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**PERCEIVED EFFECTIVENESS OF ENGLISH MEDIUM INSTRUCTION
AMONG STUDENTS AND LECTURERS
AT A TURKISH STATE UNIVERSITY**

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PREFACE

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MERYEM KARAMAN

ÖZ

YABANCI DİLDE (İNGİLİZCE) ÖĞRETİMİN TÜRKİYE’DE BİR DEVLET ÜNİVERSİTESİNDEKİ ÖĞRENCİ VE ÖĞRETİM GÖREVLİLERİNCE ALGILANAN ETKİLİLİĞİ

Gelişmekte olan dünyaya uyum sağlama amacı güden yüksek öğretim kurumları yerel ve uluslararası bağlamda öğrencileri kendi bünyelerine çekebilmek için yeni arayışlara girmiş; bu arayışlar da kurumları yabancı dilde (İngilizce) öğretime yönlendirmiştir. Bu sürecin tarafları olan öğrenci ve öğretim görevlilerinin yabancı dilde öğretime karşı tutum ve algıları bu eğitimsel açılıma uyum sağlayarak değişmekte, bu da onların öğrenim ve öğretim durumlarına yansımaktadır. Yabancı dilde öğretim kavramsal haliyle yaygın olarak kabul görmesine rağmen, kuramın uygulamaya aktarımı öğrencilerin hazırbulunuşluluğu dikkate alındığında her zaman olumlu sonuçlar doğurmayabilmektedir. Hal böyle olunca, bu sürecin ana aktörleri olan öğrenci ve öğretim görevlilerinin yabancı dilde öğretim uygulamasını nasıl algıladıkları açık uçlu bir soru olarak varlığını sürdürmektedir. Dolayısıyla, bu çalışmanın amacı Türkiye’deki bir devlet üniversitesinin mühendislik bölümü lisans programlarında İngilizce’nin kısmen veya tamamen eğitim dili olarak kullanımına ilişkin, öğrenci ve öğretim görevlilerinin tutum ve algıları değerlendirilerek etkililiğini araştırmaktır. Araştırmada, öncelikle yabancı dilde öğretim sürecini belirleyen kavramlara açıklık getirilmekte, sonrasında yurtdışı ve Türkiye bağlamında bu konuda yapılmış alan çalışmaları aktarılmaktadır. Araştırma sorularına yönelik tartışma, öğrenci ve öğretim görevlilerinin karma araştırma yöntemi kullanılarak elde edilen görüşleri doğrultusunda değerlendirilerek sunulmaktadır. Çalışmanın bulguları göstermiştir ki 1) Araştırmaya katılanların büyük çoğunluğu İngilizce’nin yabancı dil olarak öğretilmesi ve üniversite düzeyinde öğretim dili olarak kullanılmasına önem vermektedir. 1a) Kısmen yabancı dilde öğrenim gören öğrenciler, dil seviyelerini İngilizce alan derslerinde başarılı olacak kadar yeterli görmemektedir. Bu öğrenciler, alan dersleri tamamen İngilizce olan öğrencilerle yabancı dilde öğretime yönelik benzer tutumlar sergilemektedir. 2a) Yabancı dilde öğretim, öğrencilerin sınıf içi çalışmalara katılımı ve akademik başarıları üzerinde olumsuz bir etki göstermektedir. 2b) Aynı şekilde, öğrencilerin alan dersi öğrenimi ve yabancı dil bilgisine dair yaşadıkları sorunlar, öğretim görevlilerinin öğretim süreçlerini olumsuz etkilemektedir.

Anahtar kelimeler: Yükseköğretim kurumları, yabancı dilde (İngilizce) öğretim, yabancı dilde (İngilizce) öğrenim, tutum ve algı, karma araştırma yöntemi, üniversite düzeyi, eğitim dili, alan dersi.

ABSTRACT

PERCEIVED EFFECTIVENESS OF ENGLISH MEDIUM INSTRUCTION AMONG STUDENTS AND LECTURERS AT A TURKISH STATE UNIVERSITY

Aiming to adapt to the ever-evolving world, higher education institutions seek to adopt new practices to attract national and international students, which leads them to the pursuit of English medium instruction (EMI). Attitudes and perceptions of stakeholders towards EMI seem to have been accustomed to this educational evolution, which is reflected on their learning and teaching events. Although EMI is highly appreciated as a notion, the attempt to put the theory into de facto implementation may not always be practical and yield favourable results, considering the readiness of the stakeholders to EMI process. This being the case, how students and academic staff being the main subjects of this process, consider the practice of EMI appears to be an open-ended question. Thereby, the aim of the present study is to investigate the implementation and perceived effectiveness of partial and full English medium instruction courses in undergraduate engineering programs at a state university in Turkey. Initially, this study sheds light on the concepts paving the way for EMI; secondly, it presents the related field research that has been conducted in national and international contexts; and lastly, with respect to students and lecturers' opinions, it attempts to answer the research questions through a mixed method research design. The findings reveal that 1) Almost all participants give due importance to English as a foreign language and as an instructional medium at tertiary level. 1a) Students of partial EMI programs, who do feel less linguistically-ready to succeed in EMI content courses, hold similar attitudes with their counterparts studying in full EMI programs. 2a) Students reflect that their classroom performance and academic success are adversely affected by EMI. 2b) In a similar vein, lecturers acknowledge their concerns with regard to students' impaired content and language learning which is reflected on their instructional process as challenges.

Keywords: Higher education institutions, English medium instruction, attitudes and perceptions, mixed method research design, tertiary level, instructional medium, content course.

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LIST OF ABBREVIATIONS

CLIL	Content and Language Learning
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EHEA	European Higher Education Area
EIL	English as an International Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
EMI	English Medium Instruction
ENQA	European Association for Quality Assurance in Higher Education
EOP	English for Occupational Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
ESU	European Students' Union
EU	European Union
EUA	European University Association
EURASHE	European Association of Institutions in Higher Education
FLMI	Foreign Language Medium Instruction
FL	Foreign Language
HE	Higher Education
HEI	Higher Education Institution
ICT	Information and Communications Technology
L1	Native language / Mother Tongue
L2	Foreign Language / Second Language
NS	Native speaker
NNS	Non-native speaker
TESOL	Teaching English to the Speakers of Other Languages
TL	Target Language
TMI	Turkish Medium Instruction
YÖK	Yükseköğretim Kurulu (The Council of Higher Education)
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER I: INTRODUCTION

1.1. Statement of the Problem

Using English as a medium of instruction has political, cultural, pedagogical, linguistic and even personal implications. Countries have their concern to compete in the global world and keep up with the pace of internationalisation and; accordingly, higher education in these countries has begun to be more international and global. The nature of internationalisation has urged higher education institutions to adopt educational policies embodying the implementation of EMI. Their aim is to attract international students to their institutions, educate and prepare their own students to be international members of the society by equipping them with an international language, which is English. Although it is supposed to be a win-win situation for the institutions, it may represent a challenge and become a trial and error case for some institutions located in English as a foreign language (EFL) countries where English is still ‘foreign’ for most of the participants.

In Turkey, teaching of English courses at national schools has always been controversial because most people utter their concern that they cannot properly use English; they complain about this issue by saying that “I can understand, but I cannot talk!”. Students, for instance, do not exactly know how to use English efficaciously since they have had problems in their English learning background. Having this ‘learned helplessness’ causing a demotivational stance, they cannot react to a question, participate in a classroom activity or discuss a topic (Kayaoğlu & Sağlam, 2010; Kırkgöz, 2005). This is not only the problem of students but some instructors also have such concerns that they have difficulty performing in English in classroom environment (Björkman, 2010; Kılıçkaya, 2000). Teaching of technical lesson content to students is already challenging, and doing it via a foreign language becomes even more of a challenge. Furthermore, their occupational satisfaction can diminish because of the linguistic barrier they have between themselves and students. Academicians who have been educated abroad and are fully competent in English are exonerated in that sense; however, for the job satisfaction issue, they also face problems when they cannot reach the minds of students in TL since their target audience are not capable of pursuing the lesson properly (Arkin, 2013; Atik, 2010; Sert, 2008; Suviinitty, 2012; Tarhan, 2003).

