

Students' Selection of the English Language Courses at Hebron University

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ABSTRACT

Decision-making process is one of the most difficult steps during academic life. Sometimes, students find it difficult to decide on choosing the appropriate course. This paper investigates the different factors that students take into account when selecting certain language courses during the academic terms. These factors may include instructor's subject matter and pedagogical knowledge, instructor's personal traits, timing of the course, nature of the course, student personal interests and recommendations from academic advisors, peers, friends, and parents. To assess this issue a questionnaire was distributed to 150 English-major students at Hebron University to explore students' main considerable factors for their course selection decisions. The results showed that the most considerable factors are timing, the instructor as well as course type, respectively. This study revealed a lot about students reasoning when it comes to choosing a certain course. It will also benefit teachers and decision-makers at the Department of English at Hebron University and other Palestinian institutions of higher learning to understand students' views and to make some changes accordingly.

Keywords: Attitudes. Course Selection. Decision making. English Language

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INTRODUCTION

Upon entering college, students are facing new experiences in choosing courses because in schools, classes were set by school administration. The information students use to select these courses is obtained through a wide variety of sources, ranging from course catalogs and advisement offered by the university to casual opinions offered by the friends and peers.

During this difficult stage of the academic experience, there are several factors that affect English-major's decisions in choosing their English language courses. This study contributes to the body of research on the factors that students take into consideration when choosing a course. These factors may include timing, instructor, course type, academic advisement, and peers' opinions.

Statement of the Problem

Though students at the university level expect that they have the freedom in choosing their own courses during the registration at the beginning of every semester, English major students at Hebron University face many difficulties when it comes to choosing a certain course within the English Department at Hebron University. For example, it is difficult to decide on the best factors to depend on or resister during a certain academic semester. Their attitudes vary towards certain courses offered in the English Department and this affects their choices. The researchers conducted this study to investigate and reveal the factors that affect students' decisions in choosing their courses and to identify the factors that students consider.

Research Questions

This study seeks to find answers to these research questions:

1. To what extent are the factors related to the instructor's subject and pedagogical knowledge important in the students' selection of English language courses?
2. To what extent are the factors related to the nature of the course important in the students' selection of English language courses?
3. To what extent are the factors related to students' personal interests important in the students' selection of English language courses?
4. To what extent are the factors related to the timing of the Course important in the students' selection of English language courses?
5. To what extent are the factors related to recommendations from others (academic advisors, peers, parents, and friends) important in the students' selection of English language courses?
6. To what extent are the factors related to the instructor's personal traits important in the students' selection of English language courses?

Significance of the Study

This study is significant for several reasons. On the one hand, it benefits English majors in depending on and taking into account certain factors when it comes to choosing a course. For example, English-major students cannot sometimes easily decide whether to take a class with a certain instructor and the suitable time. On the other hand, this study may also benefit instructors at the English Department, since it might help them understand students' perceptions. It may also help the Head of English Department to make some needed changes when it comes to planning the courses offered during any given semester. Therefore, it will be better for both the administration and the students.

LITERATURE REVIEW

A rich field of literature is available related to investigating the factors that affect the process of course selection. Scholars explored students' opinions concerning course selection with the objectives of improving, facilitating students' performance in the different courses and assisting instructors plan courses to achieve certain desired goals.

Prior research by Brown and Kosovich (2015) found that the professor reputation and ratings can affect the student's course selection. For instance, they have identified professor reputation as the students' concern when it comes to choosing a course. It has identified the possibility that students use *RateMyProfessor Ratings*, a website that is used to evaluate the professor's performance, as a reference when they choose a course. In addition, they found that most of the students gather information about the teacher's quality from personal contacts.

Tayeb and Babad (2003) presented certain main factors that students rely on when they select courses, such as the learning value, lecturer's style, and course content. They reported that students gave high importance to the learning value and lecturer's style. For example, 72% of the participants agreed on that the high learning value is their main concern. Also, 66% percent of the participants consider lecturer's style as their main concern and 55% preferred easy courses, 45% moderate difficulty courses and 1% for hard courses.

