

KSU, School of Foreign Languages, DEDAK Accreditation Needs Analysis Questionnaire for Instructors

Dear Instructor,

The English Preparatory Program at Kahramanmaraş Sütçü İmam University School of Foreign Languages is currently undergoing the accreditation process with the Association for Evaluation and Accreditation of Language Education Programs (DEDAK).

DEDAK accreditation is an independent quality assurance process based on voluntary participation, aimed at evaluating whether our program meets national and international standards. The views of all stakeholders (students, instructors, and administrators) are of great importance in this process.

This questionnaire has been prepared to determine instructors' experiences, satisfaction levels, and needs regarding the English preparatory program. Our objectives are to a) identify the program's strengths and areas for improvement, b) better address academic English needs at the graduate level (e.g., article writing, literature review, presentations, discussions, etc.), c) collect data for continuous improvement efforts, d) provide the necessary feedback for the DEDAK accreditation process.

Participation is entirely voluntary. Your responses will be evaluated anonymously and reported only in aggregate form. Individual answers will in no way be linked to your personal identity.

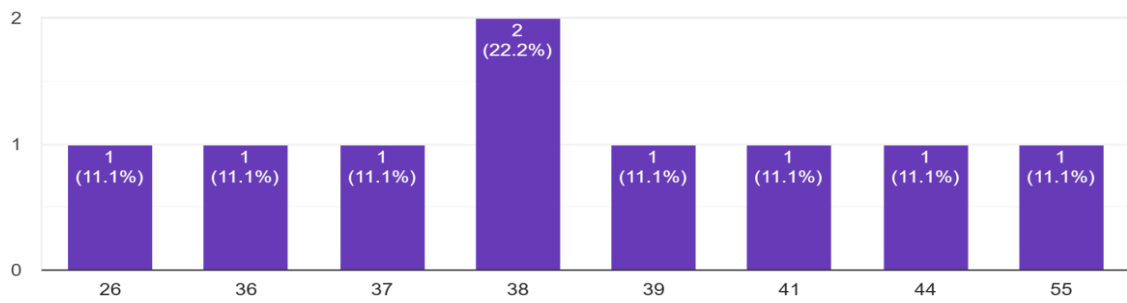
Completing the questionnaire will take approximately 5 minutes. Your honest and sincere responses will directly contribute to enhancing the quality of our program.

Thank you in advance for your participation!

KSU School of Foreign Languages

How old are you?

9 responses



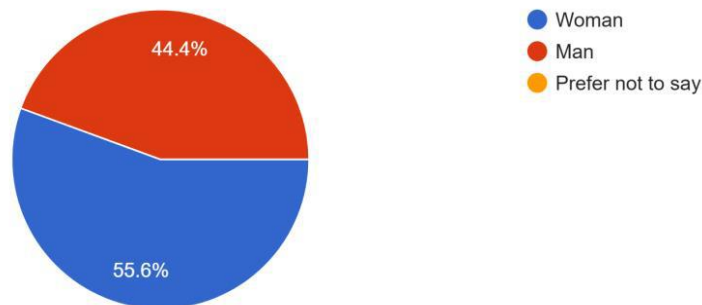
Age Distribution

A total of 9 responses were recorded. The respondents' ages range from 26 to 55, with the highest concentration at age 38 (representing 22.2% of the staff).

The age distribution indicates a healthy balance of early-career energy and experienced pedagogy, providing a diverse generational perspective on teaching methodologies.

What is your gender?

