Assessing the Students' Satisfaction with Learning: Reflections on English for Effective Communication Course at Gulf University

Dr. Ameera Moosa Ali Hussein & Prof. Alajab Mohammed Alajab Ismail

Gulf University

ABSTRACT

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Keywords: satisfaction with learning, English for an effective communication course, student learning needs, and course content.

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Keywords: satisfaction with learning, English for an effective communication course, student learning needs, and course content.

Author α: Gulf University (KINGDOM OF BAHRAIN).
σ: Arabian Gulf University (KINGDOM OF BAHRAIN).

I.   INTRODUCTION

Student satisfaction is a critical factor in the success of any educational program. In higher education, student satisfaction is often measured by various indicators such as retention rates, graduation rates, and student feedback. Student satisfaction with learning refers to the degree to which students feel fulfilled, engaged, and motivated in their educational experiences. It is a significant aspect of education, as satisfied students are more likely to persist in their studies, achieve better academic outcomes, and develop positive attitudes towards learning.

Many factors can contribute to student satisfaction with learning, including the quality of teaching, the relevance and usefulness of the curriculum, the availability of resources and support services, the level of engagement and participation in class, and the overall learning environment.

Numerous studies investigated student satisfaction with learning in various contexts, including primary, secondary, and higher education. For example, Kuh and Hu (2001) found that student satisfaction with the quality of interactions with faculty members, the level of academic challenge, and the overall campus environment were among the most important predictors of student persistence and success.

In addition, a review of research on student satisfaction with online learning by Means et al. (2013) found that factors such as the design and organization of online courses, the quality and frequency of instructor feedback, and the level of interaction and collaboration among students were critical to promoting student satisfaction and engagement.

Overall, student satisfaction with learning is a complex and multifaceted construct that is influenced by a wide range of factors. However, research suggests that by paying attention to the

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key aspects of teaching and learning, educators and institutions can create more positive and engaging learning experiences that promote student satisfaction and success.

This paper focuses on the level of satisfaction of university students in an advanced English for Effective Communication course offered at Gulf University. The study aims to identify the factors that may contribute to university student satisfaction with learning and to provide recommendations for educators on how to design and deliver courses that meet the needs of students. Mainly, the study will assess how GU students are satisfied with the learning experience while studying the nominated course.

II. LITERATURE REVIEW

Student satisfaction is a widely studied topic in the field of education. In response to internationalization and globalization, especially in higher education, universities in non-English-speaking countries have implemented English as a medium of instruction (EMI). In their study, Le and Nguyen (2023) evaluated the satisfaction of Vietnamese undergraduate students with regards to different dimensions of EMI courses. Additionally, they explored the correlation between student motivation, engagement, and satisfaction with EMI courses. Their research employed a quantitative approach, utilizing structured questionnaires administered to a sample of 437 students. They conducted a hierarchical regression analysis to investigate the connection between students' motivation, engagement, and satisfaction with EMI courses. The findings unveiled that student generally hold a positive perception of the EMI courses they have undertaken. They expressed the highest satisfaction with teachers' teaching characteristics, while the lowest satisfaction was associated with students' learning characteristics. Moreover, the results affirmed that cognitive and emotional engagement play a mediating role in the relationship between motivation and students' satisfaction with EMI courses.

In 2022, Darawong and Widayati conducted a comparative study between Thai and Indonesian students to examine the impact of four service quality dimensions on student satisfaction and the learning outcomes of online courses. The study included a sample of 352 Indonesian students and 380 Thai students who were enrolled in bachelor's degree programs and had experience with online course services. The analysis of the data revealed interesting findings. In the case of Thai students, the service quality dimension with the strongest effect on student satisfaction was reliability, followed by responsiveness and competence. On the other hand, for Indonesian students, the service quality dimension with the strongest impact on student satisfaction was empathy, followed by responsiveness, competence, and reliability. This study presents original research conducted in Thailand and Indonesia, providing a comprehensive analysis and interpretation of the findings.

Geologists and engineers recognize the importance of possessing strong technical writing skills. In the undergraduate curriculum, students typically enhance their abilities through repeated practice and feedback. In a study conducted by Walton (2020) focusing on a senior-level engineering geology class, the effectiveness of an iterative practice and feedback model was examined. The study analyzed quantitative data derived from rubric-based self- and peer assessments of draft reports, as well as teaching assistant assessments of final reports. By utilizing regression analysis, trends in technical writing performance were identified. The research revealed that students experienced significant improvements in four specific rubric categories: transparency, completeness, style, and graphics. While the GPA of the reviewers did not prove to be a reliable predictor of peer-review quality, their performance in the assigned writing tasks did. In conclusion, the study demonstrated that the iterative practice and feedback model effectively enhances students' technical writing skills, with the quality of peer reviews given on report drafts playing a significant role in student skill development.

