



Republic of Türkiye
Kahramanmaraş Sütçü İmam University
School of Foreign Languages
Faculty Survey on the English Preparatory Program



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 faculty members delivering departmental courses at the University. In the questionnaire, faculty members were requested to assess the English language proficiency and academic skills of students who have successfully completed the English Preparatory Program and are currently enrolled in departmental courses, from various perspectives including general language proficiency, academic writing, academic presentation and oral communication, and the overall contribution of the Preparatory Program. The primary objectives of this data collection are to determine the extent to which the Preparatory Program prepares students for the linguistic demands of their departments, to identify the program's strengths and areas for improvement, and to provide the necessary stakeholder feedback required as part of the accreditation process with the Association for Language Education, Evaluation and Accreditation (DEDAK). The data regarding the 17 questions included in the questionnaire and the responses provided for these sections are presented and analyzed sequentially below.

Section 1: Participant Profile

This section examines the professional profile of the five faculty members who participated in the questionnaire. Data in relation to departmental affiliation and years of teaching experience are presented and analyzed below.

The first item requested that participants indicate the department in which they teach. The distribution indicates that the participants are drawn from three departments. The largest groups consist of faculty members affiliated with the Department of English Language Teaching and the Department of Translation and Interpretation, each of which is represented by 2 respondents (40%). The remaining participant (1 respondent; 20%) is affiliated with the Department of Western Languages and Literature.

The second item requested that participants indicate their years of teaching experience in their respective departments. The reported length of departmental teaching experience ranges from 1 year to 4 years, with a mean of 2.9 years. The largest group consists of respondents reporting 4 years of experience (2 respondents; 40%), while the remaining participants reported 3 years (1 respondent; 20%), 2.5 years (1 respondent; 20%), and 1 year (1 respondent; 20%).

Section 2: Questionnaire Items

This section presents the analysis of the 15 Likert-scale items and two open-ended items designed to evaluate faculty members' perceptions of the English language proficiency and academic skills of students who have completed the English Preparatory Program and are

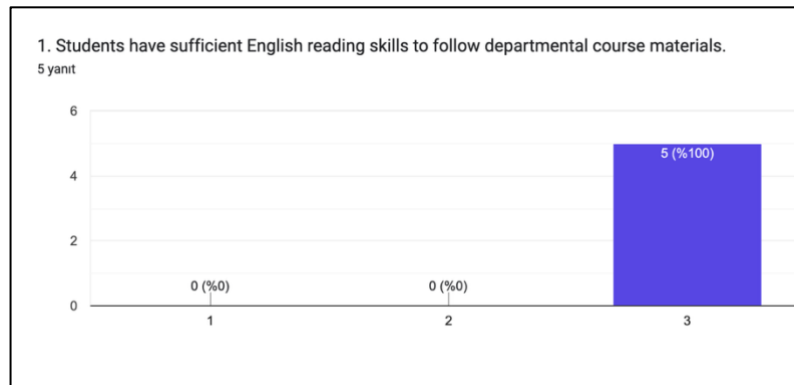
currently enrolled in departmental courses. These items are organized under five parts, which focus on students' general English language proficiency, their academic writing skills, their academic presentation and oral communication skills, the contribution of the Preparatory Program, and, finally, the additional observations gathered through open-ended questions.

A. General English Language Proficiency

This part of the questionnaire comprises four items examining faculty members' perceptions of students' general command of English in departmental contexts, including their reading comprehension, their understanding of lectures and classroom discussions, their communication during classroom activities, and the adequacy of their overall proficiency for departmental requirements.