9 responses

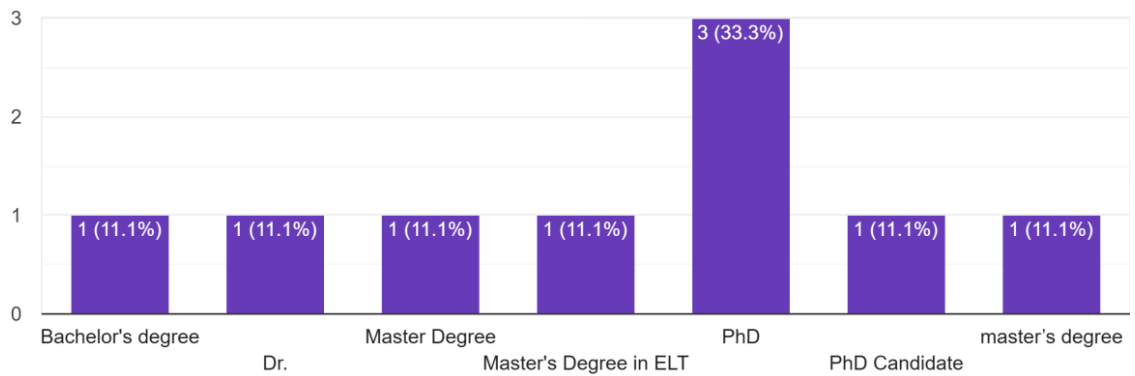


Out of 9 respondents, 55.6% identify as Men and 44.4% identify as Women.

The program benefits from a well-balanced gender distribution among its instructional staff, promoting a diverse and inclusive academic environment.

What is your academic degree?

9 responses

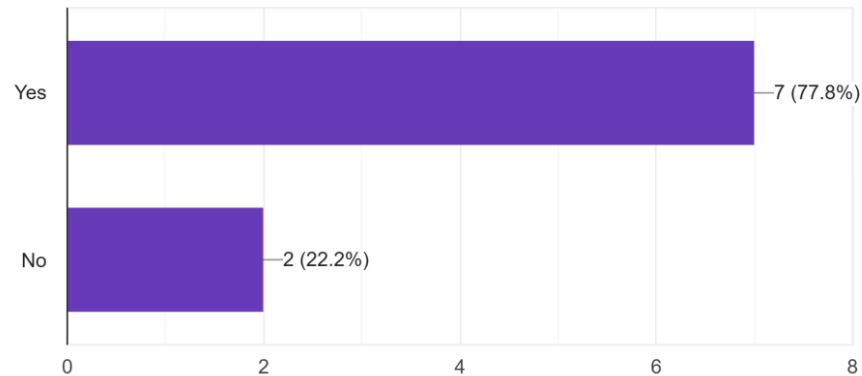


The teaching staff possesses high-level academic credentials. Based on the 9 responses, 3 instructors (33.3%) hold a PhD, while others hold a Master's degree (including specific ELT Master's degrees) or are PhD candidates. Only one instructor holds a Bachelor's degree.

The highly qualified nature of the staff (predominantly holding postgraduate and doctoral degrees) indicates a strong theoretical and practical foundation for delivering rigorous academic instruction.

1. The course objectives are clearly defined and met by the end of the year.

9 responses



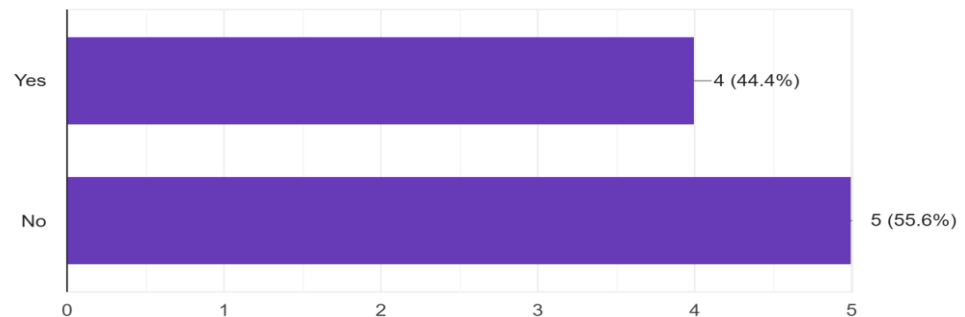
Curriculum Objectives (Question 1)

77.8% of instructors agree that course objectives are clearly defined and successfully met by the end of the academic year. Conversely, 22.2% disagree.

While the core curriculum is structurally sound and effectively delivered for the majority, the minority dissent suggests a need for minor realignments in pacing or curriculum clarity.

2. The curriculum provides enough high-level academic English (e.g., abstract writing, formal debate) for graduate success.

