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Utilising SWOT Analysis to Improve the School of Foreign Languages

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Abstract

This study conducted an in-depth examination of the School of Foreign Languages (SoFL) at a state university, focusing on its dynamics from the perspectives of students, instructors, and internal stakeholders. Following the plan-do-check-act (PDCA) cycle for quality assurance in the SoFL, the research included a thorough analysis of the SoFL's strengths, weaknesses, opportunities, and threats (SWOT) based on the SWOT analysis framework. Data was gathered from 667 students through open-ended questions, and focus group discussions were held with 40 instructors and 8 faculty members. Content analysis was employed to pinpoint patterns and themes within the data, highlighting recurring ideas and topics. The findings indicated that the SoFL excelled in instructional quality but faced challenges with assessment frequency and technological resources. Opportunities for improvement included favourable curricular flexibility, while threats encompassed student dissatisfaction. After this descriptive phase, an action plan was created to improve the SoFL's effectiveness and tackle the identified areas for enhancement in the 2024-2025 academic year. The recommendations from students, instructors, and stakeholders were instrumental in this phase, helping to address weaknesses and threats while leveraging strengths and opportunities.

Keywords: English language teaching, PDCA cycle, quality assurance, SWOT analysis framework

Yabancı Diller Yüksekokulunun Geliştirilmesinde SWOT Analizinden Yararlanma

Öz

Bu çalışma, bir devlet üniversitesindeki Yabancı Diller Yüksekokulu'nun (YADYO) derinlemesine bir incelemesini yapmış, öğrenciler, öğretim görevlileri ve iç paydaşların bakış açılarından dinamiklerine odaklanmıştır. YADYO'da kalite güvencesi için planla-uygula-kontrol et-önlem al (PDCA) döngüsünü izleyen araştırma, SWOT analiz çerçevesine dayalı olarak YADYO'nun güçlü yönlerinin, zayıf yönlerinin, fırsatlarının ve tehditlerinin (SWOT) kapsamlı bir analizini içermiştir. 667 öğrenciden açık uçlu sorular aracılığıyla veri toplanmış ve 40 öğretim görevlisi ve 8 öğretim üyesi ile odak grup görüşmeleri yapılmıştır. Verilerdeki kalıpları ve temaları belirlemek, tekrarlayan fikirleri ve konuları vurgulamak için içerik analizi kullanılmıştır. Bulgular, YADYO'nun öğretim kalitesinde güçlü olduğunu, ancak değerlendirme sıklığı ve teknolojik kaynaklar konusunda zorluklarla karşılaştığını göstermiştir. İyileştirme fırsatları arasında uygun müfredat esnekliği yer alırken, tehditler arasında öğrenci memnuniyetsizliği yer almıştır. Bu tanımlayıcı aşamadan sonra, YADYO'nun etkinliğini artırmak ve 2024-2025 akademik yılında belirlenen iyileştirme alanlarını ele almak için bir eylem planı oluşturulmuştur. Öğrencilerden, öğretim görevlilerinden ve paydaşlardan gelen öneriler, bu aşamada zayıf yönleri ve tehditleri ele almaya ve güçlü yönlerden ve fırsatlardan yararlanmaya yardımcı olmuştur.

Anahtar kelimeler: İngilizce öğretimi, PDCA döngüsü, kalite güvencesi, SWOT analiz çerçevesi

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INTRODUCTION

Education is widely considered a crucial means to foster strong social cohesion and shared prosperity in the long run. The Organization for Economic Co-operation and Development (OECD, 2020) points out that giving remarkable recognition to the contribution of education to society provides individuals with fundamental skills to live healthier, more meaningful, and productive lives, as well as qualifies them with the values and attributes needed to be active agents in their communities. In light of this, the OECD (2015) highlights that, due to the era of increasing globalization and interconnectedness, the growing demands for quality and equity in education have led many countries to introduce a range of practices to assess and evaluate students, teachers, school leaders, schools, and education systems. Such measures are essential to probe how well the students are learning and making use of the affordances, as well as to improve school management, leadership, and teaching practices. In recent years, various quality assurance and improvement mechanisms, including internal evaluations, systematic data reporting, and documented descriptions of the school's curricular profile and educational objectives, have been widely implemented throughout numerous education systems. (Tandberg & Martin, 2019, p. 8).

However, according to the Program for International Student Assessment (PISA, 2022, p. 20), significant disparities exist throughout education systems regarding the prevalence of quality assurance procedures, such as soliciting written input from students, implementing teacher mentorship, and conducting regular discussions with stakeholders. (Tandberg & Martin, 2019, p. 10). In the same way, in terms of learning and teaching new languages, the priority has become to develop comprehensive indicator frameworks that report various techniques for student assessment, teacher and school leader appraisal, school evaluation, and education system evaluation (OECD, 2018). Getting feedback from students is highly important to make them eager to take risks and do their best to shape their learning contexts, becoming the owners of their learning process. Many students are aware that they have to be proficient in a foreign language, which is mostly English, if they want to take an active role in projecting their futures. The United Nations Educational, Scientific, and Cultural Organisation (UNESCO, 2014) highlights that "citizenship education aims to transform students as agents of change to face the challenges of the 21st century" (p. 15).

Given that English language proficiency plays a critical role for these individuals and institutions, many are seeking new ways to succeed in various academic, professional, and cultural contexts. Along with this development comes rivalry among educational institutions to compete against others and attract new students and educators. Schools, as formal educational institutions, have to carry out their responsibilities properly and give importance to following new trends related to their students' needs. The environment in which learning takes place and influences student engagement and success is crucial; therefore, each institution should provide students with a learning environment that appeals to them (OECD, 2023).

In line with this competition, in higher education institutions (HEIs), schools of foreign languages (SoFLs) are at the heart of improving the linguistic and cultural competence required to reach students across a wide range of disciplines. Regarding this, the significance of making changes in curriculum, testing, and assessment practices and fostering professional development in educators has gained importance more than ever, leading to the utilization of quality in education.

