

**KAHRAMANMARAŞ SÜTÇÜ İMAM UNIVERSITY**  
**SCHOOL OF FOREIGN LANGUAGES**  
**DEDAK ACCREDITATION NEEDS ANALYSIS QUESTIONNAIRE REPORT FOR**  
**CURRENT STUDENTS**

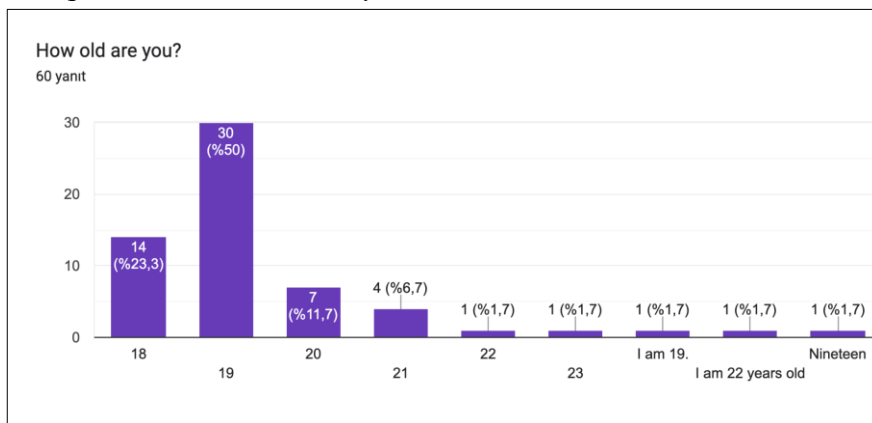
This report is a part of the efforts to improve the quality of education and training at Kahramanmaraş Sütçü İmam University, the School of Foreign Languages. It contains data obtained from a questionnaire administered to current students as part of the accreditation process with the Association for Language Education, Evaluation and Accreditation (DEDAK). In the questionnaire, students were requested to assess their educational experience at the School from various perspectives, including course materials, instructional processes, assessment methods, and teaching staff. The primary objectives of this data collection are to identify the program's strengths and areas for improvement, better address academic English needs, and provide the necessary stakeholder feedback required for the DEDAK accreditation standards. The data regarding the 15 questions included in the questionnaire and the responses provided for these sections are presented and analyzed sequentially below.

**Section 1: Demographic Information**

This section examines the demographic profile of the 60 students who participated in the questionnaire. Data in relation to age, gender, and departmental distribution are presented and analyzed below.

**Figure 1**

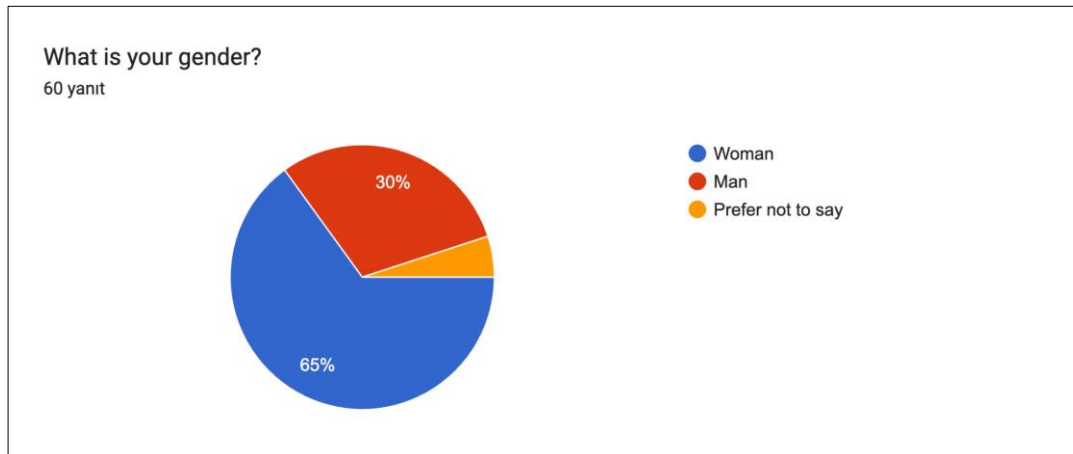
*Responses to the question “How old are you?”*



The age distribution of the participants indicates that the largest group is 19 years old, with 32 students (53.3%) stating this number. This group is followed by 18-year-olds, who constitute 14 students (23.3%) of the total. The remaining distribution is as follows: 7 students (11.7%) are 20, 4 students (6.7%) are 21, 2 students (3.3%) are 22, and 1 student (1.7%) is 23 years old. The age data show that the participant group is predominantly composed of students aged 18 and 19, and the number of students aged 20 and above remains limited.