9 responses

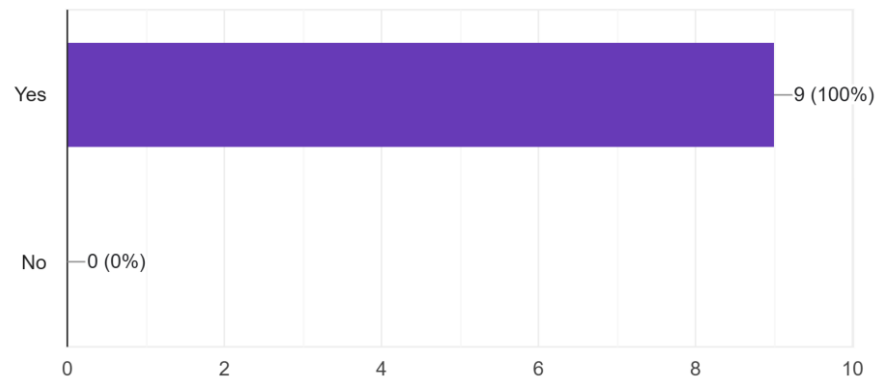


Graduate-Level Preparedness (Question 2)

There is a critical division regarding high-level academic English. 55.6% of instructors state that the curriculum does *not* provide enough advanced academic English (e.g., abstract writing, formal debate) for graduate success, whereas 44.4% believe it does.

This is a major area for targeted improvement. The preparatory program must integrate more rigorous, discipline-specific academic writing and critical speaking modules to bridge this gap.

3. The textbooks and digital resources are up-to-date and relevant to students' fields of study.
9 responses

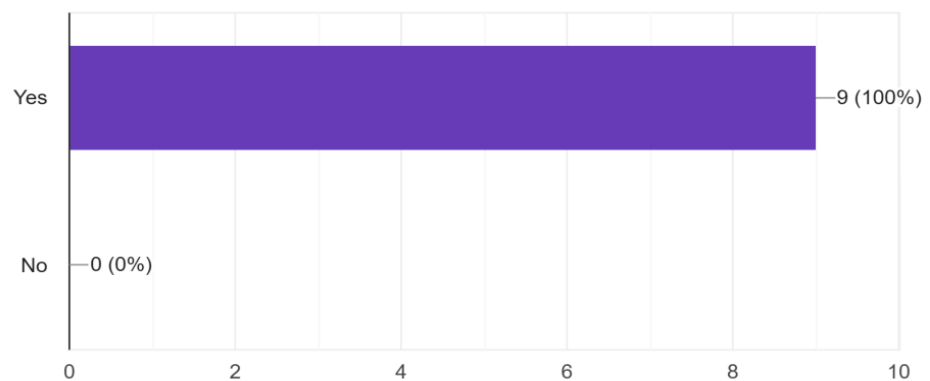


Learning Resources (Question 3)

100% of the instructors (9 out of 9) agree that the textbooks and digital resources are up-to-date and relevant to the students' fields of study.

The current material selection is highly successful and represents one of the program's most significant pedagogical strengths.

4. The exams and quizzes accurately measure what students learn in class.
9 responses



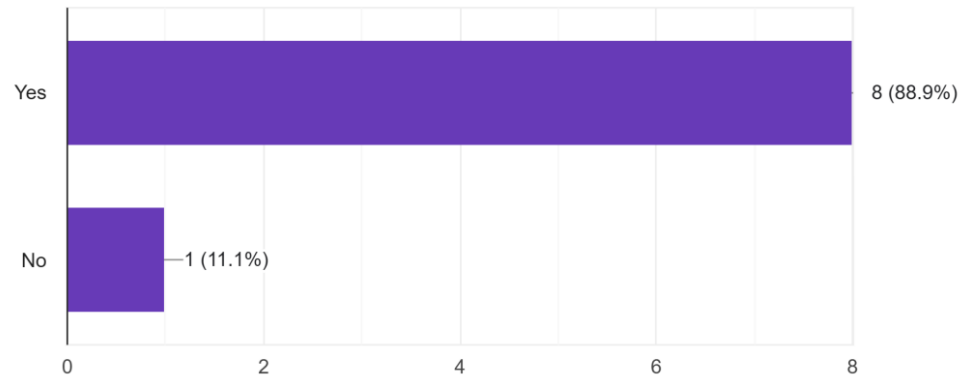
Assessment Validity (Question 4)

100% of the respondents agree that exams and quizzes accurately measure what students learn in class.

