

## EIS Needs Analysis Student Survey

### The Graduate School English for International Students (EIS) International Graduate Student Language Needs Analysis

EIS is conducting an academic and professional needs analysis to better understand the language needs of Duke's non-native English-speaking graduate students. The results of this analysis will be used to reexamine the EIS curriculum and ensure that the program effectively addresses students' identified needs. You will be asked a series of questions regarding your career goals, language needs, participation in current services, and opinions about other possible offerings. There will be an opportunity to leave additional comments at the end. The survey takes about 8 minutes to complete. Thank you for your participation.

#### Part I: Goals

1. What are your goals after you complete your graduate degree? (choose all that apply)

- To pursue further study (another degree or a post-doctorate in the U.S.)
- To pursue further study in a university outside of the U.S.
- To be employed in an academic position in the U.S.
- To be employed in a non-academic position (e.g., industry, NGO) in the U.S
- To be employed in an academic position outside of the U.S.
- To be employed in a non-academic position outside of the U.S
- To publish scholarship in English
- Other \_\_\_\_\_

2. Based on the goal(s) you identified in the previous question, what language skills do you believe you will need in order to be successful? (choose all that apply)

- Present at conferences
- Lead discussions
- Participate in discussions
- Work effectively in a team
- Communicate effectively by email (e.g., with professors/advisors, colleagues)
- Draft job/internship resumes and letters of application
- Complete an application for further graduate study
- Write a thesis and/or dissertation
- Write for publication
- Write professional documents (e.g. cover letters, resumes, personal statements)
- Write online (e.g., websites, blogs, social media, and/or LinkedIn)
- Other \_\_\_\_\_

Part II: Support and Services

3. Since beginning your graduate program at Duke, how often have you needed, or do you anticipate needing, assistance with the following in English?

Academic Language Skills (written and/or oral):

	Never	Rarely	Occasionally	Frequently
Improving grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching in a U.S. context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a clear argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizing ideas logically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively supporting arguments with evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking with understandable pronunciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Academic Writing:

	Never	Rarely	Occasionally	Frequently
Course papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theses/dissertations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference proposals/abstracts/papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding norms of citation and plagiarism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grant writing (e.g. for research funding)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Writing:

	Never	Rarely	Occasionally	Frequently
Cover letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resumes/CVs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emails	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy memos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Executive summaries (summaries of detailed business documents)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal statements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching statements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Academic Oral Communication:

	Never	Rarely	Occasionally	Frequently
Class participation/discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expression of opinions, including disagreement with classmates and/or professors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social skills in academic settings (e.g., small talk for networking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asking and answering questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-introduction speeches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Oral Communication:

	Never	Rarely	Occasionally	Frequently
Informal networking events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone/Skype/informational interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal job interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Which of the following services does your department/program provide? (choose all that apply)

- Editors
- Writing consultants/tutors
- One-on-one writing conferences with professor/advisor
- Discipline-specific writing course/workshop/seminar
- Discipline-specific speaking course/workshop/seminar
- Oral coaching
- Career services
- Other \_\_\_\_\_

5. How often do you use the following Duke language-support resources?

	Once or twice a week	Once or twice a month	Once or twice a semester	Once or twice a year	Never
The Writing Studio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EIS oral coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duke Career Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International House	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English conversation groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you do not use these resources frequently, please explain why. (optional)

6. How helpful was each EIS class that you took?

	Not helpful	Not helpful yet, but may be in the future	Somewhat helpful	Very helpful	I didn't take this class
GS 720: Academic Writing 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GS 721: Oral Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GS 730: Academic Writing 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GS 731: Academic Presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GS 740: Pronunciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GS 745: College Teaching for International Teaching Assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How likely would you be to utilize the following types of support?

	Not Likely	Somewhat Likely	Very Likely
Workshop series (e.g., on particular aspects of English grammar)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short courses (e.g., 4-6 weeks) on specific topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One-on-one writing tutorials/consultations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One-on-one oral tutorials/consultations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One-on-one grammar tutorials/consultations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EIS course focused on reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New EIS courses on specific topics (include suggestions in the text box)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How likely is it that you would be interested in and available for EIS support (i.e., tutorials, short courses, regular courses, workshops) during the following periods?

	Not interested / Not available	Somewhat interested / Possibly available	Very interested / Available
Summer 1 (mid-May through June)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer 2 (late June through July)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Winter break (early to mid-December)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. If given the option, in which of the following formats would you choose to take any required EIS courses? (choose all that apply)

- In-person
- Hybrid (a combination of in-person and online)
- Online

### Part III: Your Background

10. Department or program

- (Included a drop-down menu of departments and programs EIS serves.)

Other department or program (if not listed above):

11. Current level

- Master's  
 Ph.D.

12. Year in program

- 1st  
 2nd  
 3rd  
 4th  
 5th  
 6th+  
 Other \_\_\_\_\_

13. Are you taking an EIS course this semester (Spring 2017)?

- Yes  
 No

14. Country of origin and native language(s)

Country of origin

Native language(s)

### Part V: Additional Comments

15. Please include any additional comments or feedback about EIS here.

16. Are you willing to be contacted to further discuss your responses?

- Yes  
 No

#### Display This Question:

If 16. Are you willing to be contacted to further discuss your responses? Yes Is Selected

Thank you for being willing to discuss your responses with EIS. Please include your contact information below.

First and last name

Email address