**Figure 2**

*Responses to the question “What is your gender?”*



The gender distribution of the participants shows a concentration of female respondents. The largest group is those who identify as women, who represent 65% of the participants (39 students). Following this, men constitute the second-largest segment, with 30% of the respondents (18 students). A small percentage of participants, 5% (3 students), chose the option “Prefer not to say.” This section of the data indicates that the majority of the survey participants are women, while men and those who preferred not to disclose their gender constitute the remaining portion of the group.

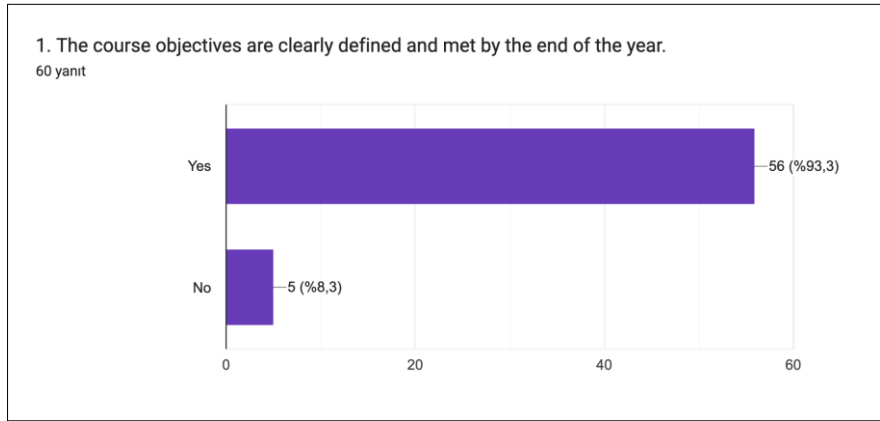
Finally, students’ responses reflect a wide range of departments. The departmental distribution shows a concentration in Translation and Interpretation and English Language Teaching programs, which are subject to the Compulsory English Program in our School. The rest of the students, participating in the Voluntary English Program, are enrolled in engineering programs (e.g., Computer, Electric and Electronic), economic and administrative programs (e.g., International Trade and Logistics, Foreign Trade), and vocational programs (e.g., Textile Technology, Computer Programming). Overall, there is a clear density of students from the language-related programs, but students of various academic disciplines also participated in the needs analysis questionnaire.

## Section 2: Questionnaire Items

This section presents the analysis of 11 Likert-scale questions and an open-ended item designed to evaluate students’ perception of the School’s English Preparatory Program. These items thematically focus on the program’s effectiveness across key domains, such as the clarity of course objectives, the integration of high-level academic English, the relevance of textbooks and digital infrastructure, the accuracy of assessment methods, and the quality of instructional feedback. By examining student perceptions on these domains, the data identify specific strengths and potential areas of improvement.