In their study, Wu, Zha, and Mattson (2020) examined the impact of role assignments within team-based learning (TBL) modules on the development of technical writing skills in

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undergraduate civil engineering (CE) materials lab courses. The researchers evaluated technical writing skills using a standardized rubric to assess lab reports. Two lab sections were involved in the study, with one section having peer leaders assigned to each team and the other section lacking peer leaders. The researchers compared the scores of lab reports between the two sections. The overall findings indicated that TBL modules can enhance students' technical writing skills and their self-perception of their abilities over the course of a semester. It was observed that the TBL team with an assigned team leader exhibited different working dynamics compared to teams without an assigned team leader, and significant differences were noted in specific group reports.

According to a study conducted by Kuh et al. (2010), student engagement, quality of teaching, and campus environment emerged as crucial factors that influence student satisfaction. Similarly, Braxton et al. (2014) found that student-faculty interaction, academic advising, and course content played significant roles in predicting student satisfaction. In the specific context of technical writing courses, previous research (Hudak et al., 2012) has identified instructor feedback, peer review, and collaborative learning as important elements contributing to student satisfaction.

Based on the literature reviewed, several factors have been identified as influential in students' satisfaction with learning. These factors include:

- Student Engagement: Active involvement and participation in the learning process contribute to higher satisfaction levels.
- Quality of Teaching: Effective teaching practices, including clear communication, engaging instructional methods, and supportive learning environments, positively impact student satisfaction.
- Course Content: Relevant and meaningful course content that aligns with students' interests and goals enhances satisfaction.
- Student-Faculty Interaction: Positive interactions with faculty, such as approachability, availability, and effective communication, contribute to higher satisfaction levels.
- Academic Advising: Adequate support and guidance from academic advisors help students navigate their educational journey, leading to increased satisfaction.
- Instructional Materials: Well-designed and accessible instructional materials, such as textbooks, online resources, and multimedia tools, play a role in students' satisfaction with learning.
- Assessment Methods: Fair and meaningful assessment methods that provide constructive feedback contribute to student satisfaction.
- Classroom Environment: A positive and inclusive classroom environment that encourages collaboration, respect, and active learning fosters higher levels of satisfaction.
- Instructor Feedback: Timely and constructive feedback from instructors helps students understand their progress and areas for improvement, leading to greater satisfaction.
- Peer Review: Opportunities for peer review and collaboration provide valuable perspectives and feedback, enhancing satisfaction with learning.
- Collaborative Learning: Engaging in collaborative learning activities, such as group projects or team-based learning, can positively impact student satisfaction.

Overall, these factors collectively contribute to students' satisfaction with learning experiences, highlighting the importance of effective teaching practices, supportive environments, and meaningful engagement opportunities.

III. THEORIES BEHIND STUDENTS' SATISFACTION WITH LEARNING

Student satisfaction with learning is a multifaceted concept that is influenced by various factors. Self-Determination Theory (SDT) is one such theory that helps explain the factors contributing to student satisfaction. According to SDT, satisfaction with learning is influenced by three fundamental psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 2000). Autonomy refers to the desire for control over one's learning and the ability to make

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choices. Competence pertains to feeling capable and effective in one's learning endeavors, while relatedness encompasses the need for connection with others and a sense of belonging in the learning environment.

Another theory that explains student satisfaction with learning is the Expectancy-Value Theory (EVT), which suggests that students are motivated to learn when they have a positive expectation of success and when they value the content of their learning (Eccles & Wigfield, 2002). According to EVT, students are more likely to be satisfied with their learning when they perceive that their efforts will lead to successful outcomes, and when they find the content of their learning to be relevant and meaningful.

Expectancy-Value Theory (EVT) suggests that students are more likely to be satisfied with their learning when they have a positive expectation of success and when they find the content of their learning to be relevant and meaningful. According to EVT, students are motivated to learn when they believe that their efforts will lead to successful outcomes, and when they value the content of their learning. When students are engaged in meaningful and relevant learning experiences and believe that they can succeed, they are more likely to feel satisfied with their learning.

The Social Cognitive Theory (SCT) emphasizes the impact of social and environmental factors on student satisfaction with learning (Bandura, 1986). According to SCT, students observe and imitate the behaviors and attitudes of others in their learning environment, and they are influenced by the feedback and support they receive. Self-efficacy, which refers to one's belief in their ability to succeed in learning, is also highlighted as a crucial factor in student satisfaction. SCT suggests that student satisfaction with learning is influenced by social and environmental factors, as well as their belief in their own abilities. When students receive positive feedback, support, and have confidence in their abilities, they are more likely to experience higher levels of satisfaction with their learning experiences.