The stakeholders in higher education institutions set out their journey to partly or fully implement EMI, considering that both students and lecturers are competent enough to reach the desired result. What is meant with the desired result is that tertiary education would be fulfilled flawlessly; lecturers would be able to teach in English and students would learn and internalize their major area courses carried out in the target language. However, because they are non-native speakers of English, neither students nor lecturers might be capable of managing those EMI courses desirably (Arkın, 2013; Kayaoğlu & Sağlam, 2010).

When the question is medium of instruction, the state university where the present study is conducted can be deemed as a mixed type of university in that it offers Turkish medium, mixed-medium of instruction (30% EMI and 70% TMI) and (full) English medium courses. Having set their preferences for the departments, students who have been enrolled in partial English medium or full EMI programs are provided with a preparatory education to get linguistically ready for their content courses. In their departments, the experience becomes either a challenge or fulfilment of their linguistic competences. Since the medium is a foreign language, students might have some difficulties understanding the major area courses, passing those courses with good grades and reflecting what they learn onto real life encounters.

1.2. Purpose of the Study and Research Questions

In this study, the aim of the researcher is to investigate the ‘perceived’ effectiveness of the implementation of partial and full English medium instruction courses in engineering faculties at a state university in Turkey. Engineering students of this university have been taking their major area courses partly or fully in English. The students studying in the departments with partial or full EMI to acquire tertiary knowledge were investigated and evaluated in terms of their reasons to choose English medium programs, their motivation and perceived readiness to pursue EMI courses. Students were requested to express their attitudes and perceptions towards EMI and the impacts of it on their learning process. Hence, it was aimed that the present study would better analyse the issue of EMI through the perspectives of the participants who were directly exposed to EMI. Another focus of the present study was to identify the identical and divergent points between students of mixed-medium

of instruction and full EMI regarding their perceptions and perceived level of English competence.

On the other side of the coin, there are other participants of EMI programs; the lecturers. Since they deliver the content knowledge and subject matters related to students' particular field of study, they are also named as content teachers in the present study. What are their perceptions about EMI process they have been involved in? What do they think about their own and students' performance in class? What are the possible challenges, if any? Those were some of the questions seeking an answer in this study.

The research questions of the present study are as follows:

1. What are the attitudes and perceptions of engineering students and lecturers at a state university in Turkey towards using English as a medium of instruction (EMI) at tertiary level in an 'English as a Foreign Language' (EFL) setting?
 - 1a) What are the similarities and differences between partial (30%) and full (100%) EMI students in terms of their;
 - attitudes and perceptions towards EMI
 - perceived self-competence in English
2. What are the perceived effects of English medium instruction on;
 - 2a) students' learning process of the content courses
 - 2b) lecturers' instructional process of the content courses

Taking everything into account, this study seeks to find out the concerns about English medium educational process of a state university- through the perspectives of its students and lecturers being the main participants.

1.3. Background to the Study

The widespread use of internet tools, novelties in communication technology, advances in science and developments in economy, mobility of goods, people and knowledge, mutual interest for doing business and trade among the nations have

planted the seeds of a global language and fertilized its way to grow more and more in time. If all these are considered to be an exchange, people have been led to adopt an international medium to communicate and they have watered the bud of global language. By means of this exchange, globalisation has gained momentum concurrently. A typical conclusion might be that ‘the spread of English is inseparable from globalisation’. (Crystal 1997; Dewey, 2007; Fairclough, 2006; Huppauf, 2004; Pennycook, 2010; Seidlhofer 2003). The terms “internationalisation” and “englishisation of higher education” are closely associated with each other (Coleman, 2006; Phillipson, 2008).

On the other hand, as expressed by Kachru (1985), the fact that English has become the world language does not mean that it has the same approach in every country. Kachru (1985) visualised the distinct usages of English by dividing the countries into three categories which are three concentric circles; the countries using English as L1 such as the USA and the UK are located in the inner circle; outer circle comprises the countries such as India and Singapore that were once colonies and have been using English as their official language; and the expanding circle involves the countries such as Turkey and China in which the dominance of English preserving the status of being a foreign language is expanding every following day. Crystal (2003) supports the idea that English has become more prevalent and dominant in almost every country as it is being taught as a foreign language in schools and used in media, so it is high time to call it a global language.

The notion of lingua franca which is ‘a contact language used among people who do not share a first language’ (Jenkins, 2007, p. 1) has been rooted from this point. According to Seidlhofer (2005, p. 339), although non-native speakers outnumber native speakers, English as a lingua franca (ELF henceforth) involves both types of speakers. This growing importance of ELF has brought innovations in the policies of the educational systems of the countries. Many countries providing the mobility between one another, urge their citizens to become active participants of the global arena. The understanding of people has altered in the way that they need to be proficient in their L1 and the following step to find a good job is to be competent in English. Hence, English language education has been given priority and people have

been directed to be as competent as possible to be able to find their path in this globalised world.

One of the domains that is influenced by globalisation is Higher Education (HE). As a requirement of marketisation and internationalisation of higher education, more and more local students as well as international ones are intrigued within Europe (Kurtan, 2004). The Bologna Process can be regarded as a reform for European Higher Education in that it advocates the harmonization of the higher education programs in Europe. According to this reform, students should be able to have proficiency in a second and/or foreign language to have a better flow of education at the tertiary level when they are exposed to foreign language medium instruction of their major area courses. Considering the increasing demand for English-medium higher education, Turkey has also been affected by these processes because of the supply and demand issue of the English-medium programs (Arkin 2013; Sert, 2008). By conducting a large survey of EMI programs in European countries including Turkey, Wächter and Maiworm (2008) reported the increasing number of universities across Europe that have adopted EMI at the post-graduate level.

As Graddol (1997) states, teaching courses through English at tertiary level has become an educational trend. One of the *English Next Higher Education Trends* that Graddol (2006, p. 80) suggests is that institutions in non-English speaking countries adopt EMI courses and thus, attract students and academic staff from around the globe. European universities, for instance, offer EMI especially in engineering departments (Coleman, 2006). Universities having a concern for establishing international ties with an international and intercultural ingredient, and also for attracting both national and international students, have adopted English as their medium of instruction and had a great many of strategies to meet the requirements of globalisation and internationalisation of HE. Knight (1993, p. 21) describes this as “the process of integrating an international/ intercultural dimension into the teaching, research and service functions of the institution”. Schneider and Räsänen (2008) argue that English as a language of instruction helps students to develop their intercultural communication competence authentically. Hence, one of the most prominent ways to have an access to the status of ‘internationalized

campus' is to convert the medium of instruction- either partly or fully- from the native language to the global language.

EMI is closely related to content and language integrated learning (CLIL) since they share a similar description and application in education. CLIL includes “learning to use language appropriately whilst using language to learn effectively” (Coyle et al., 2010, p. 42). They include that there are two practices of CLIL which are; ‘extensive instruction and partial instruction through the TL’. The first scale requires 50% of the whole curriculum to be taught in the vehicular language, the concepts are introduced in that foreign language and there should be very limited use of L1. In the second scale, the lesson flows bilingually involving more code-switching and the percentage of TL usage is very limited. (also stated in Floris, 2014). No matter what name is given to this process, teaching and learning via another language other than your own is a challenging experience, having its advantages and disadvantages.

In recent years, there has been an increase in the number of studies on EMI, which are based on diverse aspects of the issue. For instance, some studies examine the ethics of adopting a foreign language and how it may have an influence on the cultural and national heritage of the people involved. The studies that focus on the pedagogical perspective analyse the impact of EMI on the process of content learning and its outcomes. Another aspect regarding EMI is finding out perceived or actual proficiency levels of the stakeholders (students and lecturers) in English and their competence to apply the features of language on English-mediated content courses and if ever, how the language skills improve in time.

The research conducted by Klaassen and De Graaff (2001) revealed that methodological and language-related challenges were common in programs in which subject courses were delivered in English. Having examined some European universities implementing EMI, Coleman (2006, p. 7) also acknowledged that students and teachers had inadequate linguistic skills in the TL and that they need to be trained so that they could perform in the language in content courses. Academic performance in higher education is already too challenging in L1; making students actualize this performance in a spoken and written way in a language that is not so familiar to them justifies the arguments on it (Cummins, 2000).

