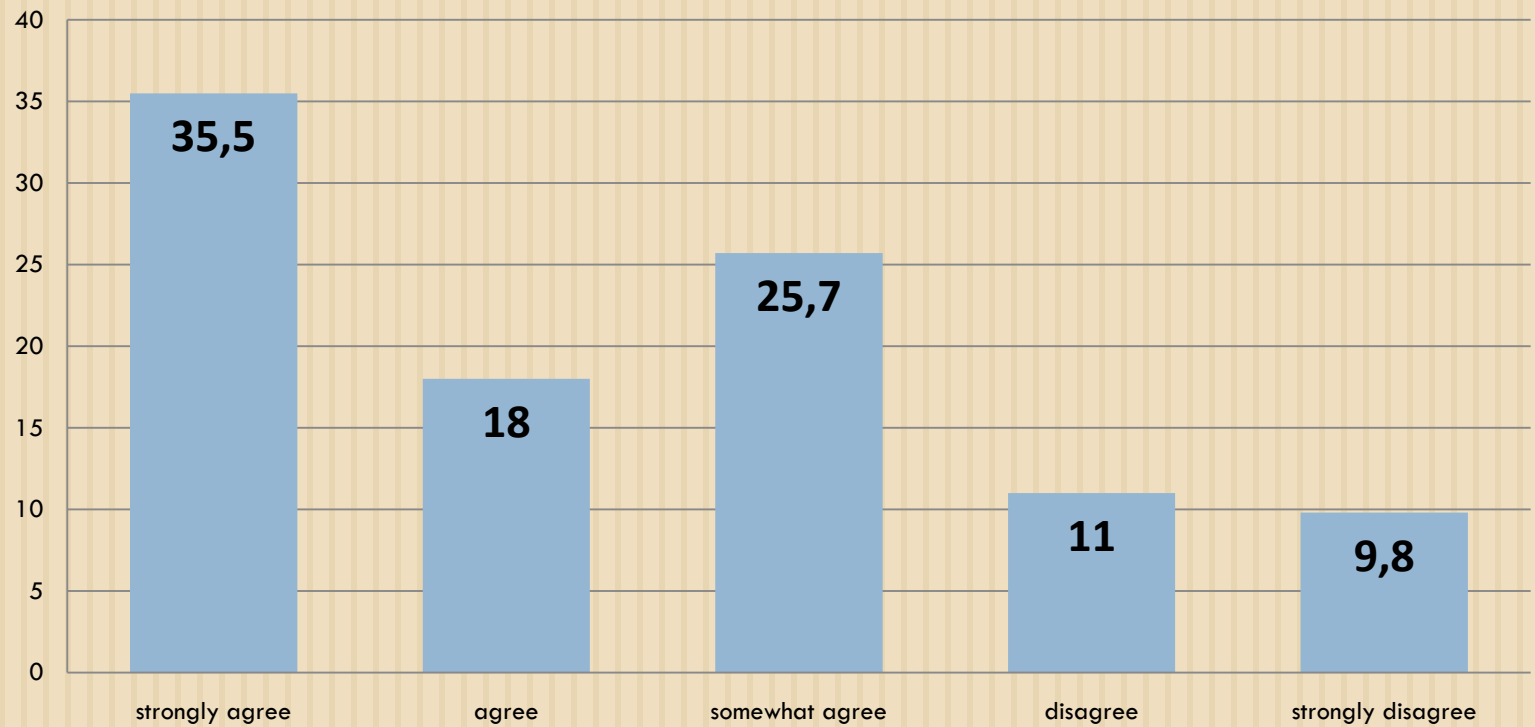
## Language Use: difficult



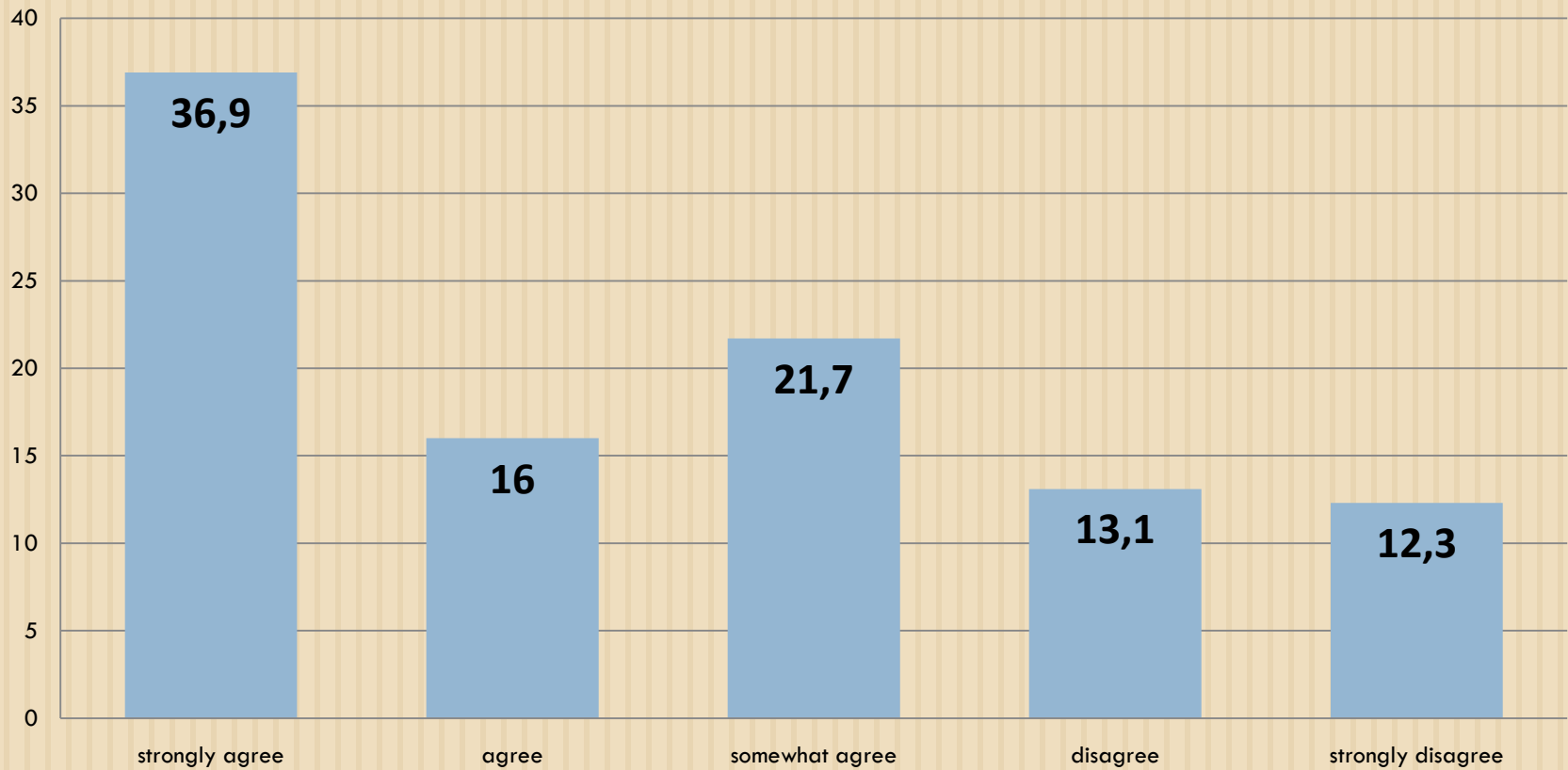
## Reading: difficult



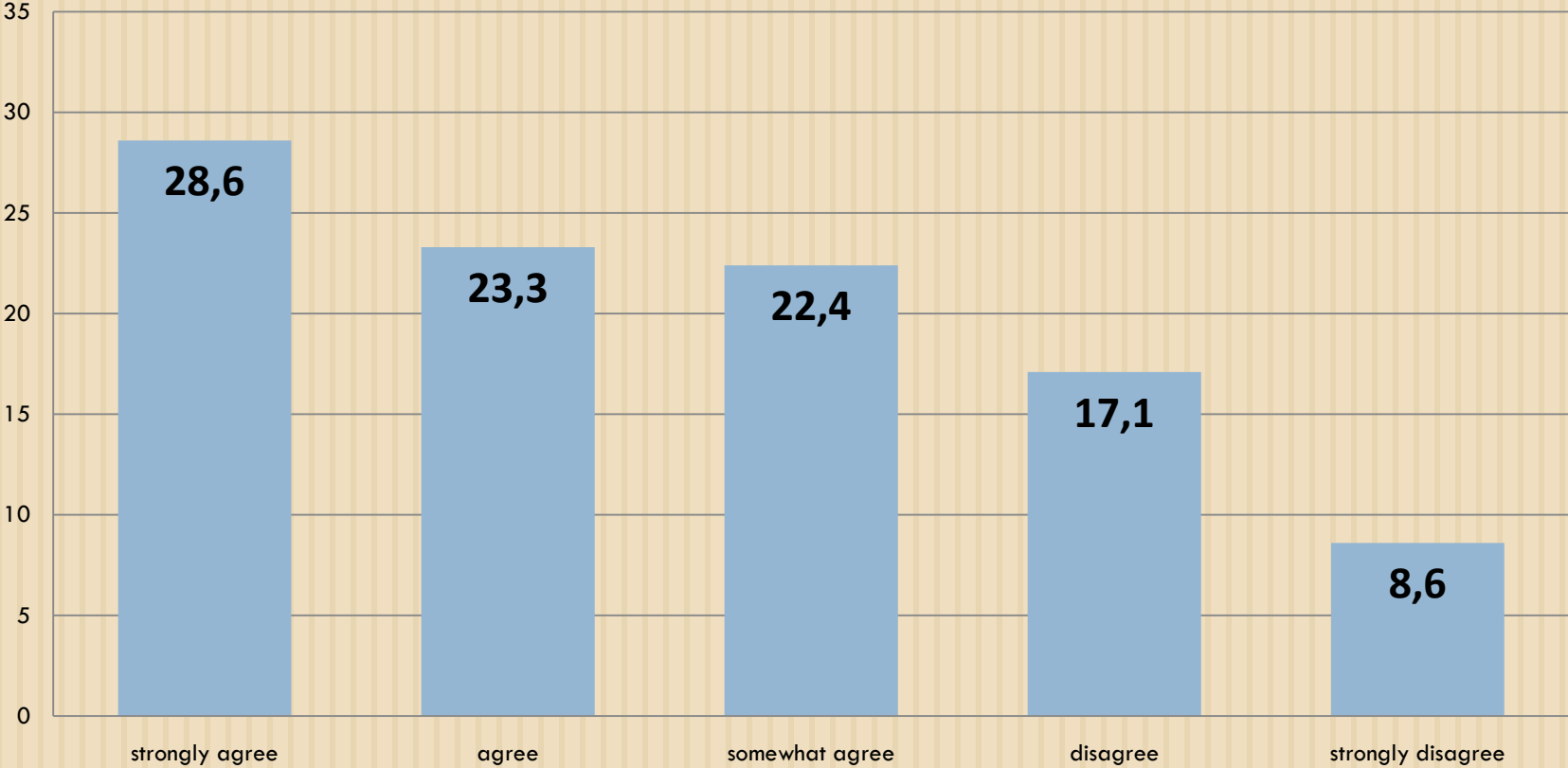
## Listening: difficult




## Note-Taking: difficult



## Writing: difficult

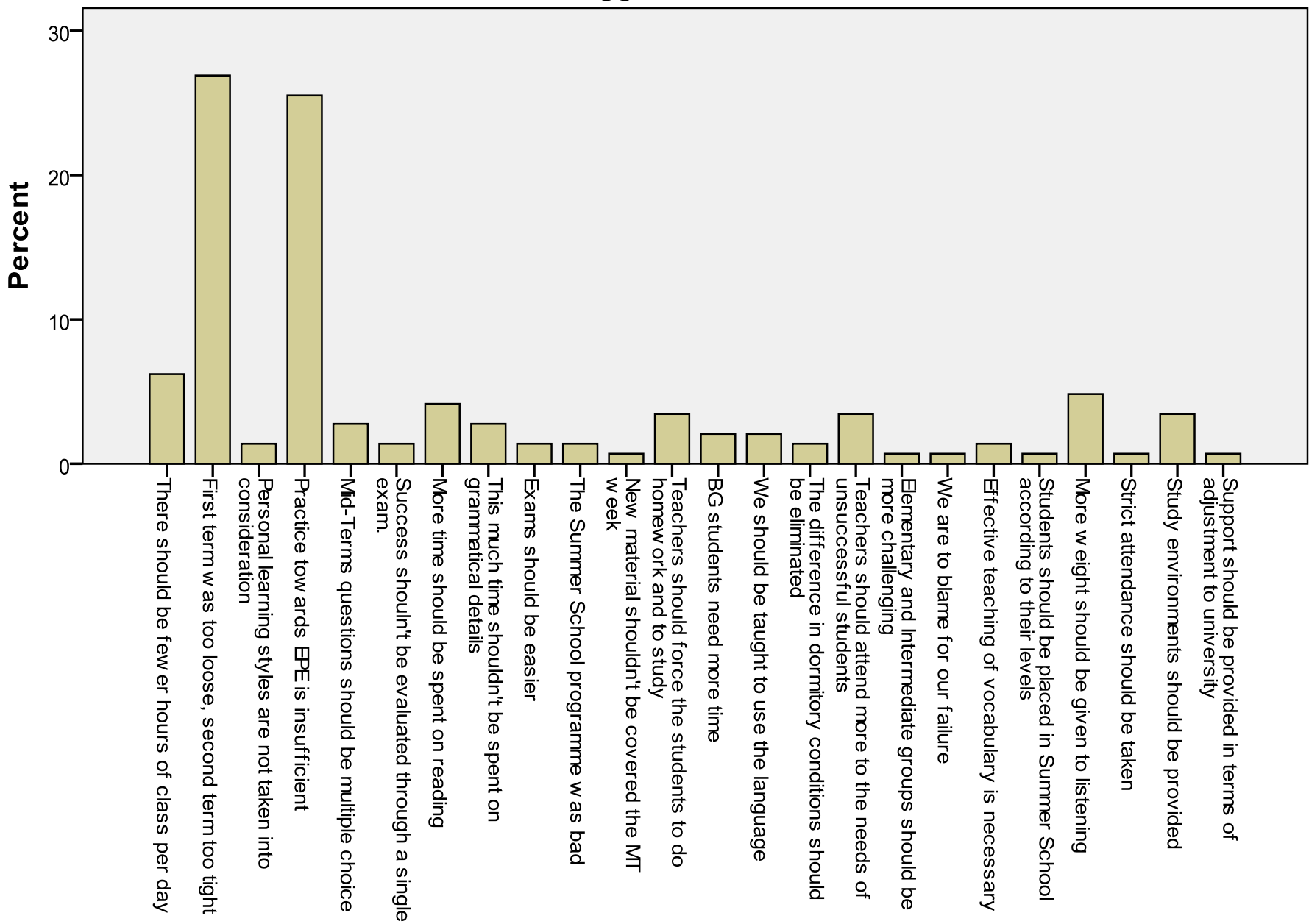






Question 4 asks students if they could have been more successful under different conditions / given different opportunities and to make suggestions.

## Suggestions



# THE PROGRAM

<b>THE PROGRAM (total)</b>	<b>78</b>	<b>24,3</b>	<b>53,9</b>
