Beginning the Process of Analyzing the BGU Faculty of Foreign Studies' 1st and 2nd Year English Curriculum

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Abstract

At the outset of the 2021 academic year, the Dean of the Faculty of Foreign Studies established the Curriculum Team with the goal of conducting a curriculum review of classes in the first and second-year English language program. This curriculum review was created to enhance learning experiences for all students including high and low achievers. This paper outlines the first stage of the multi-year curriculum review. It introduces the conceptual framework employed in conducting the review and examines in detail the first stage: the needs analysis. For this needs analysis, multiple surveys were developed with the aim of collecting a wide range of information and viewpoints from the major stakeholders, including the English skills coordinators and English instructors. The students were also given a survey based on the MUSIC model, which aims to gauge student motivation. The paper describes the process involved in creating these multiple web-based surveys from conception to implementation, focusing on the conceptual framework underpinning the surveys, and the methods involved in administering the surveys.

Introduction

The TOEIC team led by professor Asa in the academic year 2020/21 was created to address issues related to students who fail to meet the required TOEIC score for graduating from Bunkyo Gakuin University Faculty of Foreign Studies. They came to the conclusion that a systematic curriculum review of the 1st and 2nd year English courses was crucial to propose comprehensive solutions to the TOEIC issue. Then, at the beginning of the 2021/22 academic year, the dean of the Faculty of Foreign Studies created a Curriculum Team (CT) and appointed

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professors Moroi, Gough, Asa, and Broadbridge to be the members. The team is tasked with a multi-year project to conduct an English skills curriculum review and reform the first- and second-year English classes. In this paper, we will discuss the beginning stages of the project that are taking place in the academic year 2021/2022.

Project Overview

This is a multi-year project with an end goal of refining the 1st year and 2nd year required English courses to enhance students' learning experience and motivate them to meet and exceed the stated learning outcomes of the English curriculum and required TOEIC graduation score. For the academic year 2021/22, the project's main task is to conduct a needs analysis with the primary stakeholders (i.e., the students, teachers, and institution). The results of the needs analysis will provide us with the basis for refining our curriculum to better meet the learning needs of our students. We will also gather information from other universities that have similar English language programs to learn from their examples and successes. In addition, we will investigate evidence-based teaching and learning practices in the field of foreign language education and educational technology. After we gather the information mentioned above, we will analyze it and identify the strengths of the current program and areas in need of improvement (see Appendix A for our tentative plan).

Approach

We will use 1) mastery vs performance goals, 2) curriculum alignment, 3) MUSIC model for our analysis.

Goals Structures

We will begin our analysis focusing on various goals set for students at the program and department level, which are to be found in the diploma policy, student handbook, instructor handbook, and other available materials. Following this, they will be categorized into two broad types of goals: mastery and performance. Mastery goals refer to goals that are focused on learning and mastering whereas performance goals are focused on either demonstrating ability in comparison to peers or earning rewards. Students who have mastery goals engage in academic tasks to increase their understanding and master the content or skill mainly because their satisfaction is not dependent on external indicators like grades. On the other hand, students who adopt performance goals engage in academic tasks to outperform peers, earn rewards such as grades or avoid negative consequences. To promote adoption of mastery goals, students' learning environment needs to be mastery oriented. The goal structure of students' learning environment influences their approach to learning. In a mastery goal-oriented learning environment, students perceive that the institution and/or their teachers value content mastery. This influences students' grades, self-efficacy, effort, use of self-regulatory strategies (Wolters, 2004). A performance goal-

oriented learning environment, on the other hand, often encourages competition and incentivizes performance. It also focuses more on grades and rewards. In the performance goal-oriented learning environment, students are more likely to internalize such culture and adopt performance goals (Bong, 2008). When students adopt performance goals, their satisfaction or self-worth becomes dependent on external inputs. Thus, we consider it pertinent to examine the goal structures of our students' learning environment.