Although there have long been arguments and controversies with respect to the usage of English as medium of instruction, there is still a need for further research (Sert, 2008). In Turkish context, some of the studies conducted so far reflect the negative impacts of EMI in higher education (Arkin, 2013; Kılıçkaya, 2006; Kırkgöz, 2005; Sert, 2008). The findings of these studies demonstrate that despite its positive effects on language learning, EMI has some failures in the learning of the subject matter and meeting the requirements.

1.4. Significance of the Study

There is a great number of studies explaining, evaluating, criticizing and/or favouring EMI. Although attitudes and perceptions towards EMI have considerably been investigated up to now, the present study aims to observe the possible changes in the approach of students and lecturers with the growing impact of globalisation in every aspect of life. This study will contribute to the literature as it is to shed light on the issue of perceived effectiveness of the implementation of an EMI program conducted at a state university; detect the perceptions of students on their choice for the medium of instruction and how this is reflected on their learning; and meanwhile, to analyse their self-evaluation by means of the appraisal of their lecturers. Moreover, it has a comparative nature due to the fact that it also aims to analyse the similarities and differences between partial and full EMI students regarding their approach towards EMI, which could be deemed as another contribution to the literature in that there is no other study in Turkish context that compares the attitudes and perceptions of the students of partial and full EMI. On the other hand, the attitudes and perceptions of the lecturers concerning EMI are identified as well. Eventually, an overall evaluation of the attitudes and perceptions of both students and lecturers are provided.

Most importantly, the result of the present study might be used as a guideline by the decision makers and administrators in their decision making process regarding the implementation of EMI programs. The reason why it might be helpful lies in the quality of the data that contain evaluations of the EMI process by the real participants; namely students and lecturers. By using the results of the present study, decision makers might question the partial EMI program in terms of its actual practice and whether there are any restraints before the step through the entire

implementation of EMI in all departments. Regarding the current implementation of full EMI in undergraduate engineering programs, they may ponder upon to remedy the situation for the betterment of the program.

1.5. Limitations of the Study

Limitations of this study mostly concern the research sample. For the present study, the engineering faculties having major area courses via partial or full EMI were found out by the researcher in advance. The sample consists of participants representing the departments that offer partial or full EMI. In fact, all the students who were being exposed to both types of programs might have been surveyed and interviewed; however, it was not applicable for practical reasons. Therefore, the research was conducted with a sampling (Gay & Airasian, 1997) calculated by the researcher, which will comprise the ideas and perceptions of engineering students. Another similar aspect of the situation is the number of lecturers who were interviewed. The ideas of a lecturer from each department having EMI were thought to be sufficient to reflect the general viewpoint of the other lecturers. This may lead to another limitation on the generalization of the findings collected from a small group and representation of those findings for a larger group.

EMI is a phenomenon that is implemented in almost all phases of education, starting from primary till tertiary education. Hence, another limitation of the present study might be the fact that it addresses only to the concerns of participants in higher education. On the other hand, higher education is divided into two categories; private and state. The setting determined for the present study is a state university in Turkey, which create another limitation that it might have focused on more higher education institutions, both private and state. Also, the findings of the present research cannot be compared with the previous research in terms of the similarities and differences between partial and full EMI students as it is the first study investigating this aspect.

1.6. Definitions

In the present study, the terms listed below were used in reference to the meanings and definitions given:

English Medium (of) Instruction (EMI) refers to teaching of content via English. It can be applied at each level of education; however, this study focuses on EMI in higher education, which means teaching major area courses at university level by means of English. EMI can be used interchangeably with *foreign language medium instruction; Content Learning through English, Teaching through a Foreign Language* and *Foreign Language Mediated Instruction* (Van Leeuwen & Wilkinson, 2003).

Partial EMI refers to using English as a medium of instruction in some of the major area courses. Partiality of English medium instruction depends on the institution it is adopted, which has the percentage of 30 in the case of the present study.

Full EMI refers to using English as a medium of instruction. If an institution adopts full EMI in its programs, all the courses in the curriculum are covered via English.

English as a Lingua Franca (ELF) refers to the use of English as a ‘contact language’ between persons who do not share a common L1 or culture, and for whom English is the chosen FL of communication’ (Firth, 1996, p. 240).

English as a Foreign Language (EFL) refers to learning and use of English in a non-English-speaking country.

English as a Second Language (ESL) refers to learning and use of English by the speakers of nations that use English in official affairs. English is a second language for those people since they use it in their daily life.

Content and Language Integrated Learning (CLIL) refers to teaching of both content and target language at the same time. What differentiates CLIL from EMI is that EMI does not directly aim to develop the language of the student.

Higher Education (HE) is “an optional final stage of formal learning that occurs after secondary education” (<https://www.igi-global.com/dictionary/higher-education/13094>). It can be used interchangeably with university level education or tertiary education/ learning.

Content course refers to major area courses students take in their specific departments.

Lecturer refers to faculty members who deliver EMI content courses in specific engineering departments.

In this chapter, statement of the problem, purpose of the study including research questions, background and significance of the research were explained. Also, limitations of the study and definitions of the terms were offered. The following chapter presents the literature review of the study in two parts; conceptual framework with respect to EMI and field research on EMI.



CHAPTER II: REVIEW OF LITERATURE

This chapter presents the relevant literature regarding the main concern of the study: English medium instruction. Initially, conceptual framework of adopting English language as the medium of instruction in Turkish higher education is presented. Then, research studies on the relevant field are explained in detail.

2.1. Conceptual Framework of English Medium Instruction

English medium instruction being the umbrella term of the study has a theoretical basis on the following subtitles: globalisation, internationalisation, glocalisation, ELF, ESP, EAP, higher education, language policy, EU, EFL, ESL and CLIL. These concepts underlying English medium instruction foster the widespread use of English as a global language and vice versa. The push factor of English language as an educational medium is the fact that it has become a tool among the nations worldwide used in universal communication. Hence, it is prominent to begin with the explanation of globalisation and its by-products internationalisation and glocalisation and how they affect the internationalisation of higher education.

2.1.1. Globalisation, Internationalisation and Glocalisation

Technology and knowledge economy are the driving forces of both globalisation and internationalisation. Although they have been fed by the same sources, they are actually different concepts that are generally confused with one another. Dulupçu and Demirel (2005) state that being the root of the word “globalisation”, the term “global” means entirety and homogeneity in western languages. The term “globalisation” was first used in 1980 by some prestigious American colleges although the concept of “global” - with its contemporary meaning- was introduced back in the 17th century. The notion of “global village” was first used by Canadian sociology professor Marshall McLuhan in 1960 in his book titled “Explorations in Communication”.

Globalisation has different dimensions and has made an impact on diverse domains; therefore, there is a great deal of commentary from the experts’ side for the explanation of globalisation. Steger (2003) compiles the definitions of globalisation by prominent theorists in his book. Robertson (1992, p. 8), for instance, defines it as “a concept which refers both to the compression of the world and the intensification

of consciousness of the world as a whole... both concrete global interdependence and consciousness of the global whole”. According to Giddens (1990, p. 64), “globalisation can be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa.”

Beside these definitions, globalisation can be better understood by the book “The Lexus and the Olive Tree: Understanding Globalisation” written by Thomas Friedman (1999). What he puts forward in the book is that the world is passing through two particular struggles: the drive for prosperity and development, which is symbolized by the Lexus, and the desire to preserve identity and traditional aspects, which is symbolized by the olive tree. According to him, globalisation is not a trend of our day or a fad that today’s people have. It involves the international systems that have replaced the Cold War system. It has its own rules, logic, opportunities and threats that will, and still do, have an impact on the politics, environment, geopolitics and economics of every country in the world, and affecting everyone's company and community, either directly or indirectly.

Internationalisation, on the other hand, is often confused with globalisation (Altbach, 2004). Globalisation may be unalterable, but internationalisation involves many areas. Maassen (2007) expresses the dissimilarity between these two concepts as such that “Global is different from international both in the sense that it is an *integrated* whole (instead of an interconnected) and in the sense that it has expanded *towards* a world-wide scale.” Altbach and Knight (2007) determined the scope of the term ‘internationalisation’ by stating that it involves education policies and structures adopted by academic institutions and individuals in order to adapt to the global academic environs. They point out that the motivations behind internationalisation are affected by many factors including language acquisition and designing of the curriculum with an international content.