Figure 1

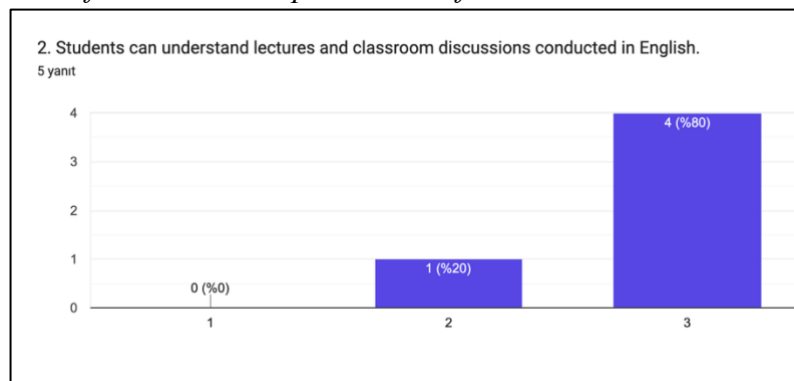
Faculty Perceptions of Students' Reading Skills



The first questionnaire item investigated whether faculty members perceived students' English reading skills as sufficient for following departmental course materials. The responses from five faculty members are presented in Figure 1. The responses illustrate a complete consensus regarding students' reading proficiency, as all five participants (100%) selected "Agree," while no responses were recorded for "Partly Agree" or "Disagree." This indicates a high level of satisfaction regarding students' capacity to engage with the written course content of their departments.

Figure 2

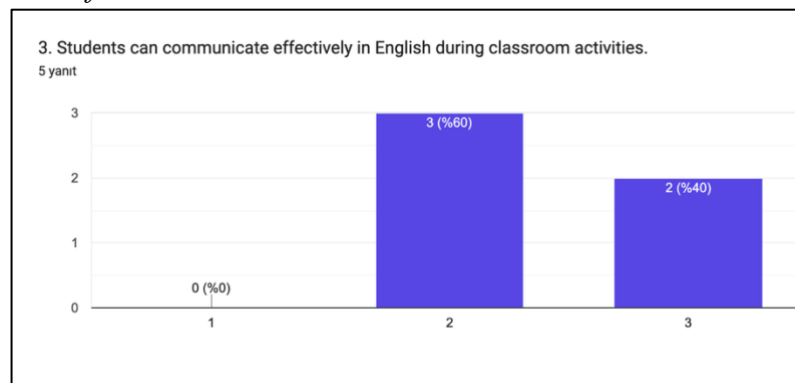
Faculty Perceptions of Students' Comprehension of Lectures and Classroom Discussions



The second questionnaire item evaluated whether faculty members believed students were able to understand lectures and classroom discussions conducted in English. The responses from five faculty members are presented in Figure 2. The data show a high level of agreement regarding students' comprehension in instructional settings, as a substantial majority of participants (4 faculty members; 80%) selected "Agree," whereas 1 faculty member (20%) indicated "Partly Agree." No participant selected "Disagree."

Figure 3

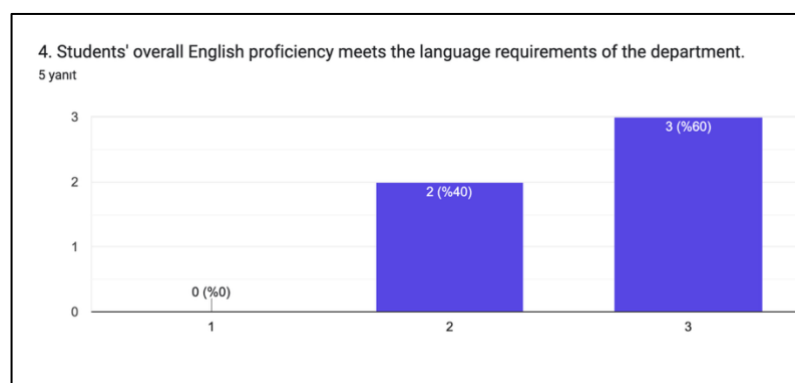
Faculty Perceptions of Students' Classroom Communication Skills



The third questionnaire item assessed whether faculty members perceived students as able to communicate effectively in English during classroom activities. The responses from five faculty members are presented in Figure 3. The data illustrate that the largest group of respondents (3 faculty members; 60%) selected "Partly Agree," whereas 2 faculty members (40%) selected "Agree." No participant selected "Disagree," which indicates that all respondents expressed at least partial agreement with the statement.