In summary, these theories propose that student satisfaction with learning is shaped by a combination of various factors. These factors encompass psychological needs, motivation, the significance and meaningfulness of the learning material, social and environmental influences, and self-efficacy. Utilizing these theories, educators can create and implement courses that cater to students' needs and aspirations, fostering their motivation and overall satisfaction with the learning process.

IV. HOW TO ASSESS YOUR STUDENTS` SATISFACTION WITH LEARNING

Assessing student satisfaction with learning can provide valuable feedback for educators and institutions to improve the quality of their teaching and learning environments. Here are some methods for assessing student satisfaction with learning, along with relevant citations:

4.1 Surveys

Surveys can be used to gather feedback from students about their satisfaction with various aspects of their learning experiences, such as course content, teaching methods, and support services. Surveys can be conducted online or in person and can be quantitative or qualitative (Shea & Bidjerano, 2010).

4.2 Focus groups

Focus groups can provide in-depth insights into students' experiences and perceptions of their learning environments. A facilitator can lead a group discussion among students to explore their opinions and attitudes about their learning experiences (Krueger & Casey, 2000).

4.3 Interviews

Interviews can be conducted with individual students to gain a more detailed understanding of their experiences and perspectives on their learning. Individual interviews can be more time-consuming than surveys or focus groups, but can provide rich data on students' satisfaction with learning (Seidman, 2013).

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4.4 Course evaluations

Course evaluations are commonly used in higher education to gather feedback from students on their satisfaction with a particular course. Course evaluations typically include questions about the quality of teaching, course content, and learning outcomes, and are completed by students at the end of the course (Braskamp & Ory, 1994).

4.5 Learning analytics

Learning analytics involves using data from digital learning environments to assess student performance and engagement. Learning analytics can provide insights into students' satisfaction with learning by analysing data on their participation, performance, and interactions with learning materials (Siemens & Long, 2011).

These methods can be employed individually or in combination to evaluate student satisfaction with learning. By collecting feedback from students, educators, and institutions can pinpoint areas that require improvement and implement changes to better align with their students' needs and expectations.

In the current study, course evaluations exclusively serve as the method for assessing the satisfaction of GU students with the content covered in the English for Effective Communication Course taught during the spring semester of the academic year 2022/2023.

V. THE STUDY

5.1 Research Questions

The main objective of the present study is to assess GU student's degree of satisfaction with the learning experience in the English for Effective Communication University required course taught during the Spring semester of the academic year 2022/2023.

The study is sought to answer the following research questions:

- What is ENG118- English for Effective Communication Learning Outcomes?
- What are the topics of the English for Effective Communication course Learning Outcomes?

- To what level are GU students satisfied with the English for Effective Communication Course Structure?
- To what level are GU students satisfied with the English for Effective Communication Course instructor?
- To what level are GU students satisfied with the English for Effective Communication Course in General?

5.2 Methodology

The study was conducted over one academic semester and involved a total of 20 students enrolled in advanced English for Effective Communication course at Gulf University. The course was structured to include lectures, group work, peer review, and individual assignments. Data was collected through a survey of student's satisfaction with the course, which included both quantitative and qualitative questions. The survey was administered at the end of the spring semester of the academic year 2022/2023, and students were asked to rate their satisfaction with various aspects of the course, such as course content, teaching methods, and course instructor.

5.3 Population and Sample

The population for this study comprised all Gulf University students eligible to take the English for Effective Communication University required course. The sample for this research consisted of 20 GU students from various departments who enrolled in ENG 118 during the spring semester of the academic year 2022/2023.

5.4 Study Instrument

The study utilized the GU Course Evaluation Survey Questionnaire as the instrument for data collection. The GU CESQ report was employed to analyze the course evaluation surveys for the General Sciences Unit. This report provides an average satisfaction rating for each question in the survey, as well as the satisfaction average per faculty. Additionally, the report includes the maximum and minimum average ratings per faculty, enabling the identification of strengths and weaknesses.

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The course evaluation survey consists of two sections: Course Level Questions and Instructor Level Questions. These sections contain a total of 20 items, with 10 items in each section.

Section 1: Course-Level Questions11

One of the most common indirect course assessment methods is the course evaluation survey. In addition to providing useful information for improving courses, course evaluations provide an opportunity for students to reflect and provide feedback on their learning. Table 1 presents the types of questions included in course-level assessment questions.