Accreditation, as a part of quality education and standardisation in teaching, evolved to strengthen the quality of educational institutions in the United States in the late nineteenth century and at the beginning of the twentieth century (Sayah & Khaleel, 2022). This trend continued to emerge as a global phenomenon, resulting in the internationalisation of accreditation, which thus fostered the global ranking of academic institutions. As quality assurance (QA) in higher education (Dill et al., 1996) is a major concern, various frameworks and reports by organisations have been utilised to implement systematic improvements and enhancement initiatives that ensure institutional accountability and responsiveness to stakeholders for improved educational standards (OECD, 2018). The instructional methods employed at these institutions are not the only factors that may influence the quality and effectiveness of the education systems of SoFLs. Moreover, a complex, multifaceted interaction of internal and external aspects has been shaping SoFLs for years. Concerning these aspects, Durmuş Şenyapar and Bayındır (2024) note that HEIs require effective management and strategic planning to enhance the quality of education. As a result, in recent years, a great number and wide range of models, procedures, and instruments have been reshaped to be in line with quality management in HEIs. Regarding this, Ali and Hadi (2016) pinpoint the importance of accreditation that lies in being a means to empower the academic standing and reputation among universities and educational organisations because it is considered a quality assurance of the outputs of the institutions. The significance of accreditation and quality assurance at HEIs is signified by some aspects, such as achieving social requirements, enriching students with educational content, knowledge and experiences needed in

lifelong learning, attracting graduates to work as employees and raising the competitive spirit among universities (Hanh, 2019).

Strategic planning is integrated into the management of quality or quality improvement at institutions. Improving the quality of educational institutions can be taken into account as a plan formulated by the administration and put into action together with a special team to achieve a goal (Sutina, 2011, as cited in Priyambodo & Hasanah, 2021). This approach requires institutions to be able to monitor, evaluate, and improve performance progressively and continuously. Models such as the Deming Cycle (Plan-Do-Check-Act) are widely used to implement continuous improvement processes (Sayah & Khaleel, 2022).

The plan-do-check-act (PDCA) cycle refers to an improvement cycle characterized by the scientific method of bringing about a change in a process, implementing the change, measuring the results, and taking appropriate action (Deming, 1950). It is a continuous evaluation and learning from experiences while taking steps to make the required improvements. Also known as the Deming cycle (Plan (P), Do (D), Check (C) and Act (A)) or known as the PDSA cycle- S (Study), it aims at a continuous improvement that follows a systematic series of steps for gaining valuable learning and knowledge. The Plan phase involves the strategic planning standard for the institution. It identifies the problem, analyses it and outlines the opportunities to reach the objectives and scope. The Do phase is the stage in which the plan is executed and progress is continuously monitored to measure improvements made involving management, resources, faculty members, and curricula standards. In the Check phase, the implementation, covering the Do phase results, is examined, and the data collected based on this implementation are revised and evaluated (Leis & Shojania, 2016). The Act phase is related to the continuous improvement plan. If the results from the Check stage are achieved, the documents and outcomes of the process are collected and become the common standards for the application (Heizer & Barry, 2017).

To start with the "Plan" stage, many institutions often use tools like SWOT analysis, which investigates the internal factors (Strengths and Weaknesses) and external factors (Opportunities and Threats). Strategic planning in educational management may be referred to as decision-making and an ongoing improvement that can become known with the help of SWOT analysis, which is an instrument used to explore the internal factors (strengths and weaknesses) and external factors (opportunities and threats) of a company, a health center, or a school (Hill & Westbrook, 1997). Gurel (2017) states that SWOT analysis can be regarded as an analytical tool that is commonly used in strategic planning and the strategic management of an organisation.

SWOT analysis, first introduced in the 1970s, is an endeavour to unearth the strengths and weaknesses of an organisation to analyse opportunities for improvement and to find out possible external hurdles that need attention. Hill and Westbrook (1997) argued that this analysis is an attempt to understand a process's strengths and weaknesses and identify both the opportunities and possible threats that it might confront (p. 15). According to Orr (2013), "a SWOT analysis is an essential instrument for faculty to initiate significant changes in a program and to utilize data for program enhancement" (p. 381), and "strengths and weaknesses are identified, and modifications to the curriculum, internships, learning activities, education policies, etc., are justifiable if grounded in a SWOT analysis of a program." (p. 383). This analysis has been widely put into practice for strategic planning of long-term and short-term development in an organisation (Gurel, 2017). It is highly important to maintain the balance and stability of the organisation in the face of any changes in the environment to be able to hold on for a long time (Thamrin & Pamungkas, 2017, p. 6).

According to Leiber (2017, as cited in Leiber, 2018), the main rationale behind a SWOT analysis is to encourage organisations or individuals to build on strengths, minimise weaknesses, seize opportunities, and deal with threats (p. 289). Thus, a SWOT analysis is a part of strategic planning because it informs strategic decisions without necessarily or automatically offering solutions (Leiber, 2017, p. 290). In other words:

A SWOT analysis is a well-constructed evaluation approach that assesses the strengths (S), weaknesses (W), opportunities (O), and threats (T) associated with a process or structure in the most general sense of these terms. A SWOT analysis takes in specifying the goals of the procedure or structure, determining the influences from both the inside and outside in relation to the degree to which these goals have been attained, and, lastly, the central feature that defines the strengths, weaknesses, opportunities, and threats of the process or structure under scrutiny. A SWOT analysis in general can assist in developing the evaluated entities for subsequent iterations of enhanced goal achievement. It also typically has an exploratory dimension, highlighting previously overlooked aspects through analysis. The need to identify and differentiate between the four categories of processes or structures is the driving force behind this exploratory force (Leiber, 2017, p. 290, as cited in Leiber, 2018).

Comparable literature suggests that the SWOT model enables primary stakeholders in educational settings to identify strengths and opportunities, as well as weaknesses and threats, within both the internal and external environments (Kuiper & Thomas, 2000). Numerous studies have been conducted in higher education contexts in recent years. Balamuralikrishna and Dugger (1995) studied SWOT analysis for implementing new programs in vocational schools, while Gül (2008) inquired into technical education via SWOT analysis through the perspectives of lecturers and students to figure out the deficiencies of technical education faculties. Following this, Hande (2014) examined the strengths, weaknesses, opportunities, and threats of blended learning from students' perspectives, whereas Nekoueizadeh, Bahrani, and Azizi (2015) conducted a descriptive cross-sectional study assessing teacher education programs in Iran utilising SWOT analysis based on student feedback.