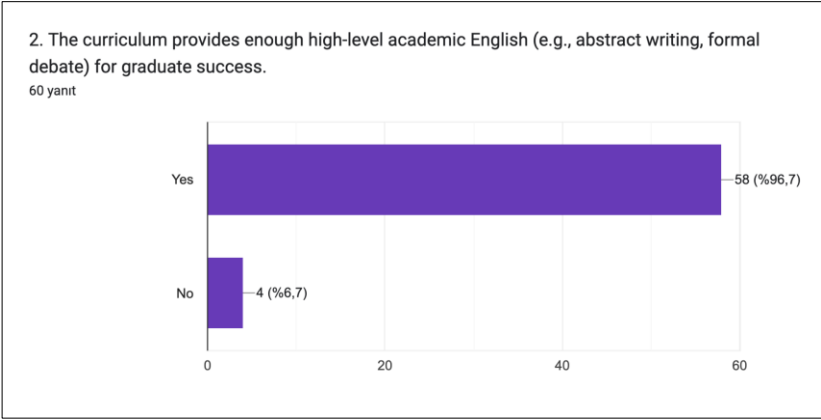
### Figure 3

*Student Perceptions of Course Objectives*



The first item investigates whether students perceive the course objectives as clearly defined and successfully achieved by the end of the academic year. The responses from 60 students are presented in Figure 3. The data indicate a high level of student satisfaction regarding the clarity and fulfillment of course goals. A substantial majority of respondents, 93.3% (56 students), answered “Yes” to the statement, while 8.3% (5 students) indicated “No.” It should be noted that due to overlapping selections by a participant (confirmed through the relevant feature inside Google Forms), the total response count exceeds the number of individual respondents. To sum, the results for this item demonstrate that the vast majority of students feel the program successfully communicates and delivers on its intended learning outcomes.

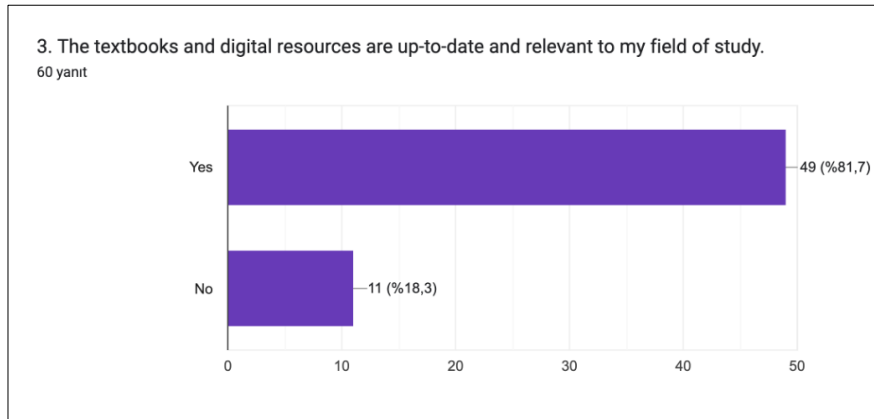
**Figure 4**  
*Student Perceptions of Level of Academic English*



The second item evaluates whether students believe the curriculum provides sufficient high-level academic English, such as abstract writing and formal debate, to ensure success at the graduate level. The responses from 60 students are presented in Figure 4. The data indicate a high level of agreement regarding the curriculum’s academic depth, with 96.7% (58 students) answering “Yes” to the statement. Conversely, 6.7% (4 students) indicated “No,” suggesting a small segment of the student population feels the academic rigor could be further improved. As with the previous item, the total percentage exceeds 100% due to manual overlapping entries by two participants. In summary, the findings reveal that nearly all participating students

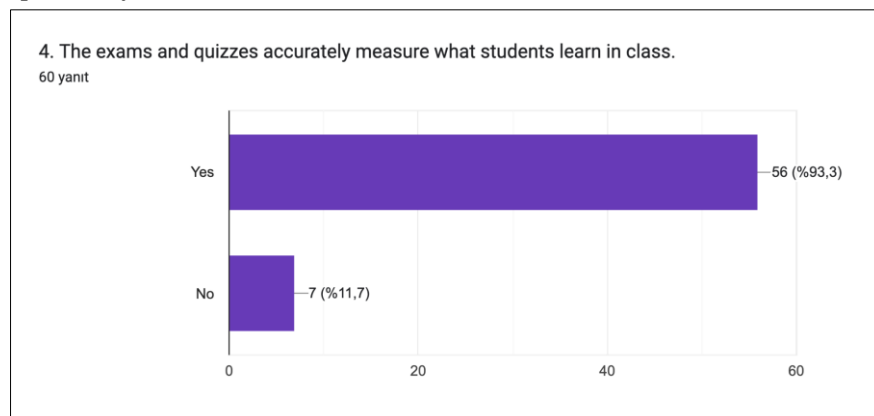
perceive the program as providing the necessary high-level linguistic tools required for their future graduate studies.