Sabot and Wakeman (1991) conducted a study at Williams College to examine the relationship between grade inflation and course choice. One of the notable findings they reported was that that grades inflation affects students' selection of courses and students tend to choose courses whose teachers give high grades. In their study, Enderson and Ritz (2016) they tried to explore why 332 students chose to enroll in a technology course. They found that most students enroll because their advisors suggested the course, the course met a general major requirement, and the course was offered at a convenient time.

Liang, Bejerano, Patricia, and Plax (2015) conducted a study to examine the effect of peer and online sources on students' course selections. They found that the information students get from their peers is not creating impressions about the teacher. Instead, they use such information to decide what courses to take. Moreover, they concluded that the collected information from online sources, such as the website *RateMyProfessor* affected students' choice of course more than peer' influences.

Hayes and Prus (2014) conducted a study at Winthrop University to investigate whether students use qualitative information or quantitative information when choosing courses. Results showed that students consider both types of information. They use both, numbers and comments posted on *RateMyProfessor.com*, but they depend on quantitative information more because they seem to believe in valid information. Kerin, Harvey, and Crandall (1975) carried out a study to examine the course selection process. They found that “Friends” were the most significant source of information in selecting courses. Additionally, they found a number of key factors that affect the selection process such as “personal interest in subject area”, “course content”, and “compatibility with major field.” Similarly, Dellar (1994) suggested that there are no problems if some freshman students rely on other students as a source of information when selecting courses unless the advice from other students may be inaccurate and inappropriate.

Pass, Mehta, and Mehta (2012) attempted to determine students' preferences when selecting courses. They concluded that students preferred to enroll in sections taught by instructors they know, have acceptable testing formats, and include extra credit activities. Moreover, they would like to enroll in the same classes that friends plan to take and they prefer courses with lenient attendance policies. Additionally, they prefer to take classes with instructors who maintain regular office hours.

METHODOLOGY

The current study utilized a quantitative research method to inquiry. The present section discusses the research instrument, population, developing the questionnaire and its validity and reliability.

Research Instrument

The questionnaire

In order to achieve the objectives of the study and answer the stated research questions of the study, a questionnaire (see Appendix) was developed based on the literature review conducted by the researchers. The questionnaire aimed to examine the factors that affect students' decisions in choosing their English language courses and to identify the most common factors that most students consider when they decide to enroll in a certain course.

The structure of the questionnaire consisted of two sections. The first part of the questionnaire was about demographic data such as gender, GPA, level and major. The second part of the questionnaire consisted of 40 statements with a 5 point Likert scale, (strongly agree, agree, neutral, disagree and strongly disagree). The questionnaire was pilot tested to ensure its credibility. Quantitative data was analyzed statistically by using the SPSS program.

Population

One hundred and fifty English-major students in the Faculty of Art at Hebron University served as the participants for this study. They were chosen randomly. They are enrolled in the summer semester of the academic year 2016-2017. The participants were 30 males and 120 females. Their academic level ranged between junior and senior students.

Validity of the questionnaire

The content validity of the questionnaire was examined against the degree to which the scale of items reflected students' related factors in the selection of the English language courses. The questionnaire was pilot tested to ensure its credibility. Moreover, the researchers investigated the content validity of the instrument through submitting it to three specialists in the Faculties of Arts and Education. They are experts in the area of designing questionnaires and data analysis. Based on their recommendations, some items were added and others were deleted. Moreover, consistency in using certain terms was maintained until the instrument reached its final format

Reliability of the questionnaire

The questionnaire's reliability was examined and the result showed that the overall Cronbach Alpha Coefficient of the questionnaire is (r=0.81) indicating a very high degree of internal consistency. In other words, the questionnaire is considered a reliable instrument.