The program possesses a highly valid internal testing mechanism, ensuring that assessment directly mirrors the taught curriculum.

5. A variety of methods are used to keep the lessons engaging.

9 responses



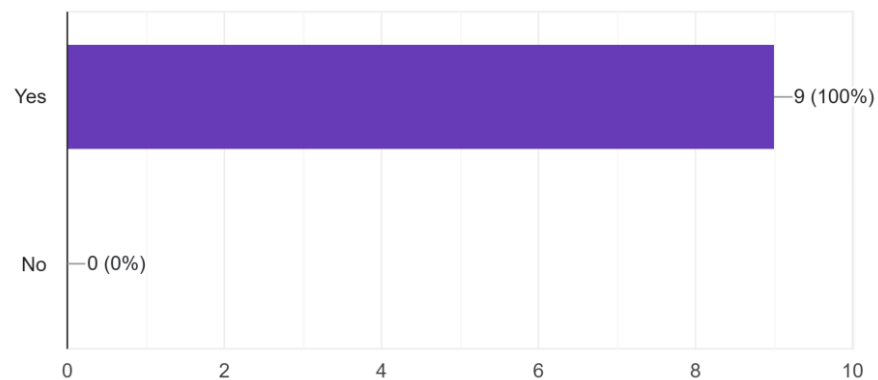
Pedagogical Engagement (Question 5)

88.9% of instructors report using a variety of methods to keep lessons engaging, with only 11.1% disagreeing.

The staff actively employs dynamic and differentiated instruction techniques, fostering a positive and interactive classroom environment.

6. Students receive timely and constructive feedback on their assignments and speaking.

9 responses



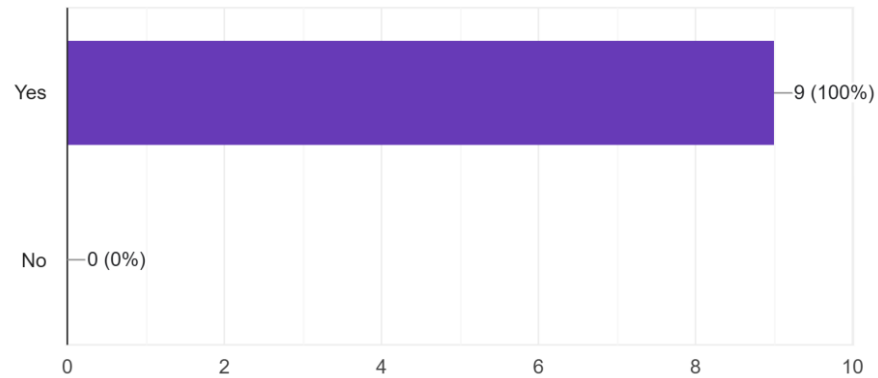
Feedback Mechanisms (Question 6)

100% of the staff agrees that students receive timely and constructive feedback on their assignments and speaking exercises.

Formative assessment is functioning perfectly. Consistent, timely feedback is critical for language acquisition, and the staff is fully meeting this benchmark.