**Figure 5**  
*Student Perceptions of Textbooks and Digital Resources*



The third item assesses the students’ perceptions regarding the relevance and current state of the instructional materials used in the program. The responses from 60 students are presented in Figure 5. The data indicate that a majority of participants find the textbooks and digital resources to be suitable for their needs. Specifically, 81.7% (49 students) answered “Yes” to the statement, confirming that they view the resources as up-to-date and relevant to their respective fields of study. On the other hand, 18.3% (11 students) indicated “No,” which identifies a segment of the student population that may perceive a need for more specialized or more frequently updated materials. All in all, while the majority of students express satisfaction with the available resources, this item highlights an area where further diversification of materials could potentially enhance student experience.

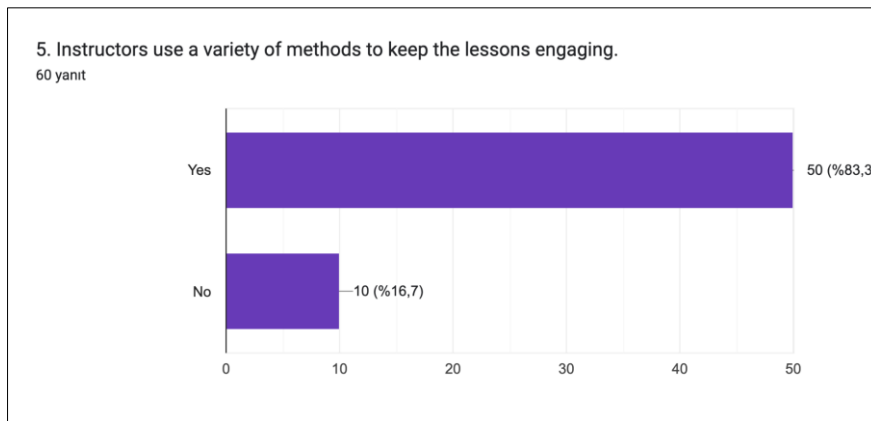
**Figure 6**  
*Student Perceptions of Exams and Quizzes*



The fourth item examines whether students perceive the assessment tools, specifically exams and quizzes, as accurate measures of the content covered during instruction. The responses from 60 students are presented in Figure 6. The data indicate a strong consensus regarding the

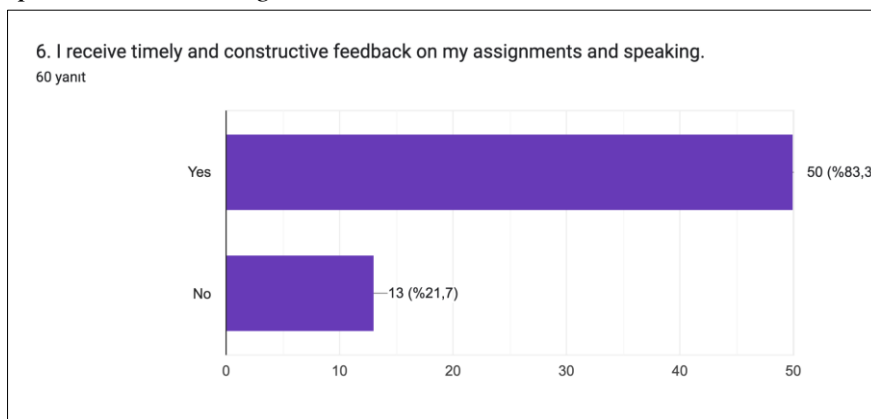
validity of the program’s assessment methods, with 93.3% (56 students) answering “Yes” to the statement, whereas 11.7% (7 students) indicated “No.” This diagnoses a small portion of the participants who may find the assessments less representative of classroom learning. Similar to previous items, the total percentage exceeds 100% due to overlapping selections by three participants who chose both options. To sum up, the findings demonstrate that the vast majority of students believe the current testing framework effectively aligns with and measures the curriculum delivered in class.