FINDINGS AND DISCUSSION

This section provides the results obtained from analyzing students' responses in the questionnaire which includes two sections. The first one demanded background information from students including gender, academic level, GPA, and major. The second section answered the questions of the study related to the students' factors that affect their selection of English language courses.

Demographic data

This section presents the results of Part One in the Questionnaire: the demographic data which included gender, academic level, GPA, and major.

Table 1 : Students' demographic data

	Variables	Frequency	Percent	Cumulative Percentage
Gender	Male	30	20	100
	Female	120	80	
	Total	150	100	
Level	Second Year	27	18	100
	Third Year	60	40	
	Fourth Year	63	42	
	Total	150	100	
GPA	65-74	21	14	100
	75-84	81	54	
	85-94	48	32	
	Total	150	100	
Major	English	47	31.3	100
	Literature			
	English/Minor	52	34.7	

French		
English	51	34
Teaching Methods		
Total	150	100

As Table 1 shows, the majority of the respondents were females and that reflects the overall population of Hebron University in Palestine. The overwhelming majority of students 120 (80%) were females, 30 (20%) were males. Regarding their academic level 27 (18%) students were in their second year, 60 (40%) students were in their third year, and 63 (42%) students were in the fourth year. Regarding their Grade Point Average (GPA), 21 (14%) students got an average ranging between 65-74, 81 (54%) students got an average ranging between 75-84, and 48 (32%) students got an average ranging between 85-94.

RESULTS

This section presents results of Part Two in the Questionnaire. It aims at answering the research questions of the current study. Table 2 and figure 1 show the general results of the students' attitudes towards the factors that affect their selection of the English language courses.

Table 2 : Means and SDs for Course Selection Factors

	No.	Min.	Max.	Mean	Std. D
Instructor's style	150	2.00	5.00	3.9705	.58967
Nature of the course	150	2.13	4.88	3.5625	.50558
Students' personal interests	150	1.67	4.83	3.4211	.56352
Timing of the course	150	2.29	4.29	3.2333	.44083
Recommendations from others	150	1.00	4.75	3.1967	.62632
Instructor's personal traits	150	1.50	4.13	2.8800	.54551
Valid N (listwise)	150				

In Table 2 and Figure 1 below, the factors that affect students in their selection of the English language courses are arranged according to their means from the highest to the lowest. In other words, instructor's style and methods, course nature, student personal interest, course time, recommendations from others, and the instructor's personal traits were considered respectively. As the table and the figure show, the instructor's style and teaching methods were ranked among the most important factors whereas the instructor's personal traits were ranked among the least important factors.

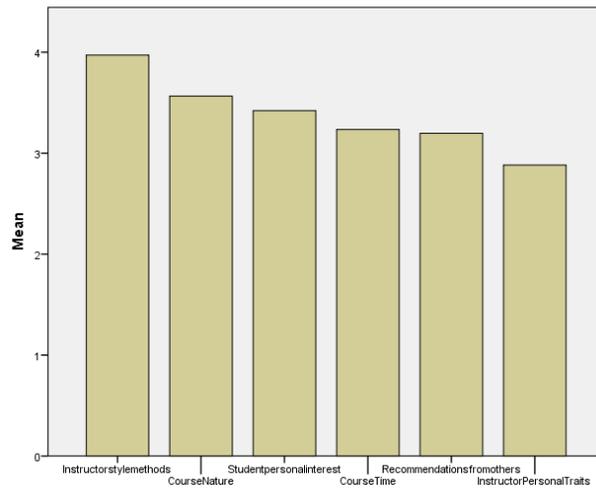


Figure 1: Descriptive Statistics

The following section presents detailed answers to the main questions of the study:

Question 1: To what extent are the factors related to the instructor's subject and pedagogical knowledge important in the Students' Selection of English Language Courses?

In order to answer the first research question and to examine to what extent are the factors related to the instructor's subject and pedagogic knowledge important in the students' selection of English Language courses, descriptive statistics were calculated. See Table 3 for the calculated means of items and their standard deviation.