7. We are accessible and willing to provide extra help outside of class hours.

9 responses



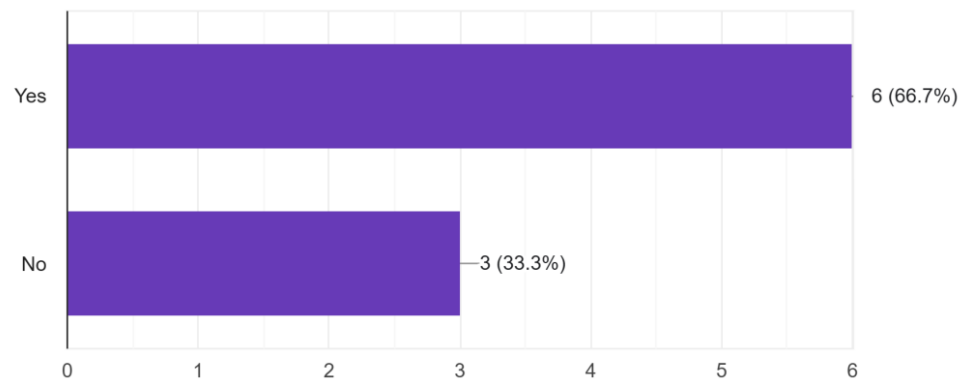
Instructor Accessibility (Question 7)

100% (9 out of 9) of respondents agree that they are accessible and willing to provide extra help outside of class hours.

The instructional team demonstrates exceptional dedication and learner-centered support, which greatly aids student retention and motivation.

8. We effectively integrate technology to enhance the learning experience.

9 responses



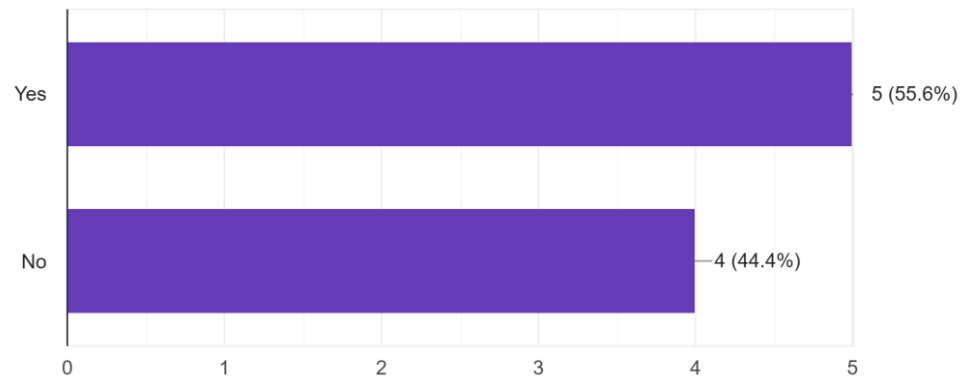
Technology Integration (Question 8)

66.7% of instructors feel they effectively integrate technology to enhance the learning experience, while 33.3% feel they do not.

While the majority is comfortable with EdTech, the 33.3% deficit highlights an immediate need for professional development workshops focused on digital pedagogy and classroom tech integration.

9. The physical and digital infrastructure (i.e., labs, libraries, platforms) support students' learning effectively.

9 responses



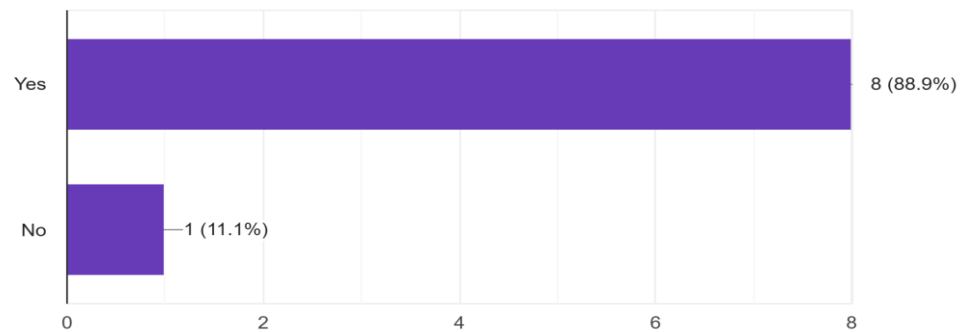
Infrastructure Quality (Question 9)

Only 55.6% of the staff believe that the physical and digital infrastructure (labs, libraries, platforms) effectively supports learning. A significant 44.4% state that it does not.

This is a critical operational bottleneck. Pedagogical success is currently being hindered by inadequate facilities, requiring immediate administrative intervention and budget allocation.