Now that the distinction between globalisation and internationalisation has been clarified, we can shed light on the notion of ‘glocalisation’ being a recent term derived from these two concepts.

Since the term “glocalisation” was first introduced by sociologist Roland Robertson in 1995, it has been used with regards to globalisation and

internationalisation. The term “glocalisation” derived from a combination of two notions ‘globalisation’ and ‘localization’, suggesting that a local product is tailored to be sold in international grounds and an international product is tailored according to the needs and expectations of the target local culture. It is also described as “the local in the global” and “the global in the local” for studies of language and internationalisation of English (Schneider, 2011).

Glocalisation has affected the widespread use of English, which yielded the concept of ‘World Englishes’. As speakers, especially in the outer circle, started to use English, the type of English they adopt has no longer been American or British in essence. The use of English is adapted according to their perception of life and the way they pronounce the language. Those linguistic productions rather become plural Englishes such as Indian English, Singaporean English, Nigerian English, etc. According to Meierkord (2004), ‘English needs to be conceived as interactions across Englishes’ (cf Meierkord, 2004; cited in Phillipson, 2009, p. 187). The interaction among people from diverse cultural backgrounds comprises the purport of ‘World Englishes’. Brown (1993, p. 59; cited in Hamp-Lyons & Zhang, 2001, p. 101) summarises three major elements that characterize the World Englishes paradigm as follows: a belief that there is a ‘repertoire of models for English’, the ‘localized innovations (in English) have pragmatic bases’ and ‘the English language now belongs to all those who use it’. The second element reflects the relation between glocalisation and English in that each local context in which English is used offers a unique perspective to the pragmatic use of the language. For example, while interacting in English with people from diverse backgrounds, we can translate the meaning of a Turkish idiom that suits to the context of the conversation. And this is how a culture-specific notion becomes part of a global environment. Regarding the academia, a scientific article having a national content written in a researcher’s native language can be translated into other languages and be presented to people from diverse backgrounds. In a similar vein, a product having been invented in a country could be presented to the world industry and put into use for the citizens of the globalised world.

A very typical recent rhetoric is that 21st century is the era of communication with new advances and breakthroughs contributing to the evolution of information and communication technologies. When people can have access to any kind of

information they search, when these novelties in the daily life affect the business life, cultural exchanges and the culture of each community as well, higher education would naturally receive its share of change. Educational reforms in higher education are deemed as the pre-requisite for keeping up with the changes that stem from globalisation and its derivatives.

2.1.1.1. The effect of Globalisation and Glocalisation on the Internationalisation of Higher Education

With the acceleration of globalisation, internationalisation has gained momentum. This acceleration has instigated the flow of information from person to person on different continents, removing the barriers; and high-tech gadgets being launched every following day have made the flow of information even easier. As a consequence of this, higher education institutions have had to update their curricula, procedures and implementations, and they need to make adaptations in their medium of instruction. The vision and mission of an internationalized higher education institution are constituted by the globalised world surrounding it; and the language it advocates for the medium of instruction is shaped by its internationalisation process. One might deduce that the shift in the world order stimulates the shift in the educational paradigms.

According to Seddoh (2002), higher education policies and strategies should be designed in the light of three major trends: the importance of change and its consequences on education; the impact of globalisation; and the overall goals for higher education development. For the new global roles of higher education, these trends seem to form the infrastructure. As for the importance he gives to the change concept, it can be said that information and communication technologies (ICT) act as agents of development in higher education. ICT has a great influence especially on universities since it offers the opportunity for students to mobilize their learning, opening way for distance education via a variety of technologies. Because people have such facilities to have an access to quality education regardless of time and space, they are able to be involved in lifelong learning.

As suggested by Altbach and Knight (2007, pp. 293-294) with respect to the frame of academic internationalisation, “traditional internationalisation” includes the universities adopting international and cross-cultural activities, and study-abroad

programs; “European internalism” encourages students of EU to study abroad within the EU by means of the ERASMUS program; “developing-country internationalisation” comprises countries like India, Malaysia and China having developed their own strategies to attract international students; and “individual internationalisation” involves students preferring to study abroad by their own opportunities. According to Eva Egron-Polak, secretary-general of the International Association of Universities (IAU), “even though there is still no such thing as global higher education,” internationalisation is “creating a sense of ‘global’ in higher education” (as cited in Rumbley et al., 2012, p. 4). This being the case, internationalisation manifests itself in diverse domains. Students have become mobile more than ever, everyone desires to have a global status and accordingly every university welcomes a label of world-class. Moreover, universities have an interest in graduating students into a globalised world; they have a collaborative, cooperative and competitive nature on the national and international grounds, and there is a huge growing market called the international education. Being pushed by these inducements, higher education institutions struggle for preparing adult citizens of tomorrow accordingly. Those citizens will graduate with the necessary academic and linguistic gains, which are required to make the information flow more easily across the borders. According to Teasdale (1997), the local and the global should be interfused into one another in the frame of education so that students from local cultures would be equipped with the skills of the new century. Douglass (2005, p. 1) alleges that higher education has been forced to have a reform in terms of instructional technologies in today’s globalised world; however, at the same time, “all globalisation is in fact subject to local (or national and regional) influences” (cited in Tien & Talley, 2012). It is suggested by the mutual influence which the global has on the local and the local has on the global that, higher education should be constructed according to the requirements of globalisation, and that the needs of global market should be analysed so that students could be prepared for the future accordingly.

Globalisation has become an inevitable process, so does the learning and using English in international, academic and business encounters. At this point, the researcher needs to shed light on the role of English language in this process.

2.1.1.2. The role of English Language in Globalisation

The spread of English is inseparable from globalisation (Crystal 1997; Dewey, 2007; Fairclough, 2006; Huppau, 2004; Pennycook, 2010; Seidlhofer 2003). “Globalisation has encouraged the spread of English, but the spread of English also encouraged globalisation.” (Graddol, 2006). According to Skuttnab-Kangas and Phillipson (1989, p. 63), ‘it has been British and American government policy since the mid-1950s to establish English as a universal “second language”, so as to protect and promote capitalist interests’. What make English so prevalent are the areas it is being used worldwide. Then, it is a purposeful government policy in English-speaking countries to promote the worldwide use of English for economic and political purposes (Phillipson, 2008). According to Pennycook (1994), promoters of the spread of English around the world may reap the benefits of that promotion in economic and political grounds. As cited in Kennedy (2001, p. 26), both Crystal (1997) and Graddol (1997) proffer a number of domains in which English is being used internationally. These domains comprise international organizations such as conferences; academic publishing, especially in science and technology; foreign affairs of economy, trade, communication, tourism, transportation; advertising and the media. Even more importantly, as a major medium of communication, the Internet has indulged the way English language has been enjoying its place in the international grounds. Crystal (2003) also corroborates that promotion of the language of a community is directly highlighted by its playing a crucial role in international arena.

To better describe the substantial spread of the English language hegemony on various domains, Myers-Scotton (2002) uses the metaphor of “snow-ball effect”: “The more people learn a language, the more useful it becomes, and the more useful it is, the more people want to learn it” (Myers-Scotton, 2002, p. 80; cited in Seidlhofer et al., 2006, p. 2). The global spread of English is promoted by cultural, economic and political forces: the dominance of (US) media, the role of international corporations, the spread of particular forms of culture and knowledge, and the development of a very particular “world order.” For the full participation into national and international life, English is regarded as a symbol of people’s prosperity in some cultures, especially where it is once and still used as second language (Pennycook, 1994; Phillipson, 1992).

What is most privileged by internationalisation and globalisation is English language. It has been surpassing the other languages by highlighting bilingualism. According to '*Ethnologue: Languages of the World (2005)*', English is the fourth language in the world regarding the number of its speakers as a native language. The languages that outstrip it are respectively Mandarin, Hindi and Spanish. However, English is by far the most acknowledged and the leading language being learnt as a second or foreign language (Flowerdew & Peacock, 2001). Hence, one might infer that English overshadows any other language on Earth no matter what their NS percentages are.