Figure 4

Faculty Perceptions of Students' Overall English Proficiency in Relation to Departmental Requirements



The fourth questionnaire item evaluated whether faculty members considered students' overall English proficiency to meet the language requirements of their departments. The responses from five faculty members are presented in Figure 4. The responses show that a majority of

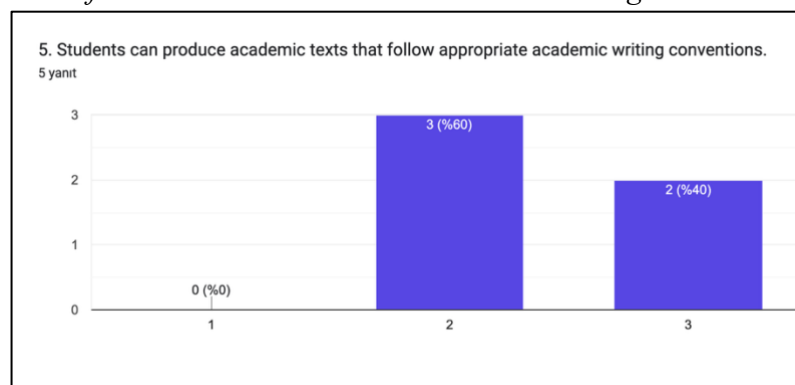
participants (3 faculty members; 60%) selected “Agree,” while 2 faculty members (40%) indicated “Partly Agree.” No participant selected “Disagree.”

B. Academic Writing Skills

This part of the questionnaire comprises four items examining faculty members’ perceptions of students’ written academic production, including their command of academic writing conventions, the clarity and accuracy of their written expression, their use of academic sources and citation practices, and the adequacy of their academic writing skills for departmental coursework.

Figure 5

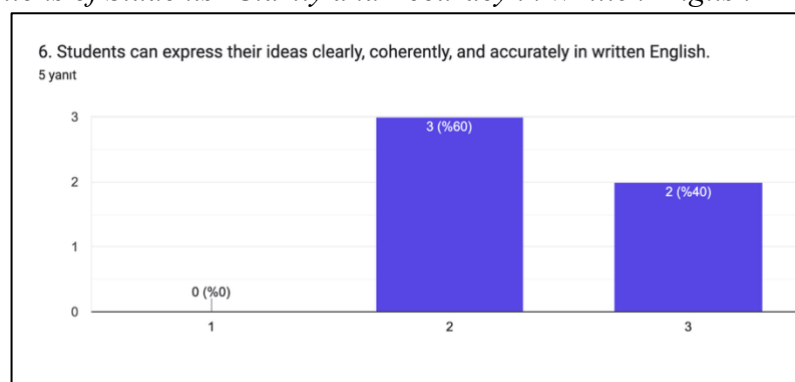
Faculty Perceptions of Students’ Adherence to Academic Writing Conventions



The fifth questionnaire item examined whether faculty members perceived students as able to produce academic texts that follow appropriate academic writing conventions. The responses from five faculty members are presented in Figure 5. The data indicate that the largest group of respondents (3 faculty members; 60%) selected “Partly Agree,” whereas 2 faculty members (40%) selected “Agree.” No participant selected “Disagree.”