Curriculum Alignment at the Program and Course Levels

Language learning and teaching programs are generally concerned with students' learning objectives. They are often described in the goals and objectives section of a course syllabus as a "can do" list. How well students have achieved the learning objectives are revealed through assessments and instructional strategies. Therefore, curriculum alignment with three components presented in Figure l, learning objectives, instruction strategies, and assessment, is crucial in successful learning outcomes (Wijngaards-de Meji & Merx, 2018; Tam, 2013). If the components are misaligned, it undermines both student learning and motivation. For example, if a learning objective is for students to write an argumentative essay, but activities only focus on summarizing different readings, students do not learn the logic and rhetoric needed to write the argumentative essay. Further, if the students' achievement is measured based on how well they write an argumentative essay at the end of the course, it frustrates them because their achievement is measured based on skills they have not learned. Students also do not have a chance to demonstrate the skills they actually learned.

Figure 1.

Curriculum alignment.
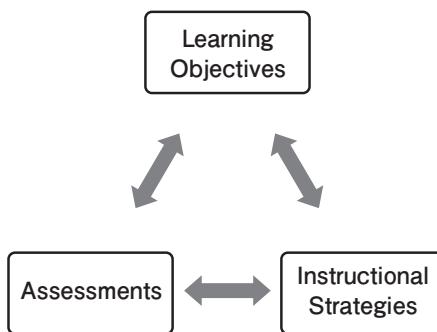
To assess whether our program achieves curriculum alignment, we are adapting the systematic approach to curriculum development outlined in Brown (1995). It contains six components as presented in Figure 2: 1) needs assessment, 2) goals and objectives, 3) assessment tools, 4) materials, 5) teachers, and 6) course evaluation. We have added an additional component,

instructional strategies, to find out how teaching and learning are done in the English skills classes at Bunkyo Gakuin University Faculty of Foreign Studies. This component is not included in the model by Brown (1995) because when goals and objectives, assessment tools, and teacher support systems are effectively in place, teachers can (and should) enjoy the freedom to teach content to help students achieve the goals and objectives of the course. This notion is more relevant when developing a new curriculum because the curriculum alignment can be embedded by design. In our case, however, we are reviewing the existing curriculum, so we need to find out the degree to which the curriculum alignment is happening in our current courses. Therefore, including this component in our curriculum review cycle is crucial in our project.

Figure 2.

Curriculum Development Cycle
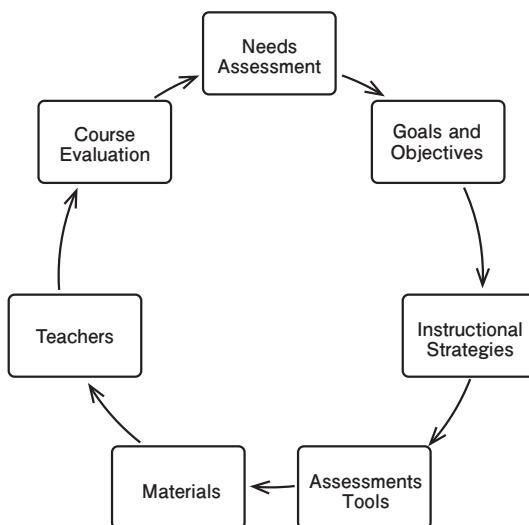
We will examine each of the components in the curriculum development cycle for each of the required first- and second-year English courses based on the information we gather from the English skills coordinators and teachers along with the information found in the current instructor handbook and course syllabi.

    A.   **Goals**: What will the students be able to do upon completion?

    B.   **Objectives**: How are the goals broken down into discrete components?

    C.   **Instructional Strategies**: How do teaching and learning take place?

    D.   **Assessment tools**: How is student performance measured against the goals and objectives?

    E.   **Materials**: What materials are used to facilitate the mastery of the course goals and objectives?

    F.   **Teachers**: How are teachers trained, supported, and held accountable to ensure that high

quality, efficient instruction is being given to students?

G. **Evaluation**: How is the course evaluated to gain understanding of its strengths and weaknesses?

Developing Surveys for Coordinators and Teachers

Part of conducting a needs analysis is to survey the stakeholders. In our case, the primary stakeholders are the students, English skills coordinators, and English teachers in the Bunkyo Gakuin University Faculty of Foreign Studies. Surveying the stakeholders gives the CT firsthand insights into the stakeholders' needs as well as their perceptions of the strong and weak points of the program. We can ascertain needs by looking at other data such as end of semester surveys, TOEIC scores, and student grades in various classes, but understanding the stakeholders' views based on their responses to surveys allows us to understand issues within the program more directly and thoroughly because they can share more in-depth information and opinions than can be gleaned from the other types of data available to us. For example, we can see the percentage of students who do not meet the required TOEIC score for graduation, but simply looking at the numbers does not give us information about what is preventing students from attaining the score. Making curriculum review and reform a collaborative process among the primary stakeholders also gives them a sense that their opinions are valued by the university, and we believe will have a positive impact on their identity as part of the Bunkyo Gakuin University Faculty of Foreign Studies community.