On the other hand, English language teaching 'has become part of the process whereby one part of the world has become politically, economically and culturally dominated by another.' The core of this process is the 'central place the English language has taken as the language of international capitalism' (Naysmith, 1987). Ndebele (1987) points out that 'teaching English as a second or foreign language is not only good business, in terms of the production of teaching materials of all kinds... but also it is good politics'. The fact that English language has gained such an international status has loaded even more burden on the shoulders of ELT professionals. It is not difficult to foresee how ELT business has become a concern among families, in the short or long-term policies of the countries. Having a crucial role in the future of children, it is no longer a type of lesson to be taken for granted.

Regarding the widespread use and teaching of English language in the globalisation process, there emerged 'umbrella terms and phrases', some of which are English as a Foreign Language (EFL), English as a Second Language (ESL), English as a Lingua Franca (ELF), English for Specific Purposes (ESP), English for Academic Purposes (EAP), and English Medium Instruction or English Medium Education (EMI/ EME).

2.1.1.2.1. English as a Lingua Franca

English that is being used as a lingua franca is the mutual language among speakers who possess different linguacultural backgrounds (Jenkins, 2009). English as a Lingua Franca (ELF) can be explained by an anecdote: Three people from Turkey, France and Germany who do not know one another's language come together and endeavour to find a means to interact with each other. What can be the

possible solution- the vehicle language for them to communicate? The answer is English as the mutual language. While communicating in English, they all add some flavour from their accent, mother tongues and cultural heritage. As long as they can convey their messages, the linguistic features they apply in their speech are not significant as their interaction is result-oriented rather than being process-oriented. Regardless of the presence of a NS, if a language is embraced as a vehicle language, this language is considered to be a lingua franca.

Europe is a multilingual continent, which even includes countries that are multilingual in themselves; such as Switzerland having four national languages and Belgium with three official languages. For such countries, it becomes even harder to identify the foreign language and setting an educational program accordingly. Although they have been offering multilingual courses, the foreign language in most of the European countries is English. The fact that English is considered to be the mutual foreign language takes the discussion to another dimension that English is ideologically the lingua franca of Europe. According to Seidlhofer et al. (2006, p. 3), “English is everywhere, and we cannot avoid it”. They maintain that “the current role of English in Europe is thus characterized by the fact that the language has become a lingua franca, a language of wider communication, and has entered the continent in two directions as it were, top-down by fulfilling functions in various professional domains and, simultaneously, bottom-up by being encountered and used by speakers from all levels of society in practically all walks of life.”. For all these reasons, English can be said to have a function of lingua franca bridging the communication distance between communities. With regard to its function for European integration, English provides the citizens with the ease for mobility and movement across borders. Due to its multifunctional stance in multinational grounds and because of “*the erosion of national borders by changes in communication technology*” (Phillipson, 2008, p. 1), English seems to have swept the deep level usage of languages. It is meaningful to regard it as deep level usage because people in general are prone to learn as many languages as possible; however, when a group of people from diverse backgrounds come together, they are more inclined to use their first foreign or second language which is most probably English. This is not because other languages are less important but because English is the safer language in that particular setting as the majority is capable of performing in it.

English is the lingua franca of science and technology and also business communications; accordingly, the graduates who are business people of tomorrow are expected to be fluent in spoken and written English (Suviniity, 2012). Taking engineering students into consideration, they are going to need English to utilize the terminology they have learnt in tertiary education, in real life situations where they would use English as a means, but not as an end.

This being the case, the trend in higher education has been to adopt English as a lingua franca as the medium of tertiary education. By means of this adoption, students at higher education are prepared for the globalised business world. Since it is the mutual language for the whole world, English comes to the help of those who may show themselves in the international conferences and intercultural organizations. The business people of tomorrow are expected to use the English terminology they have learnt in their specific fields of study for academic purposes during the process of their university education.

2.1.1.2.2. English for Specific Purposes

English language teaching can be classified into two main branches, English for General Purposes (EGP) and English for Specific Purposes (ESP). EGP refers to the teaching of English in the curriculum at all levels of education including preparatory classes preceding bachelor studies. The term English for Specific Purposes (ESP), on the other hand, is regarded as an umbrella term for two concepts of language teaching functions; English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). EOP can be separated into English for doctors, English for engineers, English for pilots whereas EAP comprises English for economics, English for science, English for biology, and so on. Because the focus of the present study is the teaching of the major area courses at higher education via English, EMI in other words, the latter term EAP will be discussed after a brief explanation of what ESP means.

Through a historical perspective, it can be said that the facade of workforce has changed after the Industrial Revolution. People comprising this workforce began to help the machines function rather than fulfilling the functions of the machines on their own. This has brought a great number of interactive differences in the flow of communication between people-to-people and machine-to-people interactions. The

fact that English has become the global language is undeniable; on the other hand, its usages in the manufacturing of these machines used in factories and workplaces are undeniable, too. A very simple example of this is the introduction of computers and its by-product, the Internet. To be able to use these in your daily life, you may not need to have a good command of English; just the very basic terminological knowledge of English words would be enough. However, if you are going to use these very essential tools in your business and/or academic life, you have to be competent enough to operate that computer effectively, use the internet at its fullest degree and read the sources in their original language.

Current situation of the world affirms that we have been served with a large number of technological tools that we could not even imagine. Most of these products imported from the western countries are programmed in English. Academia, on the other hand, attempts to publish their papers in languages recognized worldwide, English leading in the foreground. In occupational life, business people have been working on international grounds, with their colleagues from diverse backgrounds interacting in the lingua franca. Here is where ESP enters into play in that all the aforementioned reasons constitute the purposes to learn English, either for the occupation in your workplace or the academic studies in your institution. With all the changes in the way people interact, communicate, make trade and do business, language learning has a variety of purposes serving the needs of learners.

Widdowson (1997) believes that English as an International Language (EIL) is the end result of ESP. This is because of the domains where English language is utilized internationally. Kennedy (2001, cited in Flowerdew & Peacock, 2001) clarifies that Widdowson (1997) does not refer to the teaching and learning of ESP, but rather he draws our attention to the point that English language is required for such domains. People want to reserve and preserve their position in international domains through this necessity, which has activated the introduction of ESP. If individuals demand to be a part of professional communities represented by these domains, they will need to have an access to both knowledge and skills of the profession (content training) and, the language and discourse through which those skills and knowledge are communicated (carrier training). The educational activity of ESP and its subdivision EAP, is concerned essentially with the ways of reconciling

the familiar tension between content and language. (Kennedy, 2001; cited in Flowerdew & Peacock, 2001, p. 31)

Through the perspective of ELT professionals, language teaching has adopted different approaches. (Hutchinson & Waters, 1987; Jordan, 1997). What Strevens (1988a, cited in Flowerdew & Peacock, 2001, p. 13) points out is that ESP includes four characteristics of ELT which are:

1. It is designed to meet specified needs of the learners
2. It is related in terms of the themes and topics comprising the content to the particular disciplines and occupations
3. It is centred on appropriate language (syntax, lexis, discourse, semantics)
4. And lastly, it is in contrast with 'General English'.

As a result of this differentiation, we can assert that English language teaching alone is not sufficient to meet the requirements of ESP, these four characteristics above need to be actualized in order to achieve the desirable end. As learners in higher education have specific purposes regarding their field of study or profession, they advocate learning only what they need. Instead of conventional teaching approaches, in which language with its formal rules and grammatical structures is the most essential concern, learner-centred approaches are to be applied regarding learners' individual needs as well. This transition has stimulated the momentum and hegemony of ESP. By adopting its own methodology, ESP has considerably influenced the activities in Applied Linguistics and TESOL (Teaching English to Students of Other Languages) (Dudley-Evans, 2001, p. 131). This paradigm shift has shown that by means of ESP approaches, English can be learnt not only for its own sake but learners also have their own reasons to make their learning process purposeful and meaningful. In relation to ESP, Dudley- Evans (2001, p.131) asks these questions; "what do learners need to do with English, which of the skills do they need to master and how well, and what genres do they need to learn?". As long as the curriculum is developed taking into account of the fact that learners know why they learn English, on which skills they need to be competent most, and which genres are to be focused on, targeted outcomes of learning could be attained.