Table 3 : Means and standard deviations for the factors related to Instructor's subject ma

Statements	No.	Mean	SD
15 My choice of the course depends on the competence of the instructor	150	3.88	1.025
39 I prefer to take linguistic courses with a specific instructor	150	3.90	0.925
14 My choice of the course depends on the personality of the instructor.	150	3.93	1.003
20 My choice of the course depends on the experience of the instructor in teaching a certain course.	150	3.93	1.180
38 I prefer to take literary courses with a specific professor	150	4.02	1.180
23 My choice of the course depends on the instructor's style (methods) of teaching	150	4.04	1.003
24 My choice of the course depends on the instructor's behavior and his treatment of students	150	4.22	1.025

As Table 3 shows, the participants gave very high rating to all of the statements that are related to the instructor's style and teaching methods. They considered the experience of the instructor in

teaching a particular course, and his/her competence in the subject matter and his/her pedagogic knowledge to be very important factors in their decisions in selecting a particular course. This means that the instructor's subject matter and pedagogical knowledge is considered the main factor they take into consideration when they chose their courses. Therefore, the majority of students have several concerns regarding the instructors. The statements 23 and 24 reached the highest level of agreement. They are about the instructor's behavior and treatment of students and his/her style and methods of teaching. Many of the participants clarified that they prefer the teacher who follows the student-centered method rather than the one who follows the teacher-centered method. The instructor's behavior with students is considered the most important factor in this group of items and in all the 40 statements of the questionnaire. The results are in line with a study by Dr. Michelle Hall (2003) on why students withdraw from courses. The results showed that 19% of students drop courses because of dissatisfaction with the instructor's behavior.

Question 2: To what extent are the factors related to the nature of the course important in the Students' Selection of English Language Courses?

In order to answer second research question and to examine to what extent the factors related to the nature of the course are important in the students' selection of English Language courses, descriptive statistics were calculated. See Table 4 for the calculated means of items and their standard deviation.

Table 4 : Means and standard deviations for the factors related to nature of the course

	Statements	No.	Mean	SD
36	My choice of the course depends on the probability of cancelling the course during the registration period	150	3.34	1.02342
27	My choice of the course depends on whether the course is elective or compulsory	150	3.38	1.02342
5	My choice of the course depends on its importance for my career in future.	150	3.41	1.00326
37	My choice of the course depends on whether its reputation of being either easy or difficult (the number of assignments)	150	3.42	1.00433
34	My choice of the course depends on whether the course has a prerequisite or not.	150	3.50	1.00966
35	My choice of the course depends on whether the course is a prerequisite for other courses	150	3.71	.97568
28	My choice of the course depends on whether the course is offered every semester or not	150	3.86	1.00433
40	When selecting elective courses I look for interesting content	150	3.86	.95774

As Table 4 shows, the participants gave moderate ratings to statement 36, 27, 5 and 37. These statements are related to the probability of cancelling a certain course during the add and drop period, the difficulty of the course in terms of the number of assignments, whether the course is elective or required, and the importance of the course to their career in future. On the other hand, they gave very high ratings to statements 34, 35, 28, and 40. The majority of students agreed that they prefer to take certain courses that have interesting content (statement 40). This means that the majority of students agreed that the course contents attract them. Similarly, the participants gave a very high rating to statements 35, and 28 which have to do with whether the course is offered every semester or not and whether the course is a prerequisite for other courses. Definitely, these are very important factors to be taken into consideration for better planning in the course of the study. Some obligatory courses aren't needed for the students' specialization. According to a study by Enderson and Ritz (2016), 84.6% of the participants take into account whether a certain course is required or not; elective or required. Most of the students tend to choose some easier elective course to increase or heighten their GPA. This finding is in line with a study conducted by Babad and Tayeb (2003) who reported that students avoid choosing hard courses unless they had no other choice. It is worth mentioning that deciding whether a certain course is easy or difficult is somehow idiosyncratic.