Figure 6

Faculty Perceptions of Students’ Clarity and Accuracy in Written English

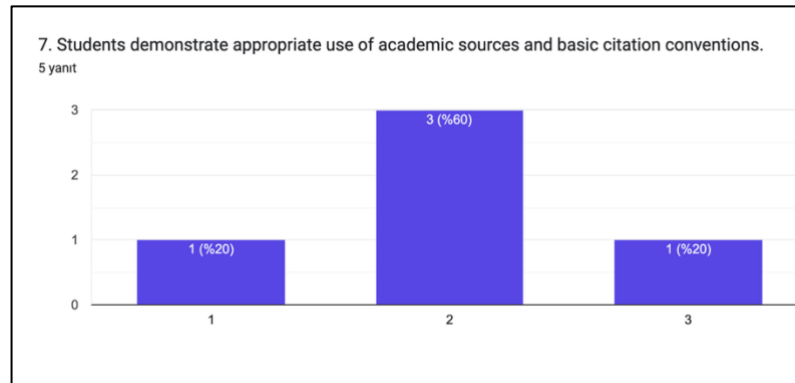


The sixth questionnaire item investigated whether faculty members considered students able to express their ideas clearly, coherently, and accurately in written English. The responses from five faculty members are presented in Figure 6. The responses follow the same distribution as

the preceding item, as 60% (3 faculty members) selected “Partly Agree” and 40% (2 faculty members) selected “Agree.” No participant selected “Disagree.”

Figure 7

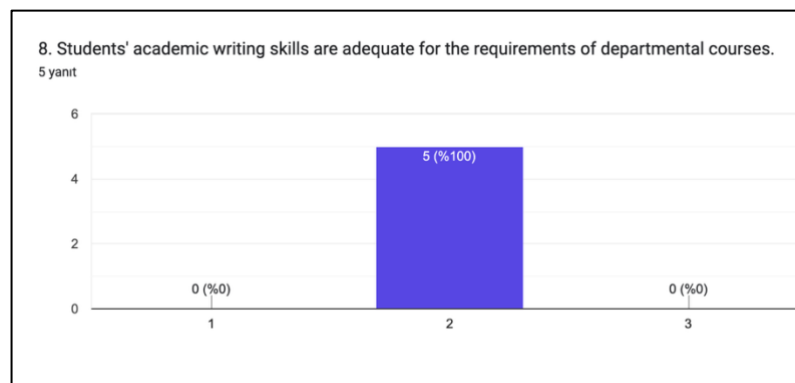
Faculty Perceptions of Students’ Use of Academic Sources and Citation Conventions



The seventh questionnaire item assessed whether faculty members perceived students as demonstrating appropriate use of academic sources and basic citation conventions. The responses from five faculty members are presented in Figure 7. The data illustrate that the largest group of respondents (3 faculty members; 60%) selected “Partly Agree,” while the remaining responses were divided equally between “Agree” (1 faculty member; 20%) and “Disagree” (1 faculty member; 20%).

Figure 8

Faculty Perceptions of the Adequacy of Students’ Academic Writing Skills for Departmental Courses



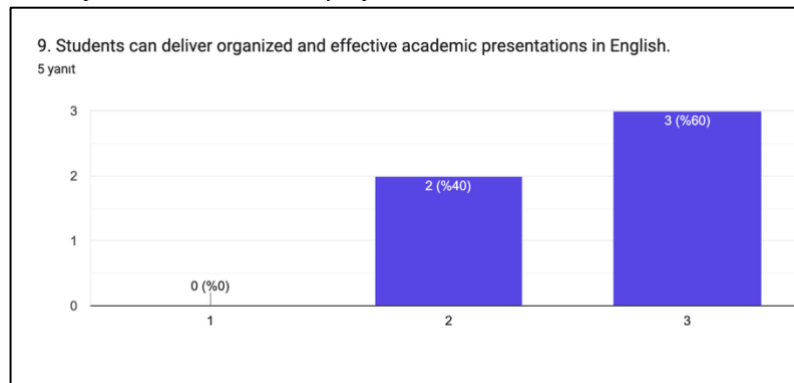
The eighth questionnaire item evaluated whether faculty members considered students’ academic writing skills adequate for the requirements of departmental courses. The responses from five faculty members are presented in Figure 8. The responses illustrate a complete consensus at the mid-point of the scale, as all five participants (100%) selected “Partly Agree,” with no responses recorded for either “Agree” or “Disagree.”