Separate surveys were created for the English skills coordinators and teachers. The items we included in the surveys were based on the list above and are related to the components of the curriculum development model. The survey content for the English skills coordinators and instructors is intended to help us understand the way each skills class is organized, the day-to-day running of the classes, and the types of support the teachers receive or feel they need. The surveys sent to the skills coordinators included questions about streaming, what the coordinators expect of the teachers, textbooks used in the courses and how they are chosen, the kinds of activities done in the classes, assessment, selecting textbooks and other course materials, the kinds of support offered to teachers, how the courses help students reach the required TOEIC graduation score, and the strengths and weaknesses of the courses (see Appendix B).

Two surveys were created for teachers. The first survey sent to the skills teachers asked the teachers to explain their class management and assessment strategies, as well as the teachers' perceptions of the strengths and weaknesses of the courses they teach (see Appendix C). The second survey aimed at assessing their viewpoints on BGU students' motivation to learn English (see Appendix D). Teachers' perceptions of factors affecting student motivation guide their intervention strategies for motivation in the classroom. Therefore, we felt it was important

to assess these perceptions through the survey. The survey items were adapted from the Teacher Perceptions of Student Motivation questionnaire by Hadre et al. (2008). The original version consists of 20 items, but for the purpose of our study, several items were removed or edited to better suit the context of our study.

The Survey Drafting Process

The surveys were drafted online in the spring 2021 semester using Microsoft Forms and spreadsheets that were shared among the CT members. We began by brainstorming the types of information we wanted to collect from the skills coordinators, teachers, and students. Then each member added questions to the list that was drafted in an online Excel spreadsheet. The questions were divided into categories based on the type of information they sought to answer and next to each question was a column listing whom we thought would be best to seek the information from: students, skills coordinators, teachers, kyomu group, or a combination of the stakeholders of the Faculty of Foreign Studies listed above.

Once we had a list of questions for the skills coordinators and teachers, we began preparing survey drafts in Microsoft Forms. Professors Gough and Broadbridge worked on creating drafts of the surveys written in English for the skills coordinators and teachers. They initially made surveys including more than twenty items, which were revised and rewritten several times to ensure the surveys did not seem as if they were judgmental of the teachers' classroom practices or the supervision given to the teachers by the skills coordinators. Each of the final versions of the surveys consisted of twenty-one items, which were primarily open-ended text questions but also included ranked-choice (Likert) items. Professors Moroi and Gough then drafted the informed consent form that was included at the beginning of each survey to ensure the teachers who completed the surveys knew they would not be judged or penalized for their answers and also to give permission to the CT to use the data for reporting to the university and also publication purposes should we decide to present the curriculum reform project to the public.

Administration Procedure/Process

Similar to the student surveys, the participants for the teachers' survey were chosen by purposeful sampling as a means of getting information about a wide range of levels for each skills class. All of the English skills teachers were first added to an Excel file and divided into groups based on the classes each teacher taught. Then, professors Moroi and Gough randomly chose six teachers to answer the survey for each skills class because it would be too large a burden to answer for all of the classes each teacher teaches. There also was an open-ended question at the end of the survey in which teachers were invited to comment on other skills classes that they teach. Similar to the student survey, teachers who taught more than one kind of skills class were only asked to answer the survey about one kind of skills class, but they were given the opportunity to offer their

opinions about other skills classes they teach at the end. Professors Moroi and Gough drafted the consent form that was included in the beginning of the survey as well as emails explaining the purpose of the curriculum review project to the teachers. The email drafts and consent language were checked by professors Broadbridge and Asa, then emails with links to the surveys were sent to each skills teacher group on July 29, 2021 with a deadline of September 3. A reminder email was also sent to the teachers on August 27.

