



Republic of Türkiye
Kahramanmaraş Sütçü İmam
University
School of Foreign Languages
DEDAK (Association for Language
Education Evaluation and
Accreditation)
Need Analysis Report



The needs analysis report is the initial step for the preparation for the **DEDAK (Association for Language Education Evaluation and Accreditation)** accreditation process at Kahramanmaraş Sütçü İmam University School of Foreign Languages.

This report integrates unit-based SWOT analyses with data obtained from current students, graduates, and academic staff.

Demographic Overview

- **Students:** The participant pool is primarily aged 18–19 (76.6% for current students) and predominantly female (65% current; 60% former). Respondents are from language-related programs like Translation and Interpreting and English Language Teaching.
- **Instructors:** The staff is highly qualified, with 88.9% holding a Master's or PhD. The age distribution (26–55) provides a balance of experience and early-career energy.

1. Program Development and Materials Unit

Curriculum and Objectives

- **Strengths:** A substantial majority of current (93.3%) and former (80%) students feel course objectives are clearly defined and met. 77.8% of instructors concur.
- 85% of current students feel the program successfully equips them with the high-level academic English skills necessary for their undergraduate or graduate departments. This sentiment remains high among graduates, with 80% of former students agreeing that the education they received meets the academic requirements of their current degree programs.

- A significant majority of current students (86.7%) believe they have mastered the academic language skills targeted by the program’s objectives. 80% of former students believe they have mastered the academic language skills that were targeted by the program's objectives.
- **Weaknesses:** Instructors note that while the curriculum is structurally sound, high teaching loads limit the time available for extensive material development.

Material and Resource Effectiveness

- **Strengths:** 100% of instructors and 81.7% of current students agree that textbooks are up-to-date and relevant.
- **Weaknesses:** Some students (18.3%) and instructors identify a need for more "enjoyable" or diversified materials to improve engagement. There is a noted reliance on paper-based processes that contradicts sustainability goals.

Instructional Quality and Feedback

- **Strengths:** Feedback mechanisms are a major strength; 100% of instructors and 83.3% of current students report that feedback on assignments is timely and constructive.
- **Weaknesses:** Qualitative data reveals a student desire for more gamified activities and social/cultural integration (e.g., movie days).

Infrastructure and Technology

The most significant operational bottleneck identified is the school’s infrastructure:

- **Current Student View:** 35% feel the physical/digital infrastructure does not support learning.
- **Instructor View:** 44.4% report that inadequate facilities (malfunctioning computers/projectors) hinder pedagogical success.
- **Unit Analysis:** There is a critical need to transition toward E-assessment and digital platforms to reduce the administrative burden of paper-based systems.

Recommendations for the Unit

Category	Action Plan	Administration Comments
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Curricular Realignment	Develop targeted, discipline-specific modules for graduate students, focusing on literature reviews, abstract writing, and academic presentations Course objectives will be well-defined and effectively communicated to both staff and students.	The currently used materials about academic writing at B2 level will be modified. 2 hours of presentation class will be integrated to the curriculum at B2 level
Digital Transformation	Urgently upgrade classroom technology and implement digital rubrics/AI-supported feedback tools to alleviate instructor workload.	The instructors have 15-20 hours of teaching load in a week, which does not seem to be high. However, the work load of the coordinators might be reduced.
Material Diversification	Incorporate more "Open Educational Resources" (OER) and social, gamified elements into the standard curriculum to boost student motivation.	

2. Testing and Evaluation Unit

Assessment Validity and Feedback

- **High Objective Alignment:** 93.3% of current students and 80% of former students feel that the exams accurately reflect the learning objectives taught in class.
- **Feedback Efficacy:** 100% of instructors report providing constructive and timely feedback on exam performance, which is a major pedagogical strength.
- **Student Perception:** 83.3% of current students agree that the feedback they receive on assessments is useful for their language development.

Standardized Grading and Coordination

- **Strengths:** Instructors highlight a strong culture of collaboration and a shared understanding of assessment criteria.
- **Weakness:** The current system relies heavily on manual, paper-based grading, which increases the administrative burden and the risk of human error during high-stakes periods.

Recommendations for the Unit

Rubric Refinement	Developing more granular rubrics for graduate-level academic writing to address the specific needs of learners.
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3. Independent Learning Center (ILC)

The ILC is designed to foster learner autonomy and provide extracurricular language support. Current data indicates a high demand for more interactive and digitally integrated learning spaces. This unit has been newly established to adjust the DEDAK standards.

Learner Autonomy

86.7% of current students believe they have mastered the academic skills targeted by the program, but qualitative feedback suggests they desire more "enjoyable" and social environments to practice these skills independently. There is a noted lack of diverse, non-traditional resources like gamified learning tools or multimedia centers.

Social Integration

Students expressed a strong desire for the ILC to host more social and cultural activities, such as movie days and conversation clubs, to supplement formal classroom instruction.

Recommendations for the Unit

Prepare and implement activities that foster social integration and learner autonomy.

4. Professional Development Unit

The PDU focuses on the continuous growth of the teaching staff. The analysis reveals a highly qualified faculty that is currently constrained by administrative and logistical burdens.

- **Faculty Profile:** The unit serves a highly educated staff, with 88.9% holding a Master's or PhD.

- **Instructional Quality:** 100% of instructors provide timely and constructive feedback, showing a high level of professional commitment to student success.
- **Training Gaps:** Despite their high qualifications, 55.6% of instructors feel the curriculum needs more rigorous academic content, suggesting a need for specialized training in teaching "English for Academic Purposes" (EAP) at the graduate level.
- **Collaboration:** A collaborative culture among staff and a high level of expertise in linguistic pedagogy.

Recommendations for the Unit

Organize workshops focused on AI integration and E-assessment to modernize teaching practices and reduce administrative fatigue.
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Establish a formal peer-observation or trainer observation program to leverage the existing strong culture of collaboration

This report is prepared by the Program and Material Development Unit

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