In a recent study, Aslan and Sağlam (2018) assessed a teaching practice course based on the perspectives of trainee teachers and concluded that the allocated time for teaching practice is insufficient; consequently, the quality of teaching practice in schools is inadequate, teachers lack the necessary qualifications, and student teachers are inadequately prepared before the teaching practice process. A case study conducted at a university in Turkey is a good example where, through SWOT analysis, remarkable improvements were recorded regarding student engagement and curriculum effectiveness (İçbay, 2014). Supervising a study with a similar focus to the present research, Karakaş (2012) examined the English language teacher education program in Turkey and concluded that the program exhibited more deficiencies than advantages. Hismanoğlu (2012) examined the English language teacher training program from the perspective of pre-service teachers and discovered that the curriculum was perceived as learner-centred, intelligible, and aligned with the goals of the prospective educators. The researcher indicated that the program was not designed to enhance higher-order thinking skills to the necessary extent or to increase engagement and interest in the classes. Yavuz and Zehir-Topkaya (2013) examined the perceptions of teacher educators regarding the alterations made in the 2006 English language teacher education program, revealing that while certain changes were seen as appropriate, the educators expressed significant concerns on the program's sequence, content, structure, procedure, and the elimination of courses. In other research, SWOT analysis was used for the sake of analysing the performance of a language program. The key strengths revealed were those dealing with instructional quality and the opportunities that exist by expanding the offerings of the programme (Ustabulut, 2021). Moreover, a study at Sumer University in Iraq (2023) explored that applying the PDSA cycle might significantly reduce the gap in meeting accreditation standards. These examples highlight the need for systematic approaches, as other studies have found weaknesses in the application of accreditation standards without such a framework and they demonstrate the flexibility and effectiveness of SWOT analysis as an analytical tool to promote continuous improvement in educational settings.

Significance of the Study

Recent developments have shown that administrators have to foster their facilities to improve their SoFLs, so they will need a tool to investigate the factors affecting internal and external factors. With this motivation, this study focused on the SoFL at a state university committed to providing high-quality language education. The research has employed a participatory approach, promoting the idea that students', instructors', and stakeholders' experiences and perceptions offer valuable insights into the SoFL's strengths, weaknesses, opportunities, and threats. By applying a SWOT analysis framework, this study aimed to provide a thorough assessment of the SoFL, with an emphasis on testing and assessment procedures, curriculum design, and staff effectiveness. The findings from the description phase were utilised in an action plan aimed at enhancing the SoFL's educational offerings and overall effectiveness. QA mechanisms cover a broad range of activities, including internal evaluations, external reviews, standardised testing, and student feedback and active involvement of various stakeholders—students, faculty, staff, alumni, and community members—in the quality assurance process (OECD, 2013). In the way of developing a strategic plan, SWOT analysis can be assumed to be effective in various educational contexts, allowing for tailored intervention strategies that address specific institutional challenges. Similarly, this analysis might establish its quality for its adaptability in educational settings by systematically evaluating internal strengths and weaknesses, along with external opportunities and threats, enabling institutions to create effective strategies. All in all, this research explores the SoFL in a state university located in Adana, Türkiye. A participatory approach is employed that engages students, instructors, and stakeholders' experiences to gather information for a comprehensive SWOT analysis. This analysis is the "Plan" phase of the PDCA cycle. An action plan based on the data obtained is drawn up for the SoFL's educational services, and the department's overall effectiveness is to be improved. This plan is a real application of the PDCA cycle in continuous quality improvement.

Research Questions

This study mainly probed into the following research questions from the students, instructors, and internal stakeholders (faculty members) perspectives:

1. What are the strengths and weaknesses of SoFL according to students, instructors, and faculty members?

2. What are the opportunities and threats of SOFL according to students, instructors, and faculty members?

3. What do the students, instructors, and faculty members suggest to improve or eliminate the weaknesses and threats of SoFL in line with the PDCA cycle?

METHOD

Research Design

To gain a comprehensive and in-depth understanding of the SoFL's performance, this research employed a case study design. The case study method is suitable, as it enables a multi-dimensional exploration of a single, well-defined system—the School of Foreign Languages at a particular Turkish state university. To explore the institution's SWOT profile, an open-ended questionnaire and focus group interviews were employed to collect rich qualitative information. According to Yin (2003), such an investigation entails a thorough investigation into a particular phenomenon in a real-world setting. This method enables a structure like the Deming Cycle (PDSA) to be utilised in a specific place to carry out an inquiry and make changes. Research of this kind implies that the researchers dive deeply into programs and systems of relationships existing in the environment of their nature without changing the conduct of the participants. The information is collected through multiple sources and by using various tools, such as checklists, which help uncover the differences between actual performance and the required standards (Baxter & Jack, 2008). At this point, to investigate what is important to know in terms of SWOT, in this study, *an open-ended questionnaire* and *focus group interview* have been utilised for qualitative data. Creswell (2013) clarifies that making a detailed description of the case and its setting is highly needed for the analysis process of a qualitative case study. Therefore, the following sections of this chapter provide the context, participants, data collection tools and data analysis process of the study.

Research Context and Participants

A school of foreign languages in a state university in Turkey was chosen as the research context in the study. The education in the English Preparatory Program is conducted by 40 English language teachers with three administrative staff, including the director and the assistant directors, and the coordination team, including the testing and assessment unit coordinator, the curriculum unit coordinator, the professional development unit coordinator and the level heads. All the teaching staff took part in the study. In this study, purposeful sampling was employed as the sampling method because it allows for the selection of participants who are intentionally selected for the case, thereby forming the most knowledgeable group about the research problem being investigated, as Creswell (2018) suggests.

In terms of students (n = 667), they are placed into different levels of English classes based on their placement exam results at the beginning of the academic year, unless they become eligible to start in their departments by getting a very high score. The students are from various departments such as business administration, economy, economics, mechanical engineering, computer engineering, electrical engineering, food engineering and ELT. At the time of the study, there were different proficiency levels, including elementary-level classes, pre-intermediate-level classes, intermediate-level classes and upper-intermediate-level classes. There were four in one academic year, each lasting for seven to eight weeks. In every block, each class came together for 24 hours a week. The teachers are responsible and expected to strictly follow the pacing schedule while covering the coursebooks and materials. Each class has at least two co-teachers. The partners might be changed by the administrators either at the end of every block or every two modules. Students must achieve a minimum of 60 points to pass the English Proficiency Exam and begin their departmental studies.

The internal stakeholders (n = 8), whose students are studying at the SoFL, were from three faculties.

The participants who contributed to the study joined it on a voluntary basis. Therefore, before the data collection, all the participants completed an informed consent form and agreed to participate in the study. They were allowed to withdraw their participation at any time during the data collection process. Due to the respect for the participants' privacy, their identities were kept confidential by using pseudonyms to address ethical issues.