Question 3: To what extent are the factors related to student's personal interests important in the Students' Selection of English Language Courses?

In order to answer the third research question and to examine to what extent the factors related to student's personal interests are important in the students' selection of English Language courses, descriptive statistics were calculated. See Table 5 for the calculated means of items and their standard deviation.

Table 5 : Means and standard deviations for the factors related to Student personal interests

	Statements	No.	Mean	SD
12	I try to attend some classes with the instructor offering it before I officially register the course	150	3.09	.92504
2	My choice of the course depends on my interests	150	3.23	1.18055
33	My choice of the course depends on my ability and personal matters	150	3.34	1.02549
3	My choice of the course depends on my skills and abilities	150	3.40	.92504
4	My choice of the course depends on my previous educational experiences	150	3.44	.95774
21	My choice of the course depends on my previous experience with the instructor.	150	4.02	.92504

As Table 5 shows, the participants rated most of the statements in this category moderately with statement 21 as the only exception. The items are related to student personal interests. This means that some participants agreed that they try to attend some classes before they officially register the course in order to have an idea about the course and the instructor. Moreover, they

considered their own abilities, conditions and skills. They clarified that if their ability to understand is more than their ability to memorize, they would choose the course that demands comprehension rather than memorization and vice versa. An interesting finding regarding this category is that the participants try to choose certain courses due to the fact they had previous learning experiences with the teacher of such courses. It seems that this previous knowledge gives them a clear understanding for all the factors in terms of his teaching methods and behavior as well as treatment of the students. Moreover, they revealed that taking certain courses like the required courses is a must, but the instructor is a choice that they sometimes can choose and when they have the previous knowledge. Therefore, they will definitely choose the instructor with whom they had a positive learning experience.

Question 4: To what extent are the factors related to the timing of the Course important in the Students' Selection of English Language Courses?

In order to answer the fourth research question and to examine to what extent the factors related to the timing of the course are important in the students' selection of English Language courses, descriptive statistics were calculated. See Table 6 for the calculated means of items and their standard deviation.

Table 6 : Means and standard deviations for the factors related to timing of the course

	Statements	No.	Mean	SD
10	I prefer to take courses late in the afternoon	150	2.37	1.00433
6	My choice of the course depends on the length of the lecture in that course (one hour –one and a half)	150	3.01	1.02549
7	My choice of the course depends on whether the course is two days a week or three days a week.	150	3.01	1.00966
11	I prefer to have free time between classes	150	3.37	1.18055
9	I prefer to take classes early in the morning	150	3.51	1.02342
1	My choice of the course depends on the time of the offered course.	150	3.59	1.00433
32	My choice of the course depends on my academic plan (the year the course is offered)	150	3.77	1.00326

As Table 6 shows, the participants rated most of the statements in this category moderately with statement 10 which is about registering courses late in the afternoon as the only exception. They gave this statement very low rating (mean=2.37). This means that the majority of the participants like to take courses at an early time. Interestingly, it was found that the mean for item 10 is higher for the male students than the female students. The mean for the males is 2.83, whereas, the mean for this item for the females is 2.26. Most students clarified that they don't prefer to take courses at late hours but they are influenced by the surrounding circumstances and they choose what is convenient. Some clarified that they are forced to take courses at late hours because of their preference for a certain instructor or because of their semester planning. In addition, 80% of the participants were females and they clarified that in our society, it's not

preferred for a female to come home late. Others indicated that they cannot concentrate with the instructor when it is late and that might affect their performance negatively. Regarding the other statements, the majority of students were neutral about having free time between lectures. Some of them prefer that; others are forced to register classes with many free hours between them.

Question 5: *To what extent are the factors related to recommendations from others (academic advisors, peers, parents, and friends) important in the Students' Selection of English Language Courses?*

In order to answer the fifth research question and to examine to what extent the factors related to recommendations from others (academic advisors, peers, parents, and friends) are important in students' selection of English language courses, descriptive statistics were calculated. See Table 7 for the calculated means of items and their standard deviation.