C. Academic Presentation and Oral Communication Skills

This part of the questionnaire comprises four items examining faculty members' perceptions of students' oral academic performance, including their ability to deliver organized presentations, their use of academic language during presentations, their handling of questions following presentations, and their participation in classroom discussions and collaborative learning activities.

Figure 9

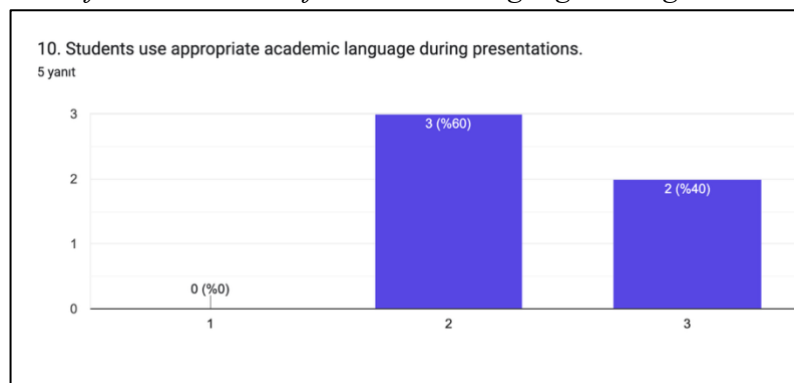
Faculty Perceptions of Students' Delivery of Academic Presentations



The ninth questionnaire item examined whether faculty members perceived students as able to deliver organized and effective academic presentations in English. The responses from five faculty members are presented in Figure 9. The responses highlight that a majority of participants (3 faculty members; 60%) selected “Agree,” whereas 2 faculty members (40%) indicated “Partly Agree.” No participant selected “Disagree.”

Figure 10

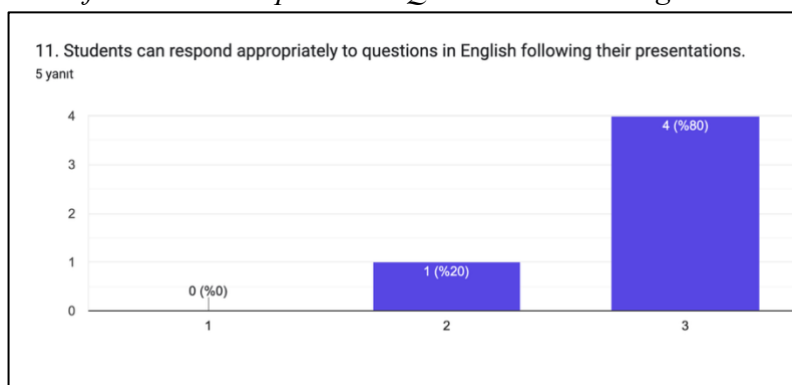
Faculty Perceptions of Students' Use of Academic Language during Presentations



The tenth questionnaire item investigated whether faculty members considered students' use of academic language during presentations to be appropriate. The responses from five faculty members are presented in Figure 10. The data indicate that the largest group of respondents (3 faculty members; 60%) selected “Partly Agree,” while 2 faculty members (40%) selected “Agree.” No participant selected “Disagree.”

Figure 11

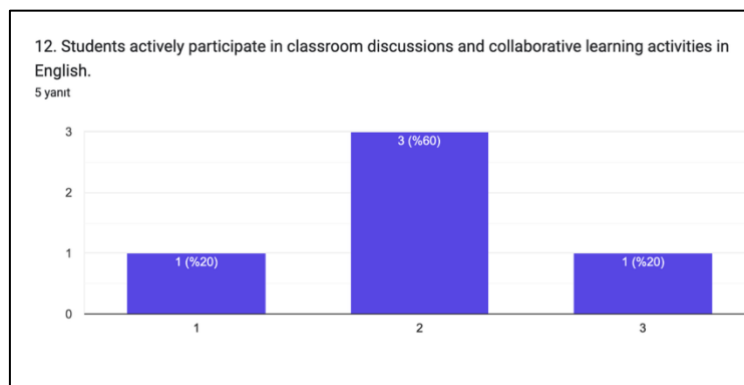
Faculty Perceptions of Students' Responses to Questions Following Presentations