Student Motivation

Acknowledging the critical role motivation plays in learning, the dean of the Faculty of Foreign Studies has been concerned with how to initiate and sustain student motivation to learn English during their time at our university and beyond. To our knowledge, one of the main goals of the English for specific purposes (ESP) project, which started in 2020 for the 3rd year students was to motivate students to improve their English proficiency through learning content related to their graduation seminar class in English. Similarly, the dean believes student motivation is the most urgent concern to be addressed by the first- and second-year English curriculum review and reform project. The CT wholeheartedly agrees that student motivation is critical to learning. The content students are learning, especially its relevancy, can impact their interest and motivation to learn English. Additionally, we based our project on the principle that student motivation can be systematically addressed and positively impacted through content, instructional strategies, and class activities. In other words, we believe that courses and lessons can be designed to motivate students through intentional decisions by the course developers and teachers.

Our Approach to the Student Surveys

Our approach to motivation echoes the MUSIC (eMpowerment, Usefulness, Success, Interest, and Caring) Inventory of academic motivation developed by professor Jones (2009, 2018) of Virginia Institute of Technology in the United States. In the model, motivation is defined as "the extent to which one intends to engage in an activity" (Jones, 2018, p. 6). While there are many different definitions of motivation, this definition is close to how teachers perceive student motivation as they typically measure student motivation through student behavioral engagement and academic performance.

The main advantage of this model is that it translates various motivation theories and evidence from research into one single model without jargon. There are many theories of motivation with similar constructs, but they are explained in different terms. Further, different theories focus on different constructs that make up or influence motivation, which can be very confusing for educators who wish to practice evidence-based instruction to impact students' motivation. As presented in Figure 3, The MUSIC model provides a list of suggested instructional strategies for each of the five key components so that teachers can make intentional instructional decisions to

help students motivate themselves to engage in academic tasks.

Figure 3.

The MUSIC model of academic motivation draws on the five key constructs of motivation adapted from Jones (2018).

Constructs	Definition: The degree to which students perceive that:	Related theories
eMpowerment	They have control of their learning	Need for autonomy, Control theories, etc.
Usefulness	The coursework is useful for them in short- and/or long- term	Utility value, Future time perspective theory, Goal setting, etc.
Success	They can succeed at the coursework	Self-efficacy theory, Expectancy-value theory, Need for competence, etc.
Interest	The instructional strategies and activities are interesting or enjoyable.	Interest theories, Intrinsic Motivation, Domain Identification, etc.
Caring	Their instructor cares about their academic performance and their well-being.	Caring theories, Need for relatedness, etc.

The Student Surveys

The students were sent a survey based on the MUSIC model to learn about the first and second grade students' motivation and attitude toward their English classes at our university (Appendix E). The survey also included items asking students perceptions of their engagement and efforts in their courses as well as their English strengths and weaknesses. The MUSIC model comes with a 26-item inventory to measure student motivation-related perceptions of their courses, and aims to assess whether students feel they have the freedom to make decisions about what they are learning or the method of studying course content (eMpowerment), the content was relevant to their current or future lives (Usefulness), they can succeed in learning the content delivered in the course (Success), they feel interested in what they are learning (Interest), and they believe the people surrounding them in the learning environment care about them (Caring) (Jones, 2018). We felt using the MUSIC Inventory would be a good way to measure student satisfaction with the BGU English skills courses/program as well as their motivation to learn English through our program because an integral part of analyzing the curriculum is understanding the students' opinions about its effectiveness and relevance to their lives.

The survey questions related to their English strengths and weaknesses were based on a Central European Framework for Languages (CEFR) Can-Do List model. We chose the CEFR model because, though not commonly used in Japan at this time, it is widely recognized internationally and the descriptors used in the Can-Do List enable students to easily understand the criteria upon which they are analyzing their strengths and weaknesses and their overall proficiency in English. The Can-Do List divides language into categories such as describes what students "can do" in the language they are learning as a means to motivate them and promote transparency in learning five skills: spoken interaction, spoken production, listening, reading, and writing (Cambridge University Press, n.d.). We adapted the Japanese version developed by the British Council (British Council, n.d.) and added descriptions of more specific skills to each level.