10. The program provides a healthy balance between all four skills (i.e., reading, writing, listening, speaking).

9 responses



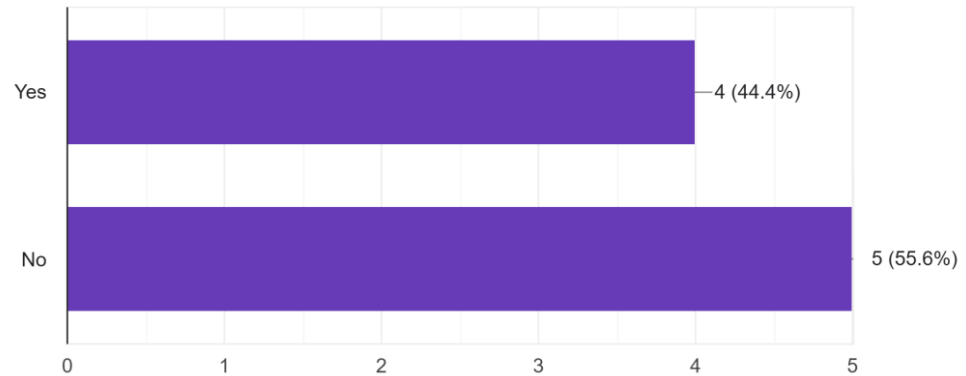
Skill Balancing (Question 10)

88.9% of respondents confirm that the program provides a healthy balance between the four core skills (reading, writing, listening, speaking), with a minor 11.1% disagreement.

The syllabus is well-rounded, preventing the common pitfall of over-emphasizing grammar/reading at the expense of productive skills.

11. I feel there is a gap between the English taught in this program and the English required for students' graduate degree.

9 responses



The "Graduate Gap" (Question 11)

44.4% of instructors feel there is a tangible gap between the English taught in the preparatory program and the English required for students' actual graduate degrees. 55.6% feel there is no gap.

Correlating with the findings in Page 6, almost half the faculty recognize a disconnect between general academic English and specific graduate-level competencies. A specialized track or advanced module for graduate candidates is highly recommended.

Further comments

If you have any other comments about the English preparatory program, please state them.

4 responses

I feel that we are doing our best to enhance students' learning process. Perhaps, a speaking club for both programs could be beneficial to strengthen students' speaking skills.

Our current assessment framework primarily structures examinations around specific units, vocabulary, and grammar topics. However, there is a strategic need to transition toward a more robust 'outcome-based' (attainment-oriented) assessment model to better measure student competencies. Furthermore, integrating AI-supported methodologies for the evaluation and scoring of writing sections would provide more objective, consistent, and timely feedback. Implementing these innovative approaches will significantly modernize our evaluation system and ensure full alignment with DEDAK and international accreditation standards.

The program has a solid foundation with clearly defined objectives and effective assessment practices. However, there is a need to strengthen high-level academic English skills and better integrate technology and infrastructure to support learning outcomes.

Physical conditions of the classrooms are not sufficient. Computers and projectors do not function properly.

Qualitative Feedback & Strategic Recommendations

Data Summary: The open-ended responses reveal three major themes:

1. **Skill Enhancement:** A speaking club for both programs is suggested to further strengthen oral communication competencies.
2. **Assessment Modernization:** Instructors advocate for transitioning from a traditional unit/grammar-based assessment structure toward an outcome-based (attainment-oriented) model. Furthermore, integrating AI-supported methodologies for objective writing evaluations is proposed to align with DEDAK standards.
3. **Infrastructure Deficits:** Instructors explicitly note that the physical conditions of the classrooms are insufficient, specifically highlighting that computers and projectors frequently malfunction.

Overall Educational Implication: The program possesses a highly qualified, dedicated staff and excellent core resources. However, to achieve DEDAK accreditation and maximize student success, the administration must:

- Urgently repair or replace malfunctioning classroom technology.
- Shift the assessment paradigm towards outcome-based evaluations utilizing modern (AI) tools.
- Introduce targeted, high-level academic English modules (such as advanced writing and literature review) specifically designed for graduate students.