<b>The first term was too loose, second term too tight</b>	<b>39</b>	<b>12,2</b>	<b>26,9</b>
More time should be spent on reading	6	1,9	4,1
This much time shouldn't be spent on grammatical details	4	1,3	2,8
The Summer School program was bad	2	,6	1,4
New material shouldn't be covered the MT week	1	,3	,7
BG students need more time	3	,9	2,1
We should be taught how to use the language	3	,9	2,1
EL and INT group programs should be more challenging	1	,3	,7
Effective teaching of vocabulary is necessary	2	,6	1,4
Students should be placed in Summer School according to their levels	1	,3	,7
More weight should be given to listening	7	2,2	4,8
<b>There should be fewer hours of class per day</b>	<b>9</b>	<b>2,8</b>	<b>6,2</b>

# THE EXAMS

<b>THE EXAMS (total)</b>	<b>45</b>	<b>14,1</b>	<b>31,1</b>
Exams should be easier	2	,6	1,4
<b>Practice towards EPE is insufficient</b>	<b>37</b>	<b>11,6</b>	<b>25,5</b>
Success shouldn't be evaluated through a single exam.	2	,6	1,4
Mid-Terms questions should be multiple choice	4	1,3	2,8

# THE TEACHER

<b>THE TEACHER (total)</b>	<b>13</b>	<b>4,1</b>	<b>8,9</b>
Teachers should force the students to do homework and to study	5	1,6	3,4
Personal learning styles are not taken into consideration	2	,6	1,4
Teachers should attend more to the needs of unsuccessful students	5	1,6	3,4
Teachers should force the students to do homework and to study	5	1,6	3,4

# OTHER

<b>OTHER (total)</b>	<b>9</b>	<b>2,8</b>	<b>6,2</b>
We are to blame for our failure	1	,3	,7
The difference in dormitory conditions should be eliminated	2	,6	1,4
Study environments should be provided	5	1,6	3,4
Support should be provided in terms of adjustment to university	1	,3	,7