After the discussion of ESP, EAP which is a branch of ESP, will be presented in the following part due to the reason that it has a direct relation to EMI in HE.

2.1.1.2.2.1. English for Academic Purposes

English for Academic Purposes (EAP) is an international activity of teaching and learning English language with the specific aim of helping students to study and conduct research in that language. According to Flowerdew and Peacock (2001, p. 8), EAP is carried out particularly in four geographical domains which make it an international activity. First, it is carried out in the English speaking inner circle countries such as the UK, US, Canada, Australia and New Zealand where a great deal of overseas students, especially the ones from Far Eastern countries, move to study. Second, EAP is conducted in the former British colonies comprising the outer circle where English is used as a second language and a medium of instruction at tertiary level. Third, it is conducted in the expanding circle countries to which English language has no historic links. As the fourth domain, the countries of former Soviet-bloc are offering EAP as they are in need of distancing themselves from the influence of Russia and Russian language. They also have a concern that they desire to position themselves as active participants of the global economy and community.

Kennedy (2001) defines EAP as the educational activities in higher education aiming to conduct the teaching and learning of English that is required by undergraduates, post-graduates and/or academic staff. For him, however, English is not a subject matter but a ‘carrier’ subject. The learners need English language and communication skills to have an access to the subject knowledge or ‘content’; and these ‘content’ skills will encompass the whole range of higher education curricula in the scientific branches, social sciences and humanities. Within the framework of EAP, English for Science and Technology has always been one of the standard divisions (Hutchinson & Waters, 1987; Jordan, 1997; Robinson, 1991; Swales, 1985; cited in Wood, 2001, p. 73).

Teaching and learning of EAP presents not only opportunities, achievements, proficiencies, but also problems, challenges and failures. According to Flowerdew and Peacock (2001, p. 177), there are some prominent steps to be taken into consideration for a smooth flow of the fulfilment process of EAP curriculum. The first one is to analyse the unique needs of EAP students; another one is defining a detailed description of the nature of the EAP teaching and learning process; and the third step is acceptance of the differentiation of EAP in terms of methodologies and

approaches from that of ESL's. Among these steps, the most essential one seems to be conducting a needs analysis regarding students' different levels of proficiency before preparing the content of the curriculum as students might be able to be a part of their own learning process with the consideration of their needs and desires of what to learn and how to learn. Jordan (1989, 1997; cited in Stoller, 2001, p. 209) contributes to the discussion of EAP student needs with regard to the importance of the identification of linguistic, academic and acculturation demands of subject-matter classrooms for the curriculum designers in the process of preparation and renewal process of the EAP curriculum; furthermore, the primary goal of EAP programmes should be to prepare students for the demands required of them in subject-matter classrooms.

In conclusion, this part of the study presented the relation between the notions of globalisation, internationalisation, glocalisation to higher education and spread of English and how they are woven into each other with regard to the promotion of EMI. The terms ELF, ESP and EAP were explained with respect to their relation to English medium instruction. ELF was taken into account as university students at the state university in Turkey now comprise people from diverse nations (Africans, Afghans, Syrians, etc.) and ELF would be necessary for the global candidates aiming to study in higher education institutions in a setting other than their own country; ESP was taken into consideration as universities raise working citizens of tomorrow who will employ their disciplinary knowledge and English language in their specific areas of business; and lastly, the notion of EAP was clarified with respect to the academic usage of English that is implemented and maintained in English-medium higher education.

2.1.2. Foreign Language Policy in Turkish Higher Education

The policy of foreign language education includes macro level policy and micro level policy; the former refers to the framework of the national education plan and the latter is associated with the implementation of foreign language teaching practices of teachers (Wang, 2006). Then, the application of language policy at macro level may consist of organizational contexts such as the Council of Europe which introduced Bologna Process and European Higher Education Area (EHEA henceforth) and urged the member and candidate countries to put the macro level

policy into micro level practice. The implementation of language policy at micro level may comprise the curriculum practices in education institutions.

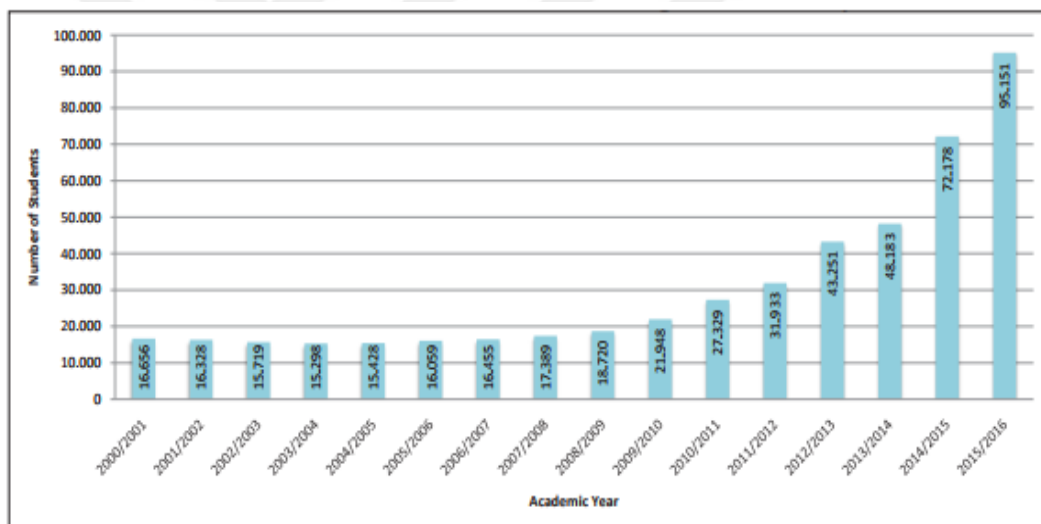
Shohamy (2006) states that decisions regarding the language education policy of a country are put forward by the authorities such as administrators in the ministry of education or the council of higher education. As reported by Köksal and Şahin (2012), language education policy has a top-down procedure in that national, political, social and economic structures and bodies, which may be dependent on one another or many other factors, introduce the language policy at the macro level. As for the bottom-up aspect of language education policy, individuals such as teachers or faculty members are responsible for the formal education as they are on the real-life stage where the language policy is actualised.

Kennedy (2001, p. 34) distinguishes policy from planning; while policy is a statement of aims and objectives, planning is the attempt to turn a policy statement into action and implementation. Language policy and planning cannot be coincidental or accidental; it is all about supply and demand issue. Tollefson (1995, cited in Kennedy *ibid*) affirms that linguistic choices are being made not ‘naturally’ but in response to a perceived need for English, which is the result of particular political and ideological systems controlling the choice of people.

English medium instruction emerged as a result of the language policies of the countries that desire to be in the global arena with their citizens showing themselves in the international grounds. Underlying the development of EMI in HE lie the language policy and planning of the countries involved. Nickerson (1998, cited in Kennedy 2001, p. 33) argues that international corporations have to decide in which language or languages they are going to conduct their business. Because the universities (especially the ones in private sector) have become business areas as well as being academic environs, they have an urge for the international recognition and; therefore, look for the ways to open their doors to international students. Based on these assumptions, they design their language policies and language planning procedure.

Turkish higher education has been affected and developed by the trends such as globalisation, internationalisation, glocalisation, accreditation, mobility of the students and academic staff. Its geographical stance contributes to its geopolitical

and geostrategic importance. Having a longstanding candidacy for EU membership, it has a peculiar place in the EU that even though it can benefit from the European Commission’s education and research programs, it remains outside of the EU decision making processes. Having been a member of the Bologna process since 2001, Turkey has almost doubled the number of higher education institutions from “76 to 184, students from 1.6 to 5.5 million (including distance education), and academic staff from 68 thousand to 140 thousand in 2014” (Erdoğan, 2015, p. 745). It has also become a hub of international education as it has a remarkable number of students moving from other countries to Turkey for tertiary education. Figure 2-1 below illustrates the number of international students enrolled in HEI in Turkey between the years 2000 and 2016. It can be clearly seen from the given statistics that there has been an upward trend in the popularity of Turkish universities especially in recent years.