Table 1: Course-Level Questions Statements

Item	SA			SDA	
1. The course aims and intended learning outcomes were clearly stated and explained	5	4	3	2	1
2. An appropriate range of teaching and learning methods were implemented in accordance with course type and contents					
3. An appropriate range of assessment methods was aligned with the learning outcomes					
4. Course subjects and assessments were well arranged and balanced during the semester					
5. Course material, books and references, readings, and handouts were adequate and supported learnings					
6. Utilized spaces, devices, tools, and software were appropriate and supported learnings					
7. My knowledge and understanding were developed in accordance with the course					
8. My practical skills were developed in accordance with the course					
9. My intellectual skills were developed in accordance with the course					
10. My general and transferable skills (communication, teamwork, time management) were developed					

Section 2: Instructor-Level Questions

The aim of teacher evaluations, specifically through student teaching surveys, is to gather valuable insights that can drive action. A robust system of teacher evaluation will accomplish the following: Evaluate the efficacy of your instruction, enabling you to replicate successful strategies and revise those that do not engage students effectively.

Table 2: Instructor-Level Questions Statement

Item	SA			SDA	
1. The instructor adhered to class schedules with efficient utilization of class hours	5	4	3	2	1
2. The instructor specialized in the course and taught the course subjects successfully					

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3. The instructor communicated clearly and successfully with the students					
4. The instructor provided sufficient feedback on students' work within a reasonable time					
5. The instructor preserved respectful and fair relations and treatment with all students					
6. The instructor succeeded to engage students in course activities in both face-to-face and online sessions with active participation and collaboration					
7. The instructor linked real-life examples to the course subjects					
8. The instructor encouraged students' enthusiasm and independent learning while delivering face-to-face/online or hybrid sessions					
9. The instructor's support outside of the class has been accessible through office hours and on digital platforms.					
10. The instructor provided appropriate guidance and support to students to shift back towards face-to-face education after the pandemic.					

To evaluate students' satisfaction with the learning experience, both course-level questions and instructor-level questions are employed. It is important to note that the course evaluation survey was developed, revised, and validated by the GU Quality Assurance Department. The questionnaire was administered during the Spring 2022-2023 semester, and the data collected from students was analyzed by the authorized unit.

intercultural communication, professional presentations, negotiation, group discussions, public speaking, dialogues, and debates. For further details, please refer to Table 3, which presents the course's intended learning outcomes (ILOs), teaching-learning approaches, and assessment strategies.

VI.   RESULTS

Results related to question 1: What is ENG118-English for Effective Communication Learning Outcomes?

The results pertaining to question 1, "What is ENG118- English for Effective Communication Learning Outcomes?" indicate that English for Effective Communication is categorized as a level 5 course on the National Qualifications Framework (NQF) in Bahrain. This course emphasizes the fundamentals of English communication and equips students with effective techniques for conveying ideas and concepts through reading, writing, listening, and speaking skills. It encompasses communication in academic and daily life, as well as in study and work environments. Additionally, the course fosters critical thinking skills and explores

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Table 3: ENG118 Intended Learning Outcomes, teaching, learning, and assessment methods

After successful completion of the course, a student will be able to:			
Intended Learning Outcomes		Teaching and Learning Methods	Assessment Methods
LO1: K-TU	Demonstrate generalized knowledge and understanding of common grammatical structures, errors, and verbal and written messages in the English language relevant to various disciplines.	Lecture Exercises	Mid-Term Exam
LO2: S-A	Analyse different texts and orations while applying reading and writing strategies in a comprehensive manner.	Lecture Individual and group activities Class discussions Exercises	Quiz Mid-Term Exam Class Participation
LO3: S-C	Display effective listening and speaking skills using vocabulary and grammar in the English language for academic and professional purposes.	Lecture Individual and group activities Class discussions Exercises	Listening & Speaking Test
LO4: S-C	Demonstrate effective reading and writing skills to compose a variety of texts, paragraphs, and essays, and cite electronic and library resources for referencing appropriate to various disciplines.	Individual and group activities Class discussions Exercises	Assignment 1, Mid-Term Exam, Final Portfolio
LO5: C-A	Display life-long learning and independent learning competencies to enhance skills of expressing opinion through constructive dialogue relevant to the profession.	Individual activities Class discussions Exercises	Listening & Speaking Test, Final Portfolio
LO6: C-R	Demonstrate ethical responsibility to submit original work and academic integrity for referring work, and quotes of others.	Group activities Reading exercises Discussion	Final Portfolio, Assignment 2
LO7: C-C	Carry out individual and group tasks in a collaborative environment within the given time frame.	Group activities Debate	Final Portfolio

The relationship between course-intended learning outcomes (ILOs), teaching-learning, and assessment strategies is critical for ensuring that students achieve their learning goals. Intended learning outcomes (ILOs) are specific statements that describe what students are expected to know, understand, or be able to do by the end of a course. These statements provide a clear understanding of what students should be able to achieve and guide the design of teaching and assessment strategies.