**Figure 7**  
*Student Perceptions of Instructors*



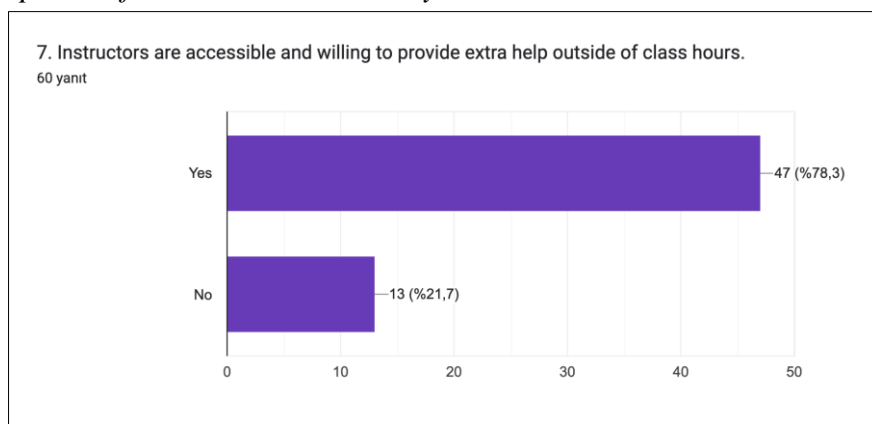
The fifth item investigates student perceptions of instructional variety and whether instructors employ diverse pedagogical methods to maintain classroom engagement. The responses from 60 students are presented in Figure 7. The data indicate that a significant majority of participants find the teaching methods to be effective in keeping lessons engaging, with 83.3% (50 students) answering “Yes” to the statement. However, 16.7% (10 students) indicated “No” and thus can be said to opt for even greater variety in instructional delivery. Overall, while most students express satisfaction with the engagement levels in their lessons, the findings suggest that continuing to diversify teaching techniques remains a valuable area for further development.

**Figure 8**  
*Student Perceptions on Receiving Feedback*



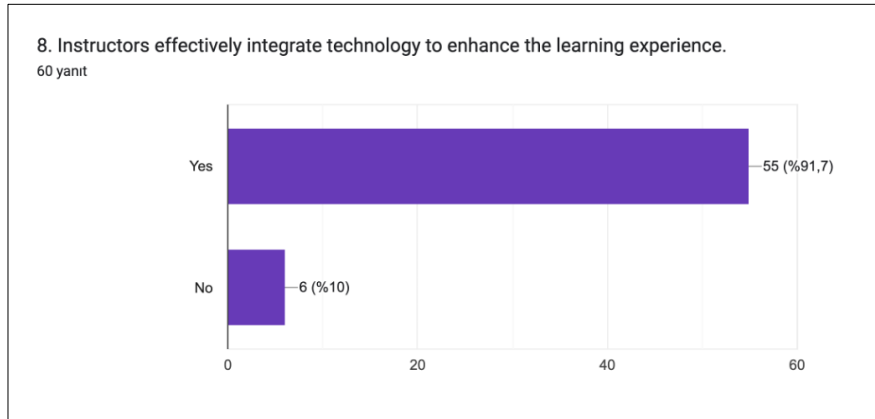
The sixth item investigates the students' perceptions regarding the quality and punctuality of the feedback provided by instructors on both written assignments and speaking performance. The responses from 60 students are presented in Figure 8. The data indicate that a substantial majority of students feel they receive timely guidance as 83.3% (50 students) answered "Yes" to the statement. Nonetheless, 21.7% (13 students) indicated "No," which highlights that some students may require more frequent or detailed input. As observed previously, the total percentage exceeds 100% as three participants chose both response options. To summarize, while the majority of students are satisfied with the feedback mechanisms, these findings suggest an opportunity for potential refinement to ensure consistent support for all learners.

**Figure 9**  
*Student Perceptions of Instructor Accessibility*



The seventh item evaluates the perceived accessibility of the teaching staff and their willingness to offer additional support to students outside of scheduled instruction. The responses from 60 students are presented in Figure 9. The data indicate that a large majority of participants (47 students; 78.3%) find their instructors available for extra help, whereas a group of respondents (13 students; 21.7%) indicated "No" and referred to instructor availability or the process of seeking out-of-class assistance being less effective. To sum up, while the results demonstrate that most students feel supported by the accessibility of their instructors, these findings highlight a potential area for standardizing or further communicating instructor availability to reach the entire student body.