Source: OSYM, 2016

Figure 2-1: The number of international students in Turkish higher education

University education has become a symbol of intellectuality and having an access to university has been a real challenge for students as most people want to be university graduates; thus, supply and demand could not meet each other. New universities have been established and extended programs have increased their capacity so as to fill the deficiency between supply and demand (Erdoğan & Toprak 2012). The number of universities, however, does not guarantee the quality of education. Due to the problems encountered following the establishment of new

universities, a report which includes three strategic priorities for Turkish higher education was published in 2010 by the former president of The Council of Higher Education (YÖK). These priorities were; transition from quantity to quality development; developing human resources in academia; and internationalisation of higher education (Çetinsaya 2014, p. 174). In spite of the fact that these are the steps to be taken, Bologna process has not been fully embraced by Turkey. The Bologna process was first considered as a mechanism to improve the quality of higher education and help for the internationalisation, but the targets or the tools have not been thoroughly internalized. It does not always systematically involve the new reforms in the education system, and is not connected with the basic functions of the higher education (Erdoğan, 2015, p. 746). One might conclude from these points that even though Bologna process has been applied in leading universities, the results regarding the process of putting the theory into practice might not always be affirmative.

The necessity and importance of foreign language education has already been justified by the participants of the educational process. The research in the field of English in higher education is immense (Coleman, 2006). As stated by Seidlhofer et al. (2006), ‘English language proficiency has become something like a cultural technique (Breidbach, 2003; Neuner, 2002) and is considered to be an integral part of general education (Huber, 1998), a “basic skill taught in elementary school alongside computer skills” (Graddol, 2004, p. 1330)’. Lantolf and Sunderman (2001, cited in White 2007, p. 56) assert that almost 10% of all articles published in *The Modern Language Journal*, from its first edition to 2001, focus on the importance and relevance of foreign language study in education. With regard to the role of English in Turkish higher education, it can be said that English is considerably favoured by higher education institutions in Turkey mostly because of a direct access to scientific and technological information available in English. As cited in Kırkgöz (2005, p. 102), the national language policy concerning the purposeful introduction of English into the universities is stated in Official Gazette (1984): “to enable students who are registered at an English medium department to access scientific and technological information published in English in their related disciplines”.

English in Turkish higher education institutions is not only taught in one way. There are different types of the implementation of medium of instruction.

Universities such as Boğaziçi, METU, Bilkent, Bahçeşehir, Koç, Yeditepe have been applying English as their medium of instruction in all departments. Students having enrolled in these universities have to pass one-year of English preparatory education before they begin their field of study in order to be linguistically prepared for the courses in which medium of instruction is solely English. In such universities, an immersion program is conducted. Students and instructors share the same native language; however, the medium of instruction in the major area courses is a foreign language. Hence, the lecturers are required to be competent not only on the content course but on the TL as well. On the other hand, some state universities in Turkey such as Anadolu, Ege, Gazi, İstanbul, İstanbul Technical, Karadeniz Technical, Marmara and Yıldız Technical University have reformed their education policy and initiated to implement mixed-medium (TMI-EMI) or full EMI in their undergraduate and graduate programs. Students who fail in the Proficiency and Placement Test are required to attend English preparatory school for a year. The aim of one-year preparatory education is to provide students with English for General Purposes (EGP) involving the necessary linguistic skills, basic grammar and vocabulary knowledge to facilitate English-mediated content learning when they pass to their departments.

As a conclusion, countries construct their education policies or reform their educational strategies considering the macro and micro components. Turkey, being on the path toward European Union (EU), has been shaping its education policies in the light and procedures of this unity. Higher education institutions, having a concern of holding an international title, have acquired the Bologna Process as the guideline for their higher education reforms. Therefore, it is essential to explain the effect of Bologna Process and its focal point European Higher Education Area on the language planning of Turkish higher education.

2.1.2.1. The impact of Bologna Process and European Higher Education Area on Foreign Language Policy in Turkey

It is essential to state initially that the European Union and The Council of Europe are two different structures. While Turkey is not a member of the EU yet, it has been a member of the Council of Europe, the amendments of which have given shape to Turkish education system. As stated by Phillipson (2008, p. 2), “The

Council of Europe has played a key role in promoting human rights, and political and cultural collaboration.” Westerheijden et al. (2010) reported that Turkey has become part of this process in order to promote the quality assurance of HEIs and their international reputation in the global market.

Concerning higher education, modernisation and internationalisation ideas construct the basis of the reforms and explain the desire to take part in the Bologna process. The existing need for reform in the higher education system and the trust in the suggested reforms of the Bologna Process to improve the higher education system has been motivating for the participation in the process. Furthermore, being a signatory of the Bologna Process is considered important in improving the international reputation of Turkish universities, and making them more competitive in the international market.

(Westerheijden et al., 2010, p. 94)

The Bologna process, which was launched along with the Bologna Declaration, is a voluntary process at European level consisting of a series of phases aiming for cooperation in European higher education. It is implemented in 47 member states of the EU which comprise European Higher Education Area (EHEA). Apart from these members, the consultative members of the Bologna Process are the Council of Europe, UNESCO, EUA, ESU, EURASHE, ENQA, Education International and BUSINESSEUROPA. In order to evaluate the progress made within the EHEA and make decisions for the following steps, every two or three years, Ministerial Conferences are being held with the help of support structures. By means of this gathering, the participants are instilled with a sense of belonging, engagement and ownership since they are the stakeholders of the process itself.

According to Bologna Process, the main concern of EHEA is to guarantee more comparable, compatible and coherent systems of higher education in the European continent. At the outset, the Bologna Process began to function with the objective to reinforce the competitiveness and attractiveness of the European Higher Education with a quality assurance and to foster student mobility and employability. With the evolution of the process through the ministerial conferences and the cooperation of non-governmental organizations, objectives have been expanded and the importance of partnership encompassing the whole stakeholders have been underlined by giving more emphasis on social dimensions, international openness, teaching mission, student-centeredness, autonomous learning in education and also

lifelong learning. Thus, the Bologna Process can be regarded as a reform for European Higher Education in that it advocates the harmonization of the higher education programs in Europe. According to this reform, students should be able to have proficiency in a second and/or foreign language to have a better educational period at the tertiary level when they undergo FLMI.

The Council of Europe (2009) emphasizes that “Efficient investment in human capital through education and training systems is an essential component of Europe's strategy to deliver the high levels of sustainable, knowledge-based growth and jobs that lie at the heart of the Lisbon strategy, at the same time as promoting personal fulfilment, intercultural dialogue, social cohesion and active citizenship.” It also recognizes the value of diversity with the individual opportunities it may provide, the responsibility of the member states with regard to their education and training systems and the cooperation among the member states in order to enhance the quality of education. It provides perpetual benefits and support for the education of member states up to the year 2020.

With regard to the international aspect of education, Ritzen (2004, p. 36, cited in Doiz et al., 2011, p. 346) advocates that “An international university cannot be considered truly international if it does not recruit its students from a wide range of cultures and nationalities.” In order to foster the internationalisation of the European higher education, the European Commission has initiated and launched diverse programs. One of the most popular exchange programs of the EU is the Erasmus programme which facilitates students’ and instructors’ mobility among the countries in the union. According to Coleman (2006), the response to the international marketisation of tertiary education is creating a European higher education area that the Bologna Process has aimed for.

Being one of the opponents of English hegemony in Europe, Phillipson (2009) argued in his report “The EU and languages: diversity in what unity?” that the Bologna process, creates a pan-European higher education and research ‘area’, and functions as though ‘internationalisation’ means ‘English-medium higher education’. As a consequence, although EU supports multilingualism, its member states embrace EMI; thus, highlight the significance of English language for their citizens.

The effect of Bologna process and EHEA on foreign language policy in Turkey was explained in this part due to the fact that it can be related with the underlying reasons why administrators in Turkish higher education adopt English medium instruction as a macro policy.