- *Teaching and learning activities:* To ensure students achieve the desired learning outcomes, teaching and learning activities

must be thoughtfully designed. This entails selecting suitable teaching methods, materials, and activities that align with the intended learning outcomes (ILOs). For instance, if the goal is to foster critical thinking skills, teaching approaches like problem-based learning, case studies, or debates may be more fitting than traditional lectures.

- *Assessment strategies:* To maintain alignment with the intended learning outcomes (ILOs), assessment strategies should be carefully chosen. This includes selecting appropriate assessment methods, tasks, and criteria that effectively measure students' attainment of the

desired learning outcomes. For instance, if the ILO is focused on writing a research paper, an assessment task that requires students to conduct research, analyze data, and present their findings may be more suitable than a multiple-choice test. By aligning assessment approaches with the ILOs, educators can accurately gauge students' achievement and promote meaningful learning experiences.

- *Providing feedback to students:* Offering feedback to students is a crucial component of the teaching-learning process. It should be provided consistently throughout the course, rather than solely at the term's conclusion, to assist students in enhancing their learning. Effective feedback should be specific, timely, and directly linked to the intended learning outcomes (ILOs). This helps students comprehend their accomplishments and areas for improvement, providing them with valuable insights to progress in their learning journey.

In conclusion, the interplay between course-intended learning outcomes (ILOs), teaching-learning approaches, and assessment strategies is pivotal in facilitating students' attainment of their learning objectives. By aligning teaching and assessment strategies with the ILOs, a cohesive and well-defined course design is established, thereby fostering an environment conducive to student learning and success.

Results related to question 2: What are the topics of the English for Effective Communication course Learning Outcomes?

The findings regarding question 2, which pertains to the topics covered in the English for Effective Communication course Learning Outcomes, illustrate that the course concentrates on enhancing students' English communication skills. It encompasses a wide range of topics related to communication, including:

- *Listening skills:* This topic encompasses effective listening strategies such as active listening, note-taking, and asking clarifying questions.

- *Speaking skills:* This topic addresses effective speaking strategies such as organizing ideas, using appropriate language, and adapting to diverse audiences.

- *Writing skills:* This topic encompasses effective writing strategies such as organizing ideas, using correct grammar and vocabulary, and editing and revising.

- *Reading skills:* This topic covers effective reading strategies such as scanning and skimming, identifying main ideas, and comprehending complex texts.

- *Interpersonal communication:* This topic focuses on effective communication strategies in personal and professional relationships, including active listening, empathy, and conflict resolution.

- *Intercultural communication:* This topic delves into effective communication strategies across cultures, including understanding cultural differences, adapting to different communication styles, and avoiding cultural misunderstandings.

Business communication: This topic addresses effective communication strategies in professional contexts, such as writing emails, delivering presentations, and negotiating.

The topics covered in the English for Effective Communication course aim to develop students' communication skills across various contexts and situations, fostering their confidence and effectiveness as English communicators. For more specific details, please refer to Table 4, which presents the ENG118 course topics and their corresponding ILOs.

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Table 4: ENG118 topics and their related learning outcomes

Week	ILOs	Unit/Module/Topic Title	Teaching and Learning Methods	Assessment Methods
1	L02: S-A	• Introduction to English for Effective Communication. • Reading & Speaking Skills. • Interpreting/Analysing Pictures	Lecture Exercises	Quiz Mid-Term Exam
2	LO1 K-TU	• Simple Present Tense • Adverbs of Frequency • Present Continuous Tense • Discussion about daily routines • Written exercises	Lecture Individual and group activitie Class discussions Exercises	Mid Term Exam
3	L04: S- C	• Vocabulary Development • Reading Comprehension • Writing Activities +Discussion	Individual and group activities Class discussions Exercises	Mid Term Exam
4	LO2: S- A	• Reading Comprehension • Reading for meaning, Skimming & Scanning, Discussion	Lecture Individual and group activities Class discussions Exercises	Quiz 1 Mid Term Exam
5	LO4 S- C	• Writing formal and informal texts • Paragraph Writing	Individual activities Class discussions Exercises	Assignment 1
6	LO3 S- C	• Listening Skills • Watching a video + Discussion	Individual and group activities Class discussions Exercises	Listening & Speaking Test
7	LO3 S- C	• Listening strategies • Listening to Tape Scripts & filling out worksheets to improve grammar/ vocabulary & Writing Skills.	Class discussions Exercises	Listening/Speaking Test
8	LO1 K-TU L02 S-A LO4 S-C	• Review	Lecture Individual activities	Mid Term Exam
9		• Mid-Term Exam		