The eleventh questionnaire item assessed whether faculty members perceived students as able to respond appropriately to questions in English following their presentations. The responses from five faculty members are presented in Figure 11. The responses show a high level of agreement, as a substantial majority of participants (4 faculty members; 80%) selected “Agree,” whereas 1 faculty member (20%) indicated “Partly Agree.” No participant selected “Disagree.”

Figure 12

Faculty Perceptions of Students' Participation in Classroom Discussions and Collaborative Learning Activities



The twelfth questionnaire item evaluated whether faculty members perceived students as actively participating in classroom discussions and collaborative learning activities conducted in English. The responses from five faculty members are presented in Figure 12. Respondents indicate that the largest group (3 faculty members; 60%) selected “Partly Agree,” while the remaining responses were divided equally between “Agree” (1 faculty member; 20%) and “Disagree” (1 faculty member; 20%).

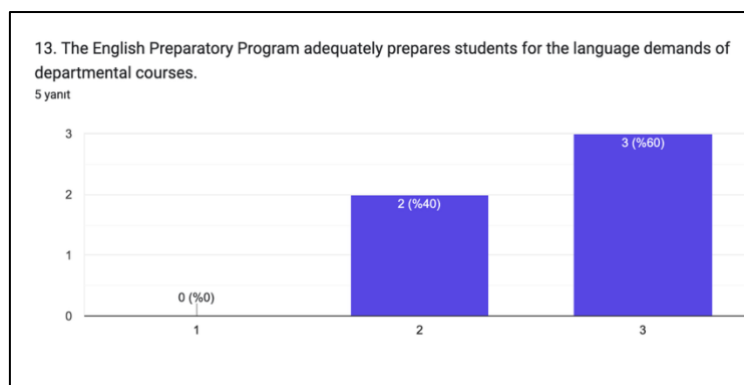
D. Contribution of the Preparatory Program

This part of the questionnaire comprises three items examining faculty members' perceptions of the contribution of the English Preparatory Program to students' departmental studies, including its adequacy in preparing students for the language demands of departmental courses,

the contribution of the acquired language skills to students' academic performance, and its overall success in equipping students with the English language competencies expected in their departments.

Figure 13

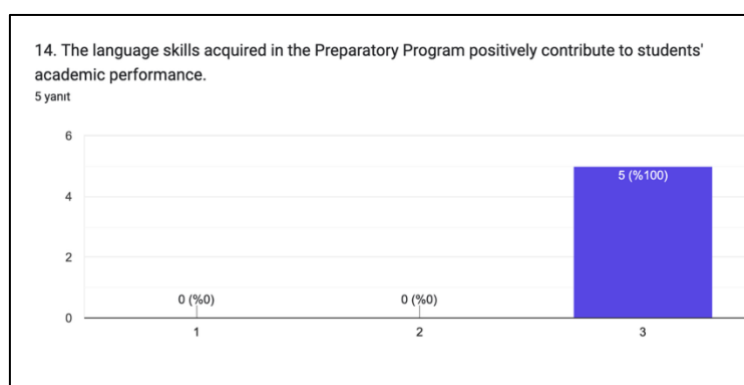
Faculty Perceptions of the Preparatory Program's Adequacy for the Language Demands of Departmental Courses



The thirteenth questionnaire item investigated whether faculty members considered the English Preparatory Program to prepare students adequately for the language demands of departmental courses. The responses from five faculty members are presented in Figure 13. The data show that a majority of participants (3 faculty members; 60%) selected “Agree,” while 2 faculty members (40%) indicated “Partly Agree.” No participant selected “Disagree.”