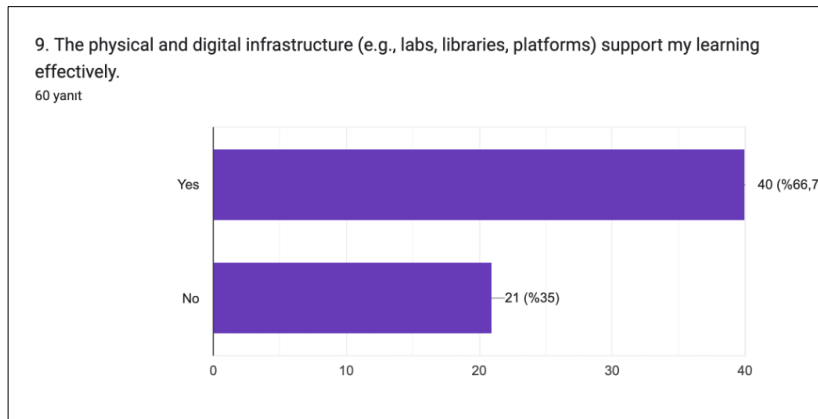
**Figure 10**  
*Student Perceptions of Instructors' Technology Integration*



The eighth item assesses whether students believe their instructors effectively integrate technological tools to enhance the overall learning experience. The responses from 60 students are presented in Figure 10. The data indicate a high level of satisfaction with the digital pedagogical approaches employed as 55 students (91.7%) answered “Yes” to the statement. On the other hand, 6 students (10%) indicated “No,” which highlights that some respondents deem the use of technology less impactful. Similar to some previous questions, a participant chose both options and caused the total percentage to exceed 100%. Overall, the findings reveal that the vast majority of students feel that instructors are successfully utilizing technology to support and enrich the instructional process.

**Figure 11**

*Student Perceptions of Infrastructure*

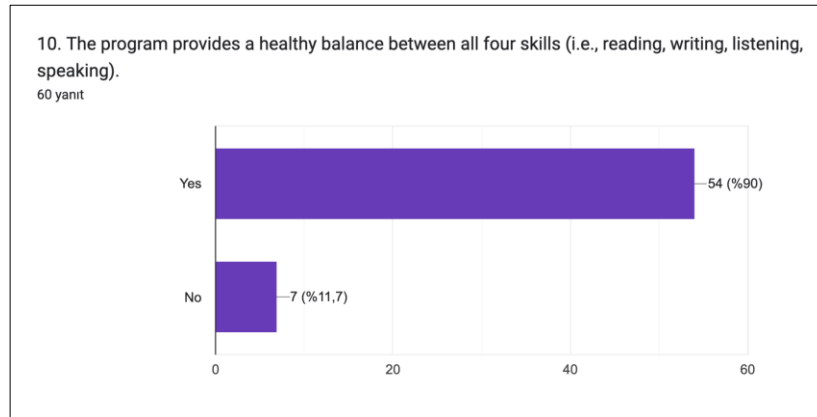


The ninth item evaluates the perceived effectiveness of the School’s physical and digital infrastructure (e.g., labs, libraries, online platforms) in supporting the students’ learning. The responses from 60 students are presented in Figure 11. The data show that a majority of the participants (40 students; 66.7%) answered “Yes” to the statement and thus stated that the infrastructure effectively supports their education. Still, a significant portion of the respondents (21 students; 35%) indicated “No.” This percentage identifies a potential need for further development of the learning environment and digital tools. The total percentage exceeds 100% as a participant chose both response options. To summarize, while the results show that most

students are satisfied with the current facilities, infrastructure seems to appear as an area where improvement efforts could enhance student experience.