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10	LO6 C-R	• Essay Writing • Plagiarism, Use of Quotations in Writing • Giving References	Group activities Discussion	Assignment 2
11	LO7 C-C	• Writing Advertisements • Use of catchy language • Designing colourful Adverts	Group activities Peer review	Final Portfolio
12	LO5 C-A	• Blog Writing	Group activities Reading exercises Discussion	Final Portfolio
13	LO2: S-A	• Effective reading strategies	Individual and group activities Class discussions Exercises	Participation
14	LO4 S-C	• Notes-taking	Individual and group activities Class discussions Exercises	Final Portfolio
15	LO7 C- C	• Final Portfolio	Independent learning	Final Portfolio

The connection between course topics and their corresponding learning outcomes is crucial. Learning outcomes are specific goals or objectives that students are anticipated to accomplish by the course's conclusion, and they are directly linked to the course topics. Put simply, the course topics determine the subject matter covered in the course, while the learning outcomes outline what students should know, comprehend, or be capable of doing as a result of studying that subject matter. These learning outcomes provide a clear framework for assessing students' progress and ensuring that they have attained the desired knowledge and skills from the course.

Results related to question 3: To what level do GU students satisfy with the English for Effective Communication Course in General?

Table 5: Course-Level Questions Statements

Item	SA		SDA			M
	5	4	3	2	1	
1. The course aims and intend learning outcomes were clearly stated and explained	12	3			1	4.56
2. An appropriate range of teaching and learning methods were implemented in accordance with course type and contents	12	3	1			4.69
3. An appropriate range of assessment methods was aligned with the learning outcomes	10	1	1			4.56
4. Course subjects and assessments were well arranged and balanced during the semester	11	4	1			4.63
5. Course material, books and references, readings, and handouts were adequate and supported learnings	9	7				4.56

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No.	Item	5	4	3	2	1	Mean
6.	Utilized spaces, devices, tools, and software were appropriate and supported learnings	8	7	1			4.44
7.	My knowledge and understanding were developed in accordance with the course	10	4	2			4.50
8.	My practical skills were developed in accordance with the course	10	5	1			4.56
9.	My intellectual skills were developed in accordance with the course	11	5				4.69
10.	My general and transferable skills (communication, teamwork, time management) were developed	11	5				4.69
11.	The instructor adhered to class schedules with efficient utilization of class hours	12	4				4.75
12.	The instructor specialized in the course and taught the course subjects successfully	13	2	1			4.75
13.	The instructor communicated clearly and successfully with the students	11	3	2			4.56
14.	The instructor provided sufficient feedback on students' work within a reasonable time	11	5				4.69
15.	The instructor preserved respectful and fair relations and treatment with all students	12	4				4.75
16.	The instructor succeeded to engage students in course activities in both face-to-face and online sessions with active participation and collaboration	10	5	1			4.56
17.	The instructor linked real-life examples to the course subjects	13	3				4.81
18.	The instructor encouraged students' enthusiasm and independent learning while delivering face-to-face/online or hybrid sessions	11	4	1			4.63
19.	The instructor's support outside of the class has been accessible through office hours and on digital platforms.	10	5	1			4.56
20.	The instructor provided appropriate guidance and support to students to shift back towards face-to-face education after the pandemic.	11	5				4.69
	Satisfaction with instructor	114	40	6	-		4.68
	Satisfaction with the course structure	104	49	7	-	1	4.59
	Satisfaction with the course in general	218	89	13	-	1	4.63

Results related to question 4: To what level do GU students satisfy with the English for Effective Communication Course Structure?

The course structure and components of English for Effective Communication may vary depending on the institution and the specific goals of the course. However, in general, the course may include the following components:

- *Course overview:* This component introduces the course and its objectives. It may include a

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description of the course topics, learning outcomes, and assessment methods.

- *Course materials:* This component includes the materials and resources that students will use during the course, such as textbooks, articles, videos, and online resources.

- *Lectures and discussions:* This component include lectures and discussions led by the instructor to introduce and explain course topics. It may also include group discussions or activities to encourage student participation and engagement.