Table 7 : Means and standard deviations for the factors related to recommendations from academic advisors, peers, friends, and parents

	Statements	No.	Mean	SD
30	My choice of the course depends on the registration of the peers in it	150	3.13	.92504
31	My choice of the course depends on the recommendation of the academic advisor	150	3.14	.95774
8	My choice of the course depends on consultations with my friends, parents, etc.	150	3.25	.97568
29	My choice of the course depends on the recommendations of peers	150	3.26	1.18055

As Table 7 shows, the participants to some extent take into consideration their peers' opinions as a factor when choosing their courses. It is true that this percentage is not very high, but still peers' opinion is considered more important than the consultation with their academic advisor. This may indicate that academic advising is not important for most of the students. When asked about this, some students clarified that academic advisors suggest certain courses that are in accordance with the academic plan and they need certain courses that cope with their abilities, interests and the instructor. Consequently, they resort to their peers to offer such consultations. Some students expressed that they have never consulted their academic advisor. This is in agreement with a study by Nicholls and Gaede (2014) who reported that students frequently seek advice from their peers or their personal contacts rather than academic advisors. Generally, the participants offered this category a moderate rating. When asked about this, they clarified that they like to know their peers' opinion and their academic advisor suggestion but sometimes it has nothing to do with their final decision.

Question 6: To what extent are the factors related to the instructor's personal traits important in the Students' Selection of English Language Courses?

In order to answer the sixth research question and to examine to what extent the factors related to the instructor's personal traits are important in the students' selection of English Language courses, descriptive statistics were calculated. See Table 8 for the calculated means of items and their standard deviation.

Table 8 : Means and standard deviations for the factors related to Instructor's personal traits

	Statements	No.	Mean	SD
22	My choice of the course depends on the appealing of the instructor (attire, physical appealing etc.)	150	2.01	.95774
19	My choice of the course depends on the age of the instructor	150	2.13	1.00433
13	My choice of the course depends on the gender of the instructor of the course.	150	2.25	.95774
18	My choice of the course depends on the instructor's political orientation	150	2.59	1.02342
26	My choice of the course depends on the instructor's punctuality and commitment	150	3.38	.97568
17	My choice of the course depends on the instructor's generosity in grading	150	3.53	.97568
16	My choice of the course depends on the instructor's leniency in grading	150	3.54	1.00966
25	My choice of the course depends on the instructor' ethics and values	150	3.60	1.00966

As Table 8 shows, the participants' opinions regarding the instructors' personal traits range from very low to moderate. They gave a very low rating to statements 22, 19 and 13 that are related to the appealing of the instructor, his/her age and gender. It seems that these are not important factors for the students. Similarly, they gave a low rating to statement 18 which is about the instructor's political orientation. When asked about this they clarified that they don't care about the instructor's gender, age or political beliefs. They are more concerned with his/her personality and teaching methods. On the other hand, the participants gave a moderate rating to statements 26, 17, 16 and 25. It seems that they take such factors to some extent into consideration. This means that the instructor's punctuality and commitments as well as his/her leniency in grading are important factors. This is in line with Sabot and Wakeman's (1991) who stated that "students make their course choices in response to a powerful set of incentives: grades" (p. 160).

CONCLUSION AND RECOMMENDATIONS

The major findings of the study reveal that most students rely on and take into consideration the instructor's major and pedagogical knowledge as the most important factor when selecting courses. This is followed by other factors such as the nature of the course, student's personal

interests, the timing of the course, and recommendations from others, respectively. The participants agreed that their main concern is the instructor's style of teaching and the nature of the course. Other factors were also considered including the course timing, peers' opinions, academic advisor consultation, and instructors' personal traits. As many students take into consideration the instructor when it comes to choosing a certain course, they must look for reliable and useful sources to know about the instructor in order to make appropriate course selection decisions. Some of them depend on what their peers say about a certain instructor, which is not reliable because each student has his/her own abilities and preferences. Some of these reliable sources are the instructor him/herself and the academic advisor. The academic advisors' consultation, as this study shows, is not highly considered by students. The study revealed that instructors should be aware of students' preferences.