**Figure 12**

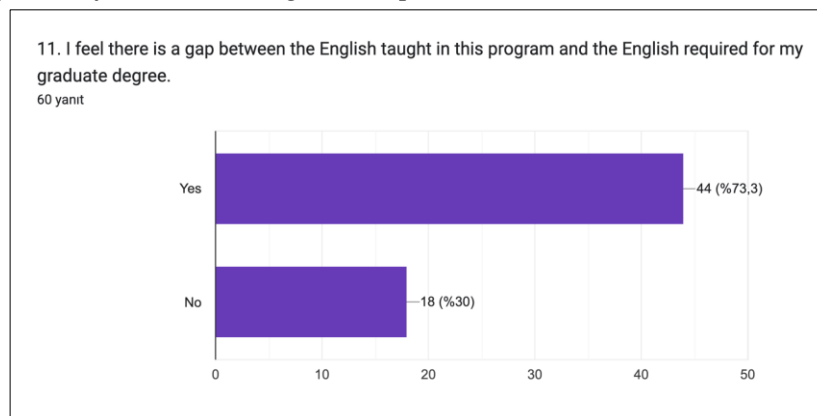
*Student Perceptions of Skills Balance*



The tenth item investigates whether students perceive the program as providing a healthy balance between the four primary language skills (i.e., reading, writing, listening, speaking). The responses from 60 students are presented in Figure 12. The data illustrate a high level of satisfaction regarding the integration of these skills, with 90% (54 students) answering “Yes” to the statement. However, 11.7% (7 students) indicated “No,” which suggests that some students may feel that certain skills require more emphasis within the curriculum. The total percentage exceeds 100% since one participant chose both available options. All in all, the findings demonstrate that the vast majority of students believe the program maintains an effective balance in skill development, though minor refinements could address the needs of the remaining group.

**Figure 13**

*Student Perceptions of Academic English Preparedness*



The eleventh item evaluates the perceived alignment between the English language instruction provided in the program and the specific linguistic requirements of the students’ future graduate degrees. The responses from 60 students are presented in Figure 13. As the data illustrate, a

significant majority of participants (44 students; 73.3%) perceive a discrepancy, while there is a group of respondents (18 students; 30%) who selected “No.” This demonstrates that there are some students who feel the current curriculum sufficiently bridges the gap to their academic fields. The total percentage exceeds 100% again as two participants selected both options. In summary, these findings reveal that while some students are satisfied with the program’s transition to graduate-level English, a substantial majority identifies a need for more specialized academic preparation to meet the demands of their future studies.

**Table 1**  
*Qualitative Themes Derived from Open-Ended Item*

| Theme                  | Summary of Feedback  | Representative Participant Quotes   |
|------------------------|--|---|
| Program Satisfaction   | A significant number of students expressed high levels of satisfaction with their progress and the overall quality of the program.   | <p>“It is a truly successful and educational program. There is a huge improvement... in my English level.”</p> <p>“Everything is perfect, thank you.”</p>   |
| Assessment & Feedback  | Students suggested reducing the number of exams and requested more detailed feedback on productive skills like writing and speaking. | <p>“There are too many exams; I think they should be reduced.”</p> <p>“I think teacher should be feedback about our writing exam [and] speaking exam.”</p>  |
| Instructional Quality  | Feedback included requests for more individual assessment, fair behavior from instructors, and maintaining current staff.            | <p>“Students should be assessed individually.”</p> <p>“Instructors should behave more fairly.”</p> <p>“Don’t change our teachers, please.”</p>  |
| Curricular Enhancement | Suggestions focused on making the curriculum more engaging through games, pair activities, and increased speaking requirements.      | <p>“I think the program should include more activity doing with pairs.”</p> <p>“I think it should be supported with fun activities and games.”</p> <p>“If we were forced to use more English to ask our questions... it would develop our speaking more.”</p> |

|                       |   |   |
|-----------------------|---|---|
| Materials & Intensity | Some students noted that lesson hours were too long or that textbooks needed to be more enjoyable or replaced entirely. | “Lesson hours are too long.”<br>“The book can be more enjoyable.”<br>“The books should change.” |
|-----------------------|---|---|

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The final section of the questionnaire directed an open-ended item regarding the School’s English preparatory program, and their responses were analyzed through Thematic Analysis. Several distinct themes emerged from the qualitative data, though many participants indicated they had no further comments or expressed general satisfaction. The data highlight that while the program is highly regarded for its educational impact, students identify specific areas for refinement. Key among these are the diversification of classroom activities to include more social and gamified elements, a reduction in exam density, and the implementation of more strong feedback loops for speaking and writing assessments.