- *Assignments and projects:* This component include the assignments and projects that students will complete to demonstrate their understanding of the course topics. These may include written or oral presentations, group projects, reflective essays, or research papers.

- *Quizzes and exams:* This component include the quizzes and exams that students will take to assess their understanding of the course material. These may include multiple-choice questions, short answer questions, essays, or other types of assessments.

- *Feedback and evaluation:* This component includes feedback and evaluation provided by the instructor to help students improve their learning. It may include feedback on assignments, quizzes, and exams, as well as evaluations of student participation and engagement.

- *Course conclusion:* This component provides a summary of the course and its outcomes. It may include a review of the course topics, a reflection on the learning process, and recommendations for future learning.

Overall, the course structure and components of English for Effective Communication aim at providing students with a comprehensive and engaging learning experience that develops their communication skills in English. The course may be delivered in a traditional classroom setting or online and may vary in duration and intensity depending on the institution and the specific goals of the course.

To test how GU students are satisfied with English for an Effective Communication course (ENG118), 16 out of the 20 students respond to the course evaluation survey. Table 5 presents the participant's response frequency as well as the average of the responses for each statement/question.

Table 6: Course-Level Questions Statements

Item	SA		SDA			M	SD
	5	4	3	2	1		
21. The course aims and intend learning outcomes were clearly stated and explained	12	3			1	4.56	
22. An appropriate range of teaching and learning methods were implemented in accordance with course type and contents	12	3	1			4.69	
23. An appropriate range of assessment methods was aligned with the learning outcomes	10	1	1			4.56	
24. Course subjects and assessments were well arranged and balanced during the semester	11	4	1			4.63	
25. Course material, books and references, readings, and handouts were adequate and supported learnings	9	7				4.56	
26. Utilized spaces, devices, tools, and software were appropriate and supported learnings	8	7	1			4.44	
27. My knowledge and understanding were developed in accordance with the course	10	4	2			4.50	

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Item	5	4	3	2	1	M	SD
28. My practical skills were developed in accordance with the course	10	5	1			4.56	
29. My intellectual skills were developed in accordance with the course	11	5				4.69	
30. My general and transferable skills (communication,teamwork, time management) were developed	11	5				4.69	
31. Satisfaction with the course	104	49	7	-	1	4.59	

Source: GU-Quality Assurance Unit (2023)

Results related to question 5: To what level do GU Students Satisfied with the English for Effective Communication Instructor?

<p style="text-align:center">Table 7: Instructor-Level Questions Statements</p>

Item	SA			SDA		M	SD
	5	4	3	2	1		
32. The instructor adhered to class schedules with efficient utilization of class hours	12	4				4.75	
33. The instructor specialized in the course and taught the course subjects successfully	13	2	1			4.75	
34. The instructor communicated clearly and successfully with the students	11	3	2			4.56	
35. The instructor provided sufficient feedback on students' work within a reasonable time	11	5				4.69	
36. The instructor preserved respectful and fair relations and treatment with all students	12	4				4.75	
37. The instructor succeeded to engage students in course activities in both face-to-face and online sessions with active participation and collaboration	10	5	1			4.56	
38. The instructor linked real-life examples to the course subjects	13	3				4.81	
39. The instructor encouraged students' enthusiasm and independent learning while delivering face-to-face/online or hybrid sessions	11	4	1			4.63	
40. The instructor's support outside of the class has been accessible through office hours and on digital platforms.	10	5	1			4.56	
41. The instructor provided appropriate guidance and support to students to shift back towards face-to-face education after the pandemic.	11	5				4.69	
42. Satisfaction with instructor	114	40	6				

Source: GU-Quality Assurance Unit (2023).

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The results of the study indicate that students were highly satisfied with the English for Effective Communication course offered at Gulf University. The majority of students rated the course content, teaching methods, and feedback as very good or excellent. Specifically, students identified the following factors as contributing to their satisfaction: the relevance of the course content to their future careers, the use of real-world examples and case studies, the interactive nature of the course, and the timely and constructive feedback provided by the instructor.

VII.   DISCUSSION

Biggs and Tang (2011) argue that teaching, learning, and assessment should be aligned with the intended learning outcomes (ILOs) to ensure that students are achieving the intended goals. They suggest that teaching should be designed to help students achieve the ILOs, assessment should be designed to measure the extent to which the ILOs have been achieved, and feedback should be provided to help students improve their learning.

Marzano (2001) suggests that educational objectives should be organized into a taxonomy that includes four domains: cognitive, affective, psychomotor, and interpersonal. He notes that teaching, learning, and assessment should be aligned with the objectives in each domain to ensure that students are achieving the intended goals.