Data Collection

In this study, one of the data collection tools was a questionnaire with open-ended questions, framed within the SWOT analysis framework, that was exploited to gather students' perspectives on the SoFL's strengths, weaknesses, opportunities, and threats. The questionnaire was designed to elicit detailed responses from students, allowing them to express their views in their own words. The questionnaire focused on four key areas following the SWOT framework:

- What do we do best? (Strengths)
- What unique knowledge, talent, or resources do we have? What advantages do we have?
- What could we improve/change? (Weaknesses and Areas for Improvement)
- What complaints do you have about our institution? Is there a need in our institution that no one is meeting? (Weaknesses and Unmet Needs)

Another data collection tool was the focus group interviews, which were conducted with a smaller group of instructors (n = 10) and internal stakeholders (n = 8) to create a platform for in-depth discussions and allow for the exploration of diverse perspectives and experiences. According to Denscombe (2007), "Focus groups consist of a small group of people, usually between six and nine in number, who are brought together by a trained moderator (the researcher) to explore attitudes and perceptions, feelings, and ideas about a topic" (p. 115). This technique creates a setting with opportunities for the relatively homogeneous group to reflect on the questions asked by the interviewer.

The present study involved four focus group meetings with the instructors and one focus group meeting with the internal shareholders on a weekly basis. Each focus group meeting lasted about two hours. Even though the interviews were unstructured in the form of informal conversations, the process was conducted in a close manner as a friendly talk; the content was structured. Each participant had a chance to share their ideas and experiences about the SoFL. The meetings were recorded, and notes were taken during the discussions.

In order not to affect the friendly atmosphere during the interviews, the participants were guaranteed to feel relaxed, and if they wished, they could have used their native language. Regarding this, each interview was conducted in the native language.

The researchers primarily sought to address the four overarching research questions by designing an open-ended questionnaire for students and an interview protocol that was semi-structured in nature for instructors and stakeholders. The main prompts in the instruments were formulated to elicit responses related to strengths, weaknesses, opportunities, and threats. For instance, participants were asked questions such as, "What aspects of the SoFL are working particularly well for you?" and "What are the biggest challenges you face in your learning/teaching here?" The participants were also asked a variety of eliciting questions on SoFL activities to invoke their thoughts and feelings about the institution. For example, some probing questions were like, "In what ways do you think the SoFL units (syllabus and material development, testing and assessment, and professional development) are effective and aligned with the mission and vision of the SoFL?" "What can be your suggestions to make changes?"; direct questions, such as "Do you enjoy the practices in the SoFL?" "Do you think that the institutional practices we have make the teaching and learning easier and more entertaining for you and your students?" and some follow-up questions, like "Do you think the current system will be useful for you in the future for you and for the students?"

The questionnaire and interview protocol were piloted with two instructors and five students who had started their department in the previous year. Based on their feedback, minor changes were made to the wording of two questions to improve clarity.

The student questionnaire was given online through Google Forms and was available for two weeks. The focus group interviews with the instructors and individual sessions with stakeholders were held in person. With the consent of the participants, their sessions were audio-recorded for the duration of 45 to 60 minutes. These recordings were then transcribed verbatim for analysis using the OTranscribe software program. During interviews, the researchers took field notes to capture the immediate thoughts and nonverbal signals that would add depth to the audio recordings.

The qualitative data analysis followed the steps suggested by Creswell and Creswell (2018) to generate the emerging codes and themes. The interviews were transcribed, field notes were typed up, and the questionnaire questions were sorted accordingly, arranging the data into different types based on the SWOT analysis framework. The findings revolved around four themes: strengths, weaknesses, opportunities and threats. The emerging ideas through these specific codes were labelled and organised into broader themes related to the SWOT (Strengths,

Weaknesses, Opportunities and Threats). Data saturation was considered to be achieved in the focus groups when subsequent interviews began to yield no new codes or themes related to the SWOT categories (Saunders et al., 2018). A peer debriefing process in which a colleague was consulted was utilised in order to enhance the inter-rater reliability and credibility of the elicited codes and themes, as well as to validate the findings revealed from the data. The emergent themes were also presented to three different instructors for member checking. They confirmed that the interpretations accurately reflected their experiences and perspectives, further strengthening the validity of the findings.

Research Ethics

This study was conducted in compliance with the American Psychological Association's (APA) recommended codes of conduct and principles. The necessary procedures established by the institutional ethics committee were followed accordingly. The focus group interviews and questionnaire responses were anonymous to protect the study's confidentiality by preventing the collection of any information that might reveal the identities of the respondents. The Çukurova University Social and Human Sciences Ethics Committee granted the ethics approval for the study (the approval number: E-74009925-604.01-1105111).

There are several ethical issues to take into account when collecting data, analysing it, and publishing the results, regardless of the methodology. The first step is to protect the participants' anonymity by giving them numbers or aliases (Creswell, 2007). Ensuring that participants understand the purpose and nature of the study is essential, and as such, obtaining their informed consent is crucial.

Before commencing this study, all potential participants (students, instructors, and faculty members) were informed about the research objectives and methodology. They were informed that participation was completely voluntary, that they could withdraw from the study at any moment, and that they could seek access to the data and its analyses. A comprehensive informed consent form was subsequently provided, detailing the study's objectives, data gathering methods, and intended utilisation of the data. Moreover, formal authorisation to undertake the study was secured from the institution's director.

FINDINGS

This study utilised a SWOT framework to evaluate the program at the School of Foreign Languages at Çukurova University during the 2023-2024 academic year. The data was collected from 667 students, 40 instructors, and 8 faculty members. The thematic analysis yielded the identification of four key themes: strengths, weaknesses, opportunities, and threats, each with its respective subthemes.

Strengths

The School of Foreign Languages (SOFL) demonstrates significant strengths in areas such as instructional quality, curriculum design, and the overall learning environment. Students often commend their teachers for their subject knowledge, teaching skills, and supportive attitude.