Figure 14

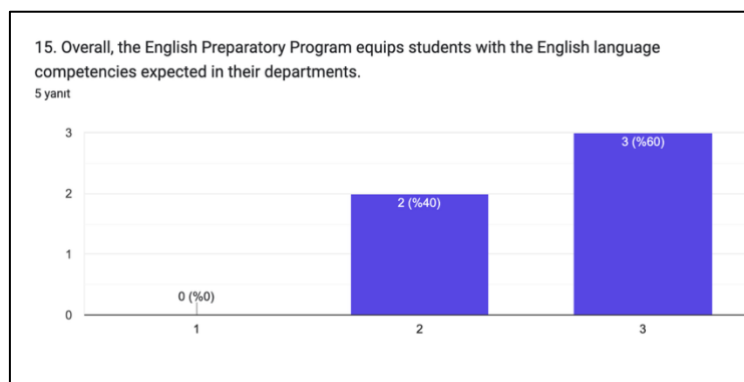
Faculty Perceptions of the Contribution of Acquired Language Skills to Students' Academic Performance



The fourteenth questionnaire item assessed whether faculty members perceived the language skills acquired in the Preparatory Program as contributing positively to students' academic performance. The responses from five faculty members are presented in Figure 14. The responses illustrate a complete consensus, as all five participants (100%) selected “Agree,” with no responses recorded for either “Partly Agree” or “Disagree.” This indicates a high level of agreement regarding the contribution of the Program to students' academic performance in their departments.

Figure 15

Faculty Perceptions of the Preparatory Program's Overall Success in Equipping Students with Expected Competencies



The fifteenth questionnaire item evaluated whether faculty members considered the English Preparatory Program, overall, to equip students with the English language competencies expected in their departments. The responses from five faculty members are presented in Figure 15. The responses highlight that a majority of participants, 60% (3 faculty members), selected “Agree,” whereas 40% (2 faculty members) indicated “Partly Agree.” No participant selected “Disagree.”

E. Open-Ended Questions

This part of the questionnaire comprises two open-ended items through which faculty members were invited to identify the language and academic skills they considered to require further development and to offer suggestions for improving the English Preparatory Program in relation to the needs of their departments.

The sixteenth questionnaire item asked faculty members to indicate which English language or academic skills they considered to require further development. All five participants responded to the item, and the responses converge on the productive language skills. Writing was identified by 4 respondents (80%), two of whom specified academic writing in particular, while speaking was likewise identified by 4 respondents (80%). Three participants (60%) named both skills together, whereas 1 respondent (20%) referred to writing alone and 1 respondent (20%) referred to speaking alone. One participant framed the response in terms of skill type and referred to the productive skills collectively.

The seventeenth questionnaire item invited faculty members to offer suggestions for improving the English Preparatory Program so that it may better meet the needs of their departments. All five participants responded to the item. The responses fall into two principal areas of suggestion, while 1 respondent (20%) indicated that the Program was satisfactory in its present form and offered no further recommendations. The first area concerns a strengthened focus on the productive skills, which was raised by 3 respondents (60%). These participants proposed that academic writing and speaking receive greater emphasis at the preparatory stage. One respondent specified the introduction of academic essay writing, including APA 7 conventions

and academic register, together with additional support for students to express themselves and to take part in classroom discussions. Another respondent observed that, although the Program is perceived to make every effort to develop students' English proficiency, students continue to experience difficulty in writing and speaking, and suggested that skills courses would assist in addressing this.

The second area concerns the incorporation of discipline-specific content and materials, which was raised by 2 respondents (40%). One participant suggested that themes and materials related to the field of English Language Teaching, such as language learning, teaching methods, and classroom interaction, could increase students' motivation and help them build relevant background knowledge, and further noted that aligning language instruction more closely with students' future academic and professional needs may enhance the effectiveness of the Program. The other participant suggested the introduction of translation-related texts and authentic materials.