The Survey Drafting Process

Similar to the surveys sent to the English skills coordinators and teachers, the student surveys were drafted online using Microsoft Forms and spreadsheets that were shared among the CT members. The student surveys were translated into Japanese by professors Asa and Moroi. The MUSIC Inventory has been translated into several languages, but as of yet there was not a Japanese version. Therefore, professors Moroi and Gough contacted professor Jones to get permission to translate and use the inventory and also to ask questions about the nuances of some of the items that proved difficult to accurately translate due to the wording in the original English version. They also received permission from professor Jones to translate the inventory into past-tense because the CT wanted to ask students about their experience in the first semester of the 2021/22 academic year. Once the translations had been explained to professor Jones and he had accepted them, the Japanese translations were added to his file of translations of the inventory guide (Jones, 2021).

Administration Procedure/Process

The student surveys were piloted with the students in Professors Moroi and Gough's third grade seminar classes. Piloting the survey contributes to validity and reliability in a study and also ensures that there are no major mistakes or issues with the survey instrument (Creswell, 2018). The zemi students were asked to complete the survey and give feedback as to the amount of time it took to complete, whether any questions were unclear or difficult to answer, and whether the link to the CEFR Can-Do list explanation on professor Gough's homepage (https://www.wendysintoenglish.com/cefr-levels.html) worked. Professors Moroi and Gough used the feedback from the zemi students to make revisions to the survey. Once the survey had been piloted and revised, we began the work of deciding which students to send them to. It would be too time consuming and complicated for students to answer the surveys about all of their English skills classes, so we decided to use purposeful sampling and ask each student to primarily focus on one class when answering the survey. There was also space at the end of the survey to make

comments about other classes. Purposeful sampling is a useful method to choose participants for this type of survey because we could attain information and opinions that reflect the average rather than atypical students (Merriam & Tidesll, 2016). Since there were so many students to survey, purposeful sampling will hopefully ensure that we reached out to a wide range of student levels for each skill class on the survey.

The easiest way to choose randomly organized student groups for the student survey was by using their First Year Seminar (FYS) groups for first grade students and reading classes for second grade students, which include students with a variety of English levels. Each FYS group roughly consists of 15 students. The academic affairs group (kyomu) of the Faculty of Foreign Studies places the first-year students into different groups randomly upon their admission to the university. They intervene only in two situations: 1) when there are students with the same family name in one group, and 2) when there is only one male or female student in one group. In the former case, they place them into different groups to minimize confusion for the advising faculty member. In the latter case, they move students to achieve a better gender balance in one group so that they eliminate factors that may cause anxiety for students.

There are two main reasons to use the academic advising groups for the first-grade student survey. First, they are not linked to the placement of students in English classes. It might have been easier to use existing groupings of one of the required English classes and administer it to classes, but it would not give us random data in terms of students' proficiency levels or free students from pressure to provide answers that they consider would please the instructor or benefit them in some ways. In addition, the researchers can expect cooperation from the advising faculty members to encourage the first-year students to participate in the survey because they meet with their students once a week for the required academic skills course. We hope to achieve a better sample size for each of the skills courses in this way.

For the second-year students, we decided to use the academic advising groups to assign students to respond to different skills course for the same reason as the first-year students. However, they do not meet regularly in the second year. Therefore, to ensure we achieve a large sample size, we have decided to conduct them in the reading classes. Because the reading coordinator is part of the CT, we felt it would be easier to organize the day in which the survey would be administered and to check that teachers were helping the CT by asking the students to take the survey during the designated class time. Other second year English skills classes were not considered suitable for administrating the survey because of rigid syllabi or the possibility of cancelled classes during the fall semester.

After receiving permission from the FYS seminar and reading class coordinators, we assigned each group to answer the survey for one English skills class. We then made branches in

the original survey form so that students could choose which class they would answer for, then be automatically directed to the questions for their skill. Even though the questions were the same for all students who answered the survey, branching would allow for easier data sorting because the students' survey answers would be automatically sorted by English skill class in the spreadsheet. Another benefit is we only needed one survey link to send to all students. Using only one survey link helps to eliminate the possibility of error by sending the wrong class link to the wrong group. The student surveys were administered in class during the first week of the fall 2021 semester.

