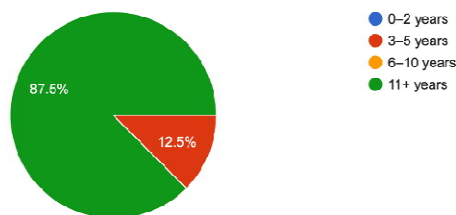


Teacher Expectation Survey 2025–2026: Results and Analysis

This report summarizes the findings of the Teacher Expectation Survey conducted at the School of Foreign Languages for the 2025–2026 academic year. Each question is followed by the responses (text or chart) provided by instructors and a short analysis highlighting key points and patterns.

Question 1: Teaching experience

1. Teaching experience
8 responses

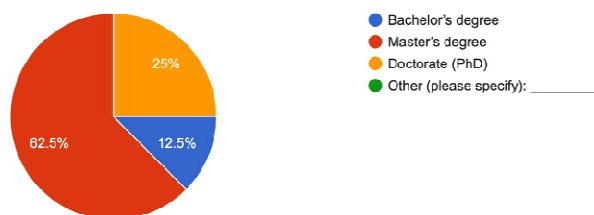


- 87.5% of the instructors have more than 11 years of teaching experience.
- 12.5% have between 3–5 years of teaching experience.

Analysis: The majority of respondents are highly experienced teachers with over a decade in the profession. This indicates a veteran teaching staff, which can contribute to program stability and mentoring for newer instructors.

Question 2: Educational background (highest degree completed)

2. Educational background (highest degree completed)
8 responses



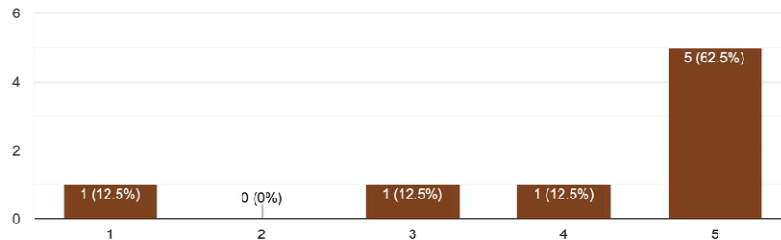
- 62.5% hold a Master's degree.
- 25% hold a Doctorate (PhD).
- 12.5% hold a Bachelor's degree.

Analysis: Most instructors have postgraduate qualifications, with a majority holding Master's degrees and a significant portion having PhDs. This reflects a highly qualified academic staff, capable of supporting both teaching and scholarly contributions.

Question 3: Expectation of sufficient resources (materials, technology, facilities)

3. I expect the school to provide sufficient resources (materials, technology, facilities) to support my teaching.

8 responses



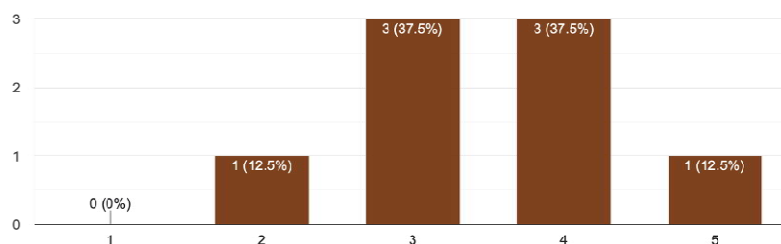
- 62.5% strongly agreed (5).
- 12.5% agreed (4).
- 12.5% were neutral (3).
- 12.5% disagreed (1).

Analysis: The majority of teachers expect strong support in terms of resources, technology, and facilities. A small minority expressed dissatisfaction, highlighting the need for the school to ensure consistency in providing adequate teaching resources.

Question 4: Interest in more opportunities for professional development

4. I would like more opportunities for professional development (workshops, training, conferences).

8 responses

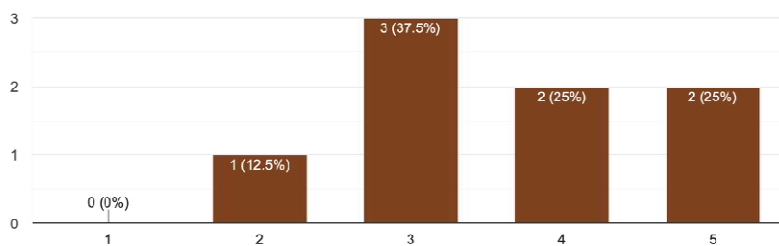


- 37.5% somewhat agreed (3).
- 37.5% agreed (4).
- 12.5% strongly agreed (5).
- 12.5% disagreed (2).

Analysis: Most instructors are in favor of having more professional development opportunities, though the intensity of interest varies. While some strongly support this idea, others are moderately supportive, indicating a general but not unanimous demand.

Question 5: Interest in more opportunities to collaborate and share ideas with colleagues

5. I would like more opportunities to collaborate and share ideas with colleagues.
8 responses



- 37.5% somewhat agreed (3).
- 25% agreed (4).
- 25% strongly agreed (5).
- 12.5% disagreed (2).

Analysis: Collaboration is seen positively, with half of the respondents agreeing or strongly agreeing with the need for more opportunities. However, a significant portion remains neutral or disagrees, suggesting that while collaboration is valued, it may not be equally prioritized by all instructors.

Question 6: What are your main expectations from the school this academic year?

- Having enough time for lesson preparation, material development and student feedback.
- I expect the school to provide me with enough time to focus on my students' needs rather than worrying about things like program and exams.
- I expect clear and timely communication about academic and exam processes, along with balanced workload distribution and administrative support during busy periods. I also hope for more practical professional development sessions and collaboration opportunities among instructors. Reliable classroom technology and consistent policies for students will further improve teaching quality and motivation throughout the year.
- A productive year for both students and colleagues.
- As preparatory program instructors, we are always in touch with our students. Therefore, there is no need to determine office hours for us. We are already in office on weekdays.

- Improvement of classroom equipment such as projectors and whiteboards for better teaching.
- Office hours seem pointless as we are already in close contact with the same group of students almost every day.

Analysis: The main expectations revolve around three key themes: (1) having sufficient time for preparation and reducing unnecessary workload, (2) improving communication and administrative support, and (3) enhancing teaching resources such as classroom technology. Some instructors also expressed concerns about redundant requirements like office hours. Overall, the responses reflect a need for efficiency, clarity, and better teaching conditions.

Question 7: What kind of support would help you most in your teaching?

- Consistent communication and coordination within the teaching team.
- Decreasing the teaching hours would be wonderful.
- Consistent technical support, ready-to-use teaching materials, and regular professional development workshops would help most. Clear communication and reduced administrative load would also make teaching more effective.
- Sufficient support is available. I would like consistency and stability in general.
- As School of Foreign Languages, we might hire a part-time working student for technical problems we experience in our offices and classrooms.
- More technologically advanced classrooms.
- Better classrooms where I can use the board as there is limited space left because of the projector curtain.

Analysis: The support needs focus on four major areas: (1) improved communication and team coordination, (2) reduced workload, (3) technical and material support, and (4) better classroom infrastructure. While some instructors feel support is already sufficient, others emphasize the need for stability and consistency in resources. Investment in technology and teaching spaces also appears as a priority.