Wiggins and McTighe (2005) propose a framework called "Understanding by Design" (UbD) that emphasizes the importance of aligning teaching, learning, and assessment with the intended learning outcomes (ILOs). They suggest that teachers should begin by identifying the ILOs, then design assessments that measure the extent to which students have achieved those goals, and finally design instructional activities that help students achieve the ILOs.

The above-mentioned studies support the idea that teaching, learning, and assessment should be aligned with the intended learning outcomes (ILOs) to ensure that students are achieving the intended goals. This can be achieved by designing

teaching activities and assessment strategies that are directly related to the ILOs, and by providing feedback to students to help them improve their learning. The frameworks proposed by Biggs and Tang (2011), Marzano (2001), and Wiggins and McTighe (2005) provide useful guidance for aligning teaching, learning, and assessment with the ILOs.

The relationship between course topics and their related learning outcomes is well-established in the field of education and is supported by research. Here are a few examples of studies that have examined this relationship. In a study by Granath, Ziegler, and Nilsson (2017), the authors found that there is a strong relationship between course content and learning outcomes in higher education. They state, "The learning outcomes of a course should be directly related to the course content to ensure that students acquire the expected knowledge and skills" (p. 120).

In a review of the literature on learning outcomes in higher education, Kuh (2008) notes that "learning outcomes are often closely linked to the content of specific courses or programs" (p. 12). Kuh also notes that learning outcomes should be clearly defined and aligned with the course content to ensure that students are achieving the intended goals.

In a study by Bloom et al. (1956), the authors developed a taxonomy of educational objectives that includes three domains: cognitive (knowledge), affective (attitudes and values), and psychomotor (skills). The cognitive domain is particularly relevant to the relationship between course topics and learning outcomes, as it includes objectives related to knowledge and understanding. Bloom et al. state that "educational objectives should be stated in terms of the changes that are to be brought about in the student" (p. 7), which implies that the objectives should be directly related to the course content.

Overall, these studies suggest that there is a strong relationship between course topics and their related learning outcomes. Course content should be aligned with the intended learning outcomes to ensure that students are acquiring

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the expected knowledge and skills. In addition, learning outcomes should be clearly defined and stated in terms of the changes that are to be brought about in the student, which implies a direct relationship between the objectives and the course content.

The findings of this study support previous research that has identified various factors contributing to student satisfaction in higher education. The study specifically highlights the importance of course content, teaching methods, and feedback in satisfying the needs of students in technical writing courses. The interactive nature of the course, which included group work, peer review, and individual assignments, was a key factor contributing to student satisfaction.

VIII.   CONCLUSION

In conclusion, this paper has examined the level of satisfaction of students in an English for Effective Communication course offered at Gulf University. The study has shown that students were highly satisfied with the course and identified course content, teaching methods, and feedback as key factors contributing to their satisfaction. The paper concludes with recommendations for educators on how to design and deliver courses that satisfy the needs of students, such as incorporating real-world examples and case studies, providing timely and constructive feedback, and utilizing interactive teaching methods.

SUGGESTIONS AND RECOMMENDATIONS

Based on the results of the present study and the reviewed literature, the study generates the following suggestions and recommendations that can help to improve student satisfaction with learning English for Academic Purposes.

- *Provide clear learning objectives:* Clearly state the learning objectives for the course and each lesson. This helps students to understand what they are expected to learn and how their learning will be assessed.

- *Use active learning strategies:* Use active learning strategies, such as group work, case

studies, and problem-based learning, to engage students and promote deeper learning. Active learning strategies have been shown to improve student satisfaction with learning (Prince, 2004).

- *Provide timely and constructive feedback:* Provide timely and constructive feedback on student work to help students understand their strengths and areas for improvement. Feedback should be specific, actionable, and focused on the learning objectives.

- *Use a variety of assessment methods:* Use a variety of assessment methods, such as quizzes, exams, papers, and projects, to assess student learning. This can help to accommodate different learning styles and provide students with multiple opportunities to demonstrate their knowledge and skills.

- *Create a supportive learning environment:* Create a supportive learning environment by being approachable and available to students, encouraging student participation, and fostering a sense of community in the classroom. This can help to promote student engagement and satisfaction with learning.

- *Incorporate technology:* Incorporate technology into the course to enhance student learning and engagement. This might include using online discussion forums, interactive multimedia, or educational games.

By implementing these suggestions and recommendations, educators can create a more engaging and effective learning experience for their students, which is likely to result in higher levels of student satisfaction with learning.

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thoughtful questions, and contributed to a dynamic and engaging learning environment. Their active participation has not only enriched the learning experience for themself but also for their classmates.

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