A common theme expressed by both students and instructors was the high-quality instruction, marked by knowledgeable and engaging teachers. Typical feedback from several students includes remarks like, *"The teachers explain everything really well and make the lessons interesting," and "The instructors are always willing to help, even if it's just to answer a quick question." "The instructors are knowledgeable and enthusiastic. They make learning fun and engaging."* (Student, Questionnaire)

There was also a strong focus on developing writing skills, especially through essay writing and constructive feedback. Additionally, students frequently noted significant improvements in their writing skills, especially in essay writing. One student, called Mark, credited this progress to *"constructive feedback"* and *"varied writing assignments that encourage critical thinking".* Other students express their opinions on the effectiveness of writing skills materials. Lisa stated that *"I've improved my writing skills since starting this program. The instructors' feedback has been really helpful."* (Student, Questionnaire)

The faculty members agreed on these improvements; however, they stated that thanks to advanced AI tools, students might write anything they want in seconds; therefore, in terms of making the students produce the language, activities and assessment procedures that are mostly based on the speaking skills could be much more efficient to raise awareness in language learning.

Moreover, students valued the program's holistic approach to language learning, which addresses all four language skills. As one student, Mary, expressed, *"I feel like I'm improving in all areas of English, not just*

grammar or vocabulary." The instructors supported these views, highlighting a balanced approach that helps students develop all their language skills and the use of authentic materials like news articles and videos: *"The coursebooks, along with authentic materials such as news and videos, really help the students engage with the language."* (Student, Questionnaire), (Instructor, Focus Group 3)

The positive learning environment created by SOFL was also favoured: Jane: *"I really enjoy coming to class."* Rob: *"It's a positive and supportive atmosphere where everyone feels comfortable participating." "The classroom atmosphere is conducive to learning, with a focus on collaboration and mutual respect."* Many students also valued extracurricular activities like the Speaking Club *("a great way to meet new people and practice my English")* and the SoFL Online Magazine *("I'm really proud of the article I published in the magazine").* (Student, Questionnaire) In this regard, the faculty members and instructors expressed their opinions on the extracurricular engagement, saying, *"The Speaking Club and the online magazine offer valuable opportunities for students to practice and improve their English outside the classroom."* (Stakeholder, Interview), (Instructor, Focus Group 1).

Weaknesses

As well as there being several noteworthy strengths, there are also many areas that need improving. Many students expressed concerns about the frequency and difficulty of examinations, highlighting a need for better alignment between the assessment tools and the instructional content, as well as more comprehensive feedback on their performance. Assessment concerns were a dominant, recurring theme among the participants. Some ideas were like, "*The exams don't always seem to align with what we learn in class, and the feedback is sometimes limited because we don't have much time."* (Student, Questionnaire), (Instructor, Focus Group 2)

In addition, almost all the students expressed their feelings about the pop quizzes, given at regular intervals, stating that their anxiety level increased on hearing the knock on the door, and they could not concentrate on their learning because their minds twisted into the idea of a *"pop quiz."* Some instructors specified these issues as well, suggesting that *"looking into alternative assessment methods and offering clearer grading criteria might be helpful"* and *"such an assessment tool does not contribute to the learning process; instead, it interrupts the whole learning; the students do not study more or harder due to the idea of taking quizzes."* Similarly, the faculty members agreed on the assessment concerns; however, they admitted that all the students must master the requirements of being proficient in English, and then they should start their faculties*."* (Stakeholder, Interview) (Instructor, Focus Group 1).

Another notable idea was the lack of a flexible curriculum, which many students reported as dissatisfaction with the rigid syllabus that restricted their production skills. That is, they identified their complaints as *"there must be more space to have more presentations or group projects that require us to speak more." "Doing coursebook activities all the time is too boring, really a waste of time; there should be various things to do."* (Student, Questionnaire), (Instructor, Focus Group 4)

Additionally, the facilities were found to be limited; specifically, not having a canteen was a big issue for the students. One student, Ruby, said that *"it's inconvenient not having a place to get refreshments during breaks."* Furthermore, some of the students and several instructors complained about encountering technological deficiencies*, "outdated equipment", such as "malfunctioning projectors and computers", which might affect the flow of the classes and concentration on the activities*. (Student, Questionnaire), (Instructor, Focus Group 4)

Another weakness identified by all participants was a desire for more social activities, clubs, and opportunities to meet with their departments. There were some opinions, such as, *"It would be nice to have more opportunities to interact with other students outside of class." "More social activities would help students connect and practice their English in a relaxed setting," and "it would be a good idea to integrate the students in their preparatory year into their departments by doing group work with faculty and students."* (Student, Questionnaire).

One weakness that emerged from the instructors was the professional development of the instructors. Many of the instructors requested activities that are like workshops and hands-on activities instead of lecturing. They stated that *"we need to follow the recent trends, not by joining compulsorily in the meetings full of lectures; we need more flexible and practical ideas; this is not effective."* (Instructor, Focus Groups)

Opportunities

Another theme was about numerous opportunities for SoFL that enhance the practices conducted throughout the year. The participants highlighted the significance of having a *"speaking club"* that motivates the students to join in after classes and overcome their embarrassment and speaking anxiety. The digital platforms used by the students and instructors were another opportunity reported as one of the key and significant areas for development. All the faculty members agreed on the idea of incorporating such innovative tools into the curriculum

to promote active learning while expanding language offerings to cater to the different needs and interests of students. They can have a chance to practise their learning outside the classroom. Moreover, "*the peer support programme"*, a programme in which one higher-level student is paired with a lower-level student and studies together, was an opportunity for the students. This was seen as an effective form of social learning. Another benefit of the SoFL was noted as the *"online magazine"* in which the students and instructors could publish their works. The faculty members expressed their gratitude by saying, *"It is something impressive to offer such a chance to the students; even after they start their departments, they can contribute to the magazine and be a part of the learning."* (Student, Questionnaire), (Instructor, Focus Group 2)

Threats

The last theme the findings revealed was the potential threats to SoFL's continued success. The most significant idea was about students` dissatisfaction. One of the faculty members expressed that "*If student concerns are not addressed, it could lead to negative comments and impact future enrolment."* All the participants emphasised the importance of maintaining SoFL's competitive advantage by proactively taking student concerns into account and providing them with more innovative and engaging language programs. The instructors and faculty members recommended that *"regular needs analyses and program evaluations are crucial to identify and address emerging challenges and ensure the program remains relevant and competitive."* (Student, Questionnaire), (Instructor, Focus Groups), (Stakeholder, Interview).