Conclusion

Following up on the work the TOEIC Team did in the 2020-2021 academic year, the CT was formed in 2021 with the aim to understand and address issues with the English skills curriculum. In this paper we have discussed the first stage of the project: the needs analysis. Understanding stakeholder needs is the first step in analyzing and reforming a curriculum because it allows the CT to understand both the strong and weak points of the current curriculum and classes as well as the points that the various stakeholders deem important to maintain motivation and continue learning to the best of their ability. We have developed and implemented surveys for students, skills coordinators, and the teachers who teach the English skills classes. The data attained from the surveys will give the CT deeper insights into the current state of the English skills curriculum and a base to work from as we move forward with the next stages of the curriculum review and reform project. The needs analysis will be completed by the end of the 2021-2022 academic year. In the 2022-2023 academic year we will move forward with developing a plan to revise the curriculum and syllabi for the English skills courses, including piloting new syllabi and textbooks in some of the skills classes, revising the new syllabi and then finally implementing the new curriculum, which should prove to better support the English skills teachers and motivate students to continue learning English to achieve their own learning goals and become more successful members of the global community upon graduating from Bunkyo Gakuin University Faculty of Foreign Studies.

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Appendix A

Tentative Schedule:

AY	Semester	Goals
2021/22	Spring	APRIL The team project approach summary 　• We decided the overall approach to the project including which theoretical base to use, assessment tools, how project activities and deliverables will be reported, and so on. MAY Needs analysis (Phase 1) 　• We identified the information we need to gather in order to analyze the current 1st and 2nd year English curriculum. We made a list of the questions we should ask to find out 1) Student needs, 2) Teacher needs, and 3) Institutional needs. We also decided how to gather the information and created sub-teams to gather the various information. 　• We have started gathering information from other universities that have similar English language programs to ours. JUNE and JULY Needs analysis (Phase 2) 　• The sub-teams for each skill will create questionnaires, and gather information identified in Phase 1 from other sources (e.g., Kyomu group) and define 1) Student needs, 2) Institutional needs, and 3) Teacher needs.
	Fall	Needs analysis (Phase 3) 　• We will analyze the information gathered in Phase 2. The output of this phase of the needs analysis will give us a profile of the current of the current situation regarding course goals and objectives, teaching approaches, and learner needs. This will include instructional strategies, course materials, assessment tools, teacher support systems, and evaluation systems. 　• The output of the needs analysis will reveal the strengths of the current curriculum as well as its problems and constraints. By the end of the academic year 2021/22, we hope to complete the needs analysis; however, it should be noted that the timing might vary for some aspects as it will involve gathering information from multiple channels.
2022/23	Spring	[1st year courses] Planning pilot courses 　• Based on the output of the needs analysis, we will define the problems, identify the sources of the problems, and determine possible solutions. 　• We will decide the approach to reforming the curriculum, finding new course materials, and developing new syllabi for the English course for the 1st year spring courses.

	Fall	[1st year courses] Planning pilot courses continued 　• We will develop new syllabi for the fall courses and begin implementing new course materials and teaching methods. Preparation for conducting the pilot courses 　• We will decide how to conduct the pilot courses (e.g., streaming students, teachers, etc.) and the evaluation method. The pilot courses will be evaluated mainly in the following areas: meeting expected performance outcomes, teaching methods including assessment and feedback methods, new textbooks, and other materials.
2023/24	Spring	[1st year courses] Conducting the pilot courses in the spring term. [2nd year courses] Planning pilot courses 　• We will decide the approach to developing a syllabus for each course and develop new syllabi, and research about teaching materials for the spring courses.
	Fall	[1st year courses] Evaluating the spring term pilot courses and improving the syllabi. Training teachers for the Spring 2024/25 term. Conducting the pilot courses for the fall term. [2nd year courses] Planning pilot courses 　• We will decide the approach to developing a syllabus for each course and develop new syllabi, and research about teaching materials for the spring courses.
2024/25	Spring	[1st year courses] Implementing the new curriculum for the spring term. Evaluating the pilot courses for the fall semester and improving the syllabi. Training teachers for the Fall 2024/25 term. [2nd year courses] Conducting the pilot courses for the spring term.
	Fall	[1st year courses] Implementing the new curriculum for the fall term. Evaluating the new curriculum. [2nd year courses] Evaluating the pilot courses for the spring term and improving the syllabi. Training teachers for the Spring 2025/26 term. Conducting the pilot courses for the fall term.

2025/26	Spring	[1st year courses] On-going evaluation of the curriculum. [2nd year courses] Implementing the new curriculum for the spring term. Evaluating the pilot courses for the fall semester and improving the syllabi. Training teachers for the Fall 2025/26 term.
2025/26	Fall	[1st year courses] On-going evaluation of the curriculum. [2nd year courses] Implementing the new curriculum for the fall courses. Evaluating the new curriculum.