Instructors are recommended to consider students' worries when it comes to choosing a course. The Department of English at Hebron University should also adopt a training policy (orientation days) in which students are guided on how to make effective course selection decisions by employing more systematic strategies. The administration should know and pay attention to what matters to students when selecting English courses and especially when there are multiple sections taught by the same or different instructors. On the other side, students are recommended to pursue their intellectual interest as long as it is not at the expense of their program's rigor and preparedness to college. Students will improve their choices if they receive helpful information before course selection. When students select courses that align with their preferences, there is the possibility for better academic achievement due to elements of relaxation, interests and motivation.

Future research must examine failures in course selections. Such examination should include course withdrawal. It also should include the sources that students rely on through this process, mainly personal considerations about the instructor's characteristics.

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Appendix

Students' Selection of the English Language Courses at Hebron University

PART I:

- A -Gender:** Female Male
- B-Year of study:** Second Third Fourth
- C- GPA**
- D- Major** English Literature English/Minor French English Teaching methods

PART II: Indicate the extent to which you agree or disagree with the following items regarding "Course Selection" by putting a tick (✓) in the appropriate box using the scale given below.

SD= Strongly Disagree, D= Disagree, N= Neutral A= Agree, SA= Strongly Agree

Statements	
1	My choice of the course depends on the time of the offered course.
2	My choice of the course depends on my interests
3	My choice of the course depends on my skills and abilities
4	My choice of the course depends on my previous educational experiences
5	My choice of the course depends on its importance for my career in future.
6	My choice of the course depends on the length of the lecture in that course (one hour –one and a half)
7	My choice of the course depends on whether the course is two days a week or three days a week.
8	My choice of the course depends on consultations with my friends, parents, etc.
9	I prefer to take classes early in the morning
10	I prefer to take courses late in the afternoon
11	I prefer to have free time between classes
12	I try to attend some classes with the instructor offering it before I officially register the course
13	My choice of the course depends on the gender of the instructor of the course.
14	My choice of the course depends on the personality of the instructor.
15	My choice of the course depends on the competence of the instructor
16	My choice of the course depends on the instructor's leniency in grading
17	My choice of the course depends on the instructor's generosity in grading
18	My choice of the course depends on the instructor's political orientation
19	My choice of the course depends on the age of the instructor
20	My choice of the course depends on the experience of the instructor in teaching a certain course.
21	My choice of the course depends on my previous experience with the instructor.
22	My choice of the course depends on the appealing of the instructor (attire, physical appealing etc.)
23	My choice of the course depends on the instructor's style of teaching
24	My choice of the course depends on the instructor's behavior and his treatment of students
25	My choice of the course depends on the instructor' ethics and values
26	My choice of the course depends on the instructor's punctuality and commitment
27	My choice of the course depends on whether the course is elective or compulsory
28	My choice of the course depends on whether the course is offered every semester or not
29	My choice of the course depends on the recommendations of peers
30	My choice of the course depends on the registration of the peers in it
31	My choice of the course depends on the recommendation of the academic advisor
32	My choice of the course depends on my academic plan (the year the course is offered)
33	My choice of the course depends on my ability and personal matters
34	My choice of the course depends on whether the course has a prerequisite or not.
35	My choice of the course depends on whether the course is a prerequisite for other courses

- 36 My choice of the course depends on the probability of cancelling the course during the registration period
 - 37 My choice of the course depends on whether its reputation of being either easy or difficult (the number of assignments)
 - 38 I prefer to take literary courses with a specific instructor
 - 39 I prefer to take linguistic courses with a specific professor
 - 40 When selecting elective courses I look for interesting content
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