The findings can be summarised as below:

Table 1. Summary of the SWOT Analysis Findings

SWOT Category	Key Themes
Strengths	• High-Quality Instruction and Supportive Teachers • Effective Development of Writing Skills • Positive Learning Environment • Valued Extracurricular Activities
Weaknesses	• Misaligned and Anxiety-Inducing Assessment • Rigid Curriculum Limiting Production Skills • Deficient Facilities & Outdated Technology • Ineffective Professional Development for Instructors
Opportunities	• Engaging Co-curricular Programs (Speaking Club, Online Magazine) • Peer Support and Social Learning Programs
Threats	• Student Dissatisfaction Impacting Reputation • Losing Competitive Advantage

DISCUSSION & CONCLUSION

The findings of the SWOT analysis shed light on critical aspects of SoFL's practices, highlighting areas of strength, weaknesses, opportunities, and threats. The analysis unearthed that the education program has a strong foundation in instructional quality with a supportive learning environment, despite some challenges related to curriculum and assessment practices, facilities, and student engagement. The highest strength that the SOFL has is its teaching quality, which is shared unanimously by both students and the teaching faculty. The strength lies in the perceived expertise and helpful attitude of the instructors, which in turn supports a positive learning environment. The students' comments indicate that their instructors are "knowledgeable and enthusiastic" and that they "make the lessons interesting" while equally giving support whenever needed. Such an instruction shows the high standard on which the program's reputation has been built.

Regarding the improvement of writing skills, teaching is much more advanced. Essay writing under the curriculum, along with constructive feedback, is what Mark and Lisa claimed to have brought about much improvement. However, a challenge is being faced by this strength in recent times, a fact revealed by faculty members. The observations of the faculty members about advanced AI tools that might undermine traditional writing assignments imply that SOFL must be ahead in this situation. These findings align with wider trends in language education, highlighting the importance of factors like student engagement, assessment quality, and institutional support for the effectiveness of programs (OECD, 2020; PISA, 2021). The faculty members' suggestion to change the assessment method towards more speaking should not be considered as indicative of a critique of the current method, but rather, a way to address academic integrity and develop skills that are less likely to be automated.

In addition, the program's holistic approach to all four language skills, utilizing authentic materials, has been another factor contributing to its overall success. This balanced approach has meant that students, like 'Mary', get a sense of overall improvement. Similarly, the speaking activities in the program have been a success, like the Speaking Club and the SOFL Online Magazine. These activities are not just extras; they are viewed by all stakeholder groups as essential classroom experiences that enable students to apply their language skills while developing a sense of community and belonging in a safe learning environment, which can be seen as low-stakes language practice. The speaking-related activities have been a great testament to the program's overall commitment to providing students with an interesting and well-rounded learning experience.

In terms of weaknesses, the study uncovers some serious and systemic flaws that shadow the program's strengths, mainly revolving around a misaligned and anxiety-inducing assessment framework. Concerns about assessments were a major, recurring theme among all participant groups. Both students and instructors shared the sentiment that exams "don't always seem to match what we learn in class," and that feedback is often lacking. This highlights a fundamental disconnect between teaching methods and evaluation. The problem is made worse by the use of pop quizzes, which, according to both students and instructors, tend to interrupt the whole learning process by creating anxiety instead of reinforcing knowledge. While faculty members recognise these issues, their insistence that students must master the requirements suggests a potential philosophical clash, pitting institutional standards against modern teaching practices that favour low-stakes, formative assessments. This rigidity also extends to the curriculum, which faces widespread criticism for being inflexible and overly reliant on boring coursebook activities. Students are asking for more presentations or group projects that require them to speak more, pointing out a significant gap: the curriculum doesn't do enough to develop the productive oral skills that are so important in both academic and professional settings. This shortcoming stands out even more when it is compared to the success of the extracurricular Speaking Club, which shows that students are eager for practical applications that the formal curriculum fails to provide. Also, students face challenges with infrastructure and resources. The lack of basic amenities like a canteen and the presence of outdated equipment aren't just minor annoyances; they create obstacles in the daily learning experience and can negatively affect student engagement and their perception of the institution's value. It can be said that this is further complicated by a noticeable lack of social and professional integration. Another significant internal issue was based on the professional development provided for instructors. The feedback indicating that the current mandatory sessions are mostly lecture-based and not effective needs consideration. This highlights an urgent need to transition to a model of ongoing professional development that is practical, voluntary, and adaptable to the ever-changing landscape of language education.

The "Speaking Club" and "Online Magazine" stand out as not only key strengths but also the most promising opportunities we have. Their popularity clearly shows there's a strong demand for practical, student-led language use beyond the traditional classroom setting. By thoughtfully investing in and expanding these platforms—such as integrating the magazine into the curriculum or starting new themed clubs—SOFL can address the challenges of a rigid curriculum and the need for increased social engagement. Moreover, the overwhelmingly positive feedback on digital platforms, combined with the faculty's progressive approach to using innovative tools, opens up a great opportunity for modernisation. This aligns perfectly with global educational trends and can significantly boost student engagement while referring to various learning styles. The "peer support program" is another cost-effective opportunity that taps into the students as a valuable resource. It's essential to frame this as a type of "social learning," as it meets academic needs while also fostering a sense of community. By formalising and expanding this program, we could create a more collaborative learning environment, enhance academic success for lower-level students, and provide meaningful leadership experiences for upper-level mentors. The faculty members' enthusiastic support for these initiatives highlights their strategic importance, recognising them as vital tools for building a lasting sense of community that goes beyond just the preparatory year.

The main challenge SOFL faces is the risk of damaging its reputation and competitive edge, which comes from the unresolved issues highlighted by its key stakeholders. A faculty member's concern that ongoing student problems "could lead to negative comments and impact future enrolment" isn't just a distant worry—it's a real threat in today's digital world, where a school's reputation can be heavily influenced by student feedback. This risk might arise from dissatisfaction with assessments, a rigid curriculum, and fewer facilities. The findings show that student discontent isn't just one isolated problem; it's a growing burden that could jeopardise the program's future. In the competitive field of language education, staying innovative is crucial. The unified call from instructors and faculty members for "regular needs analyses and program evaluations" should be seen as an essential strategy for improvement. Choosing not to act is essentially deciding to fall behind. Other institutions that provide more adaptable curricula, modern assessment methods, and a lively student experience could easily attract potential students. Thus, keeping a competitive advantage relies on shifting from a reactive approach to a

proactive one, actively gathering feedback and showing a real commitment to improving the program. SOFL's ongoing success hinges not only on preserving its strengths but also on effectively addressing the threats posed by its internal weaknesses. The ongoing process of the PDCA cycle could be a significant factor in the way of quality teaching and accreditation.