Appendix B

Survey items for skills coordinators:

1. How are first year students placed into each level?
2. How are second year students placed into each level?
3. What issues do you see with the current placement system?
4. How do you expect the teachers to teach in terms of instruction methods, assessment methods, and use of technology (before and after the pandemic)?
5. How are these expectations communicated to the teachers?
6. To what extent do you supervise the teachers related to their teaching style, presentation of content, etc.
7. How do you train and support the teachers you supervise?
8. What textbooks are used? Please list the textbooks used for the classes you coordinate.
9. How many levels of textbooks or materials are there?
10. How are textbooks selected?
11. If the teachers you coordinate select a textbook from a list, how do you decide which textbooks to put on the list?
12. How do the textbooks facilitate the mastery of the course goals and objectives?
13. What other materials do you recommend the teachers you coordinate use in their classes?
14. How are these other materials selected?
15. How do these materials facilitate the mastery of the course goals and objectives?
16. How do the classes you coordinate help the students achieve the required TOEIC graduation score?
17. What are the strengths of the courses you coordinate?
18. What are the weaknesses of the courses you coordinate?
19. What other comments do you have about the courses you coordinate?

Appendix C

Survey items related to instructions for skills teachers:

1. Please list three important principles for learning the skill.
2. How do you put these principles into practice.
3. Please describe a typical class before the pandemic. Please include typical activities and the average amount of time students spend practicing the material in class.
4. Please describe a typical class in the current pandemic situation. Please include typical activities and the average amount of time students spend practicing the material in class.
5. What are typical homework assignments and how much time do you expect students to spend doing homework for your class each week?
6. What percentage of the class is taught in English?
7. If you primarily teach in English only, how do you ensure the students understand the class content / activities?
8. Please explain the strengths and weaknesses of the textbooks you use for this class.
9. What other materials are used in this class and how do you select them?
10. How do these materials facilitate mastery of the course goals and objectives?
11. What technology did you use in the class before the pandemic and why?
12. What technology will you continue to use in the class after the pandemic and why?
13. What kind of feedback do students receive from you during the class time?
14. Describe the specific assessments you use in your class including assessment tools. (Example: Writing 2: Assessment 1 - Students write a persuasive essay of 350 words. Students write a first draft and final draft, it is worth 20% of the final grade)
15. Please explain how you calculate the student participation portion of the course grade (not for IS classes).
16. What is your general opinion about the course (i.e. strengths and weaknesses)?
17. What kind of training or support would you like from the skills coordinator or the school?
18. If you have any opinions or comments on other Skills courses you teach at BGU, please add them here.
19. We might ask participants to take part in follow-up interviews about their answers to the survey. If you are interested, please write your name and email address below.

Appendix D

Survey items related to student motivation for skills teachers (adapted from Hardré et al., 2008):

1. The students in my class really try to learn.
2. My students work at learning new things in this class.
3. My students generally pay attention and focus on what I am teaching.
4. The students in this class generally do class-related tasks and assignments willingly.
5. The students in this class don't put forth much effort to learn the content.
6. My students are often distracted or off task, and I have to bring them back to focus on the topic or work at hand.
7. In general, my students are genuinely interested in what they are asked to learn in my class.
8. When my students aren't engaged in my class, it's because they don't see the value of what they are being asked to learn.
9. If students don't see the point of learning the content, then they aren't motivated to learn it.
10. Some of my students just have too many outside commitments or responsibilities to make the coursework a priority.
11. Most often, if students aren't engaged in my class, it's because they don't see the relevance of the content to their life outside of the classroom.
12. Most often, if students aren't working in my class, it's because they don't see how useful this information can be (inside or outside of the classroom).
13. Some students are not motivated to learn because they are just lazy.
14. Some students in my class just don't care about learning - period.
15. Some students are not motivated to learn because they are not confident that they can succeed in the coursework.
16. Please elaborate on the major motivational challenges/issues that you've faced with students.
17. What are your top strategies or approaches to improve student motivation?
18. If you have any other comments regarding student motivation, please share them here.
19. We might ask participants to take part in follow-up interviews about their answers to the survey. If you are interested, please write your name and email address below.