Drawing from all these insights gathered during the initial descriptive phase of the 2023-2024 academic year, which noted student dissatisfaction with assessment methods and a perceived lack of engagement from the department, a detailed action plan was created and put into action in the 2024-2025 academic year. The following action phase, based on the PDCA cycle principles, was designed to overcome these challenges and encourage ongoing improvement. To address these concerns and promote continuous improvement, the following key actions were prioritised:

First of all, a 15-week modular system was put into practice for the fall and spring semesters to introduce a more structured and flexible learning environment, which may help reduce students' concerns about the rigidity of the program. This approach is in line with findings from SWOT analysis in diverse educational settings, where modular systems are effective, improve flexibility, and enhance student satisfaction (Erarslan, 2019).

Secondly, to encourage deeper learning and engagement, traditional pop quizzes were replaced with a wider variety of assessment methods, such as writing assignments, presentations, group projects, and mini-tests. This change aimed to provide a more comprehensive evaluation of student learning while fostering critical thinking, collaboration, and communication skills. Research supports the focus on active learning, highlighting its beneficial effects on student motivation and achievement (OECD, 2020).

Another improvement in the action plan was that a special writing and study centre was created to give students timely feedback on their academic work, with the intention of lowering writing anxiety and enhancing academic performance. Additionally, the number of student clubs was increased to cater to a broader range of interests and encourage extracurricular involvement among all students, regardless of their language levels. Providing comprehensive student support services is essential for fostering a positive learning atmosphere and promoting student success (PISA, 2022).

In addition, a specialised program was planned and implemented to meet the unique needs of students who failed the proficiency exam and had to repeat their preparatory year, aiming to significantly foster their success rates. This initiative points out a dedication to supporting all learners and creating opportunities for academic advancement.

Moreover, to enhance the relationship between faculty and students, department heads were invited to participate in orientation activities, where they delivered motivational speeches and helped build a sense of community.

In terms of the professional development of instructors, in-service training activities were enhanced, requiring instructors to participate in at least two webinars per semester and attend training sessions focused on professional growth, based on workshops. Additionally, self-evaluation and classroom observation initiatives were introduced to promote ongoing improvement in teaching quality. These improvements are crucial to investing in SoFL development for providing high-quality instruction and boosting a culture of continuous enhancement (OECD, 2020).

Following the PDCA cycle, the implemented actions are being systematically monitored and evaluated to control ongoing improvement. The data analysis continues to assess the effectiveness of these interventions and identify areas for further refinement. The action plan currently being developed is to address any remaining deficiencies and ensure continuous program enhancement. As Ustabulut (2021) noted, such an iterative process of evaluation and improvement can be regarded as consistent with quality assurance frameworks advocated in higher education. All the steps taken and decisions made were negotiated with the teachers and then the action plan was finalised.

It is significant to underline that this SWOT analysis has provided valuable insights into the current state of SoFL, identifying key areas of strength and weakness, as well as opportunities for growth and potential threats to its success. The implementation of a data-driven action plan, guided by the principles of the PDCA cycle, illustrates a commitment to continuous improvement through proactively addressing the identified challenges and capitalising on the opportunities for enhancement. The SoFL may further strengthen its programs and services, establishing its continued excellence in language education. This study can be considered a contribution to the growing amount of literature on quality assurance in language education, showing the value of SWOT analysis as a tool for program evaluation and strategic planning in educational institutions.

The following table presents the steps, moving from diagnosis (SWOT) to implementation (the action plan) based on the PDCA cycle in practice.

Table 2. The summary of the Analysis and the Implemented Action Plan

SWOT Category	Key Finding (2023-2024)	Analytical Insight & Connection	Action Implemented (2024-2025)
STRENGTHS	High-quality instruction and skilled teachers.	This is the core asset of SOFL. To maintain this strength, the professional vitality of the instructors must be continuously supported and modernised.	Action: In-service training was enhanced by mandating participation in at least two relevant webinars per semester. New initiatives, including self-evaluation and classroom observations, were introduced to foster a culture of continuous improvement and sustain high-quality instruction.
WEAKNESSES	High-stakes exams and pop quizzes cause student anxiety and are perceived as disconnected from learning.	This was the most significant point of dissatisfaction, directly threatening student well-being and program reputation. The issue highlighted a tension between pedagogical goals and traditional assessment methods.	Action: Traditional pop quizzes were eliminated and replaced with a diverse range of assessment methods, including writing assignments, presentations, group projects, and mini-tests, to promote deeper learning and assess a broader set of skills.
WEAKNESSES	The curriculum is perceived as rigid, with insufficient opportunities for speaking and practical application.	This weakness stood in direct contrast to the success of extracurriculars (a Strength), showing a clear student demand that the formal curriculum was not meeting.	Action: A 15-week modular system was implemented for both semesters to introduce greater structure and flexibility, directly addressing concerns about program rigidity.
OPPORTUNITIES	Extracurriculars (Speaking Club, Magazine) and support programs (Peer Support) are highly valued.	These are not just opportunities but *proven successes*. They serve as a model for addressing key weaknesses related to curriculum rigidity and a lack of social interaction.	Action: A dedicated writing and study centre was established to provide timely feedback. The number of student clubs was significantly increased to cater to a broader range of interests and encourage wider extracurricular participation.
THREATS	Student dissatisfaction, if unaddressed, could harm the program's reputation and future enrollment.	This threat is the direct consequence of the identified Weaknesses (assessment, curriculum, social life). A lack of visible response would amplify this threat and damage the program's competitive standing.	Action: A multi-pronged approach was taken: 1. Department heads were integrated into orientation activities to build community. 2. A specialised support program was created for repeating students. 3. The entire set of actions was framed within a PDCA cycle to ensure systematic monitoring and continuous refinement, demonstrating a clear commitment to addressing all identified deficiencies.

All in all, this study highlights the importance of bringing together various stakeholders in quality assurance. For example, the differing perspectives of students and faculty offered valuable insights that might have otherwise gone unnoticed. Additionally, the SWOT-PDCA framework serves as a versatile model for other higher education institutions aiming to transition from diagnosis to data-driven action.

1. How was the PDCA cycle done regarding the SWOT analysis?

PLAN (The Diagnosis): The whole SWOT analysis for 2023-2024 was all about the "Plan" phase. This involved gathering detailed insights from students, instructors, and faculty members to pinpoint what the prep school excelled at (Strengths), where it stumbled (Weaknesses), what outside factors could be tapped into for growth (Opportunities), and what challenges it faced (Threats). The aim here was to shift from opinions to a solid,

data-driven grasp of the SOFL's actual situation. The resulting "plan" was a clear directive to tackle the identified weaknesses and threats while capitalising on strengths and opportunities.

DO (The Implementation): This phase corresponds to the action plan rolled out in the 2024-2025 academic year. Drawing on the "Plan" (SWOT insights), the management team crafted and implemented a series of specific, targeted interventions. This was the active, hands-on phase where the strategic plan transformed into real operational changes.

CHECK (The Evaluation): This is all about monitoring. During this stage, the institution gathers fresh data to assess the impact of the actions taken in the "Do" phase. The goal is to answer questions like: "Did the new assessment methods ease student anxiety?" or "Did the modular curriculum boost student satisfaction?" This phase helps confirm whether the solutions are effective.

ACT (The Refinement): This phase focuses on making informed decisions based on the outcomes of the "Check" phase. It involves standardising successful changes, eliminating those that aren't quite right, and planning the next steps. The action plan currently being developed is to address any remaining deficiencies and ensure continuous program enhancement. This indicates that the cycle is ongoing.

2. How were the results (SWOT components) related to each component of the PDCA cycle?

Table 3 below maps the specific SWOT findings to each stage of the PDCA cycle, showing how the diagnostic results were systematically addressed.

Table 3. SWOT Findings to Each Stage of the PDCA Cycle

PDCA Component	Description & Role in the Cycle	How SWOT Results Were Addressed in This Stage
PLAN	Diagnosis and Strategy Formulation To understand the current situation and create a data-driven improvement plan.	The SWOT analysis served this function. • Weaknesses (e.g., assessment anxiety, rigid curriculum) and Threats (student dissatisfaction) defined the core problems that needed to be solved. • Strengths (e.g., quality teachers, successful clubs) and Opportunities (digital platforms, peer support) identified the key assets and strategic levers that could be used to solve those problems.
DO	Implementation of the Action Plan To execute the specific changes designed to address the issues identified in the "Plan" phase.	Each action in the 2024-2025 plan was a direct response to a SWOT finding: • To address the Weakness of assessment anxiety, Pop quizzes were replaced with varied assessments (presentations, projects). • To address the Weakness of a rigid curriculum, A 15-week modular system was implemented. • To address the Weakness of poor social integration & capitalise on the Opportunity of successful clubs: The number of student clubs was increased, and a writing centre was created. Department heads were also integrated into orientation. • To maintain the Strength of quality teaching, in-service training for instructors was improved with practical workshops and webinars.
CHECK	Monitoring and Evaluation To measure the effectiveness of the actions taken in the "Do" phase and see if they had the intended impact.	This ongoing phase collects new data to compare against the original SWOT findings: • Are student satisfaction scores regarding assessment higher now? (Checks impact on the original Weakness). • Has participation in extracurriculars and the writing centre met expectations? (Checks if the Opportunity was successfully leveraged). • Do surveys indicate the curriculum is now perceived as more flexible? (Checks impact on the original Weakness). • Is the threat of negative comments on social media diminishing? (Checks mitigation of the original Threat).
ACT	Standardisation and Refinement To institutionalise successful changes and use the findings from the "Check" phase to plan the next cycle of improvements.	This phase makes the improvements permanent and sets the stage for the future: • If the new assessment methods are successful, they will be formally adopted into the program's official policy. • If the modular system needs minor changes, those refinements will be planned for the 2025-2026 academic year. • If new issues were identified in the "Check" phase, they would become the primary focus of the next "Plan" phase, thus starting a new PDCA cycle. This represents the principle of "continuous program enhancement."

Implications for the PDCA Cycle

The 'Check' stage will focus on analysing the end-of-semester student satisfaction surveys, comparing exam pass rates to those from previous years, and holding follow-up focus groups to understand how the changes we've made have impacted students.

Based on what is found during the 'Check' stage, the SoFL's Quality Assurance Committee, along with input from faculty representatives, will take action by deciding whether to standardise the new initiatives, modify them for another round of improvement, or discontinue them altogether. This whole process will be guided by the university's current quality assurance regulations.

In a nutshell, the SWOT analysis highlighted the issues at the destination that needed attention, while the PDCA cycle laid out the plan for addressing those issues, showing us how to implement changes, evaluate their effectiveness, and keep making improvements along the way.

Limitations

This study has some limitations that should be paid attention to. Firstly, the sample of student participants, while large, might not be fully representative of the entire student body. Furthermore, it is crucial to note that the current study concentrated on only one SoFL, hence reducing the generalizability of the results to alternative situations. Finally, the data was gathered only qualitatively, which may restrict the ability to draw definitive conclusions about program effectiveness.

The findings are based on self-reported data, which can be swayed by social desirability bias, especially in focus group settings where participants might feel reluctant to express differing opinions. Data Imbalance: The study points out the disparity between the vast amount of written data from students and the limited spoken data from a smaller group of instructors and stakeholders. While this provides a wide-ranging view from students, it may limit the direct comparison of the datasets.

Future studies could include quantitative data, such as student performance records and program enrolment trends, to bring forth a more comprehensive depiction of program effectiveness. Additionally, data could be collected from a wide range of stakeholders, including administrators, support staff, and alumni, to gain a more comprehensive understanding of the program's strengths and weaknesses. In addition, conducting longitudinal studies to track students' progress and the program's outcomes over time might help assess the long-term impact of interventions and identify areas for ongoing improvement. Another suggestion can be to compare SoFL's programs and practices with those of other language schools to identify best practices and areas for innovation. Last but not least, investigating the impact of specific interventions to evaluate the effectiveness of individual components of the action plan, such as the modular system, active learning strategies, and student support services, may be seen as an area that needs to be explored.

Statements of Publication Ethics

The researchers followed the ethical guidelines and principles by ensuring the anonymity of participants' responses throughout all the phases of the study. The study was approved by the Çukurova University Ethics Committee of Human Research with a decision number and funded by BAP with ID: 16723 SBA-2024-16723.

Researchers' Contribution Rate

If there is one author, please delete this sub-section. Otherwise, please specify the contribution rate of each author in the manuscript. Do not write any names. You may add new columns.

Authors	Literature review	Method	Data Collection	Data Analysis	Results	Conclusion
Author 1	☒	☒	☒	☒	☒	☒
Author 2	☒	☒	☒	☒	☒	☒
Author 3	☐	☐	☒	☐	☐	☐
Author 4	☐	☐	☒	☐	☒	☒

Conflict of Interest

The authors declare that they have no conflict of interest

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