2.1.3. English Medium Instruction in ‘English as a Second Language’ and ‘English as a Foreign Language’ Countries

As aforementioned, English as a second language (ESL) refers to teaching of English to the speakers of other languages in the Kachruvian outer circle which include former British colonies such as India, South Africa, Nigeria, Pakistan, Malaysia, Kenya, Bangladesh and the Phillipines which is a former U.S. colony. Even if the native language of the majority of the population in these countries is not English, due to their colonized nature, English is used as an official/ second language. Because it is spoken by a large number of people as an official language, the integration of it as the medium of instruction becomes more natural and somewhat necessary.

Pattanayak (1986, cited in Pennycook, 1994, p. 6) argues that language policies in India have often been inappropriate as they have been based on ideas developed by the segment of English-educated elite. These English-educated language planners ‘plan for reduction of variation, thus creating confrontation among groups using different languages. Then, they prescribe so-called neutral languages to be used at different levels among the many groups seeking self-fulfilment through symbolic or token functional recognition of their languages. These societies are then made permanent parasites on the developed countries for knowledge and information’ that EMI seems to be creating a state of ‘social inequality’ (Mey, 1985; cited in Pennycook, 1994).

There are two types of scholars dissenting on the issue of the spread of English and implementation of EMI; one wing asserts that ‘Languages are today being murdered...the real culprits...brutal market forces’ (Coleman, 2006; Skutnabb-Kangas 2001, p. 201). However, the other wing (Kachru 1992b, p. 67; Coleman, 2006) has their argument on the positive development of English as an international and global language. Being on the former side, Phillipson (2009) examines the issue

of English medium universities in his argumentative book, 'Linguistic Imperialism Continued', by questioning whether the ongoing use of English in postcolonial contexts and in the expanding countries' higher education is an advantageous or threatening process for the other languages and cultures. According to him, the former is the lure of panacea whereas the latter one is a pandemic symptom. He supports the maintenance of multilingualism and argues for the balance in the usage of other world languages. The choice between this panacea of English and the pandemic that we have been drawn into is questionable whether it is a free choice or not, since we are living in a world order in which the primary language in several life events, such as trade, marketing, etc. is English and this can be renamed as new imperialism (Harvey, 2005; cited in Phillipson, 2009, p. 198) from the Anglo-Saxon perspective. Kirkpatrick (2011) has a similar approach towards the expansion of the English medium universities in the Asian context, considering it as the striking back of the Empire. According to her, embracing English medium instruction in the outer and expanding circle countries is about creating a global society based on Anglo-Saxon values, rather than creating a global civil society.

English as a foreign language (EFL), on the other hand, is the kind of English language teaching in the non-English speaking countries. In such countries which comprise the expanding circle, English is taught to the speakers of other languages. Most European countries, Asian countries such as China, Japan, Korea and Russia are using English as a foreign language for business, trade, or such limited purposes, since it has no official role in these countries.

In EFL countries, a bilingual policy have been adopted with some subjects being delivered in English while some others are conducted in the native language of the students. In countries such as Germany, Netherlands, Poland and Turkey, English medium universities have been operating. During his visit to Tsinghua University's School of Economics and Management in 2001, the then Premier of China, Zhu Rongji pointed out his hope that all classes will be taught in English since he acknowledged the need for China to be able to exchange ideas with the rest of the world (Gill 2004, cited in Kirkpatrick 2011, p. 8). This hope may be prevalent for most expanding countries as they have similar necessities. In the same article, Kirkpatrick (2011) draws attention to the quote of the President of the University of Tokyo which is Japan's top university that 'Universities have to internationalize for

the sake of diversity... People who are part of the same culture and language can no longer really develop intellectually' (McNeill 2007, cited in Howe, 2009, p. 387).

Overall, ESL and EFL countries perceive English as a gateway of internationalisation and therefore, adopt programs that lead to more and effective use of English in their curricula.

2.1.4. English Medium of Instruction in Turkey

The end of Second World War has affected the fate of many nations with the changes and perspectives it has brought with itself. The consequences of the war have an influence on the political, scientific, educational, cultural, social, and economic relations of the nations. When technology and commerce have evolved in the post-war period, the communication between nations was a requirement for the exchange of ideas and goods. For the success of those exchanges, there was a considerable demand for the competence of foreign languages, which has urged the nations to master languages for different purposes.

Language policies of the countries differ as they are being characterised in terms of their political, sociological and cultural situations. Generally, the aim is to gain vision for both national and international grounds in order to show themselves in the competitive market. Countries also need to invest in their resources for the sustainable usage of those sources in the long run. One of the main resources of a nation is its youth and the fact that preparation of the youth for the future awaiting them with all the competitors in the globalised and technologized world makes the process even more time-consuming and demanding in many aspects. In this preparation phase, the most functional tool that they can show themselves in the international arena is, the medium of communication, which is language. Given that English is the mutual language for the majority of the world population, the citizens of tomorrow are to be prepared with the required 'linguistic capital'. As stated by Wilkinson and Zegers (2006, p. 26; cited in Doiz at al., 2011, p. 347), the growth of English medium instruction is not limited to Europe but a global trend. Hence, higher education institutions in ESL and EFL settings have been embracing EMI in order to meet the demand for the mobility of students and academic staff by offering English-mediated content learning.

Medium of instruction is the language which is necessarily used in teaching and learning process of education. Dearden (2015) wrote a report on EMI in Turkish Universities, stating the definition of EMI as follows; “the use of English language to teach academic subjects in countries or jurisdictions where L1 of the majority of the population is not English.”. As stated in Arkın (2013), EMI can be clarified in relation to the “immersion” model (Cummins, 2000), that is mostly used in North America and Canada, in which students from diverse linguistic backgrounds are immersed during education, the medium of which is English. Then, EMI is also an immersion model in that the content course is taught through a foreign/ second language; helping learners acquire the TL and master the content in the meanwhile. The similar basis for both the immersion program and EMI is that students are completely exposed to the TL when they are studying the content lesson. By so doing, they learn the content and practise the language in the meantime. Immersion programs are divided into two, as early and late. If it is early enough, it can yield positive results. Late immersion, on the other hand, may lead to negative consequences as for the comprehension of the subject matter. Considering the system in Turkish context, EMI is adopted not until university level and English is taught as a foreign language during the previous levels of educational process. When students are offered their tertiary education which is mostly based on abstract issues via FLMI, it is natural that they might face challenges. Due to the fact that this may lead to problems for the participants of the EMI process, there should be a careful and meticulous approach, considering the adoption and results of such a radical change in the medium of tertiary education.

As is known to all, Turkey is a country located on the Eastern Europe having been a candidate for European Union. It has been conducting remarkable reforms on diverse fields to keep pace with European standards. Its one of the most noteworthy concerns is education and on the educational field, the point of concern is higher education. Turkish higher education institutions have been revitalising themselves especially in terms of language of instruction. For this, they have models from ESL and EFL (especially European) countries whose programs and implementations they would choose to adapt, adjust and customize.

The official language of education at higher education institutions in Turkey is Turkish. However, the history of the implementation of EMI in HE dates back to

1853 when Robert College (now Boğaziçi University) was founded; thereby it can be inferred that seeds of EMI in Turkish HE were planted with the establishment of this educational institution which is now a state university. Afterwards, Middle East Technical University (METU) was established as an EMI university in 1956. The first private HEI which offers EMI is Bilkent University which was founded in 1984. According to a baseline study conducted by British Council in 2015, majority of universities in Turkey (over 185) administer English-mediated undergraduate and graduate programs. The language of instruction is English in the universities such as Atılım, Bahçeşehir, Beykent, Bilkent, Işık, İstanbul Bilgi, İzmir Ekonomi (İzmir Economy), İzmir Yüksek Teknoloji (İzmir Institute of Higher Technology), Karadeniz Technical, Koç, Sabancı, Yaşar, Yeditepe.

According to Gill and Kirkpatrick (2013), ‘The internationalisation of higher education has led to a noticeable increase in the number of courses and degrees taught through the medium of English.’ English medium of instruction has gained more significance due to the internationalisation of the higher education system. This seems to be one reason; however, it has its sequencing results that would be considered to be promotive forces; such as global requirements that all university graduates are to be English proficient and the language of publication in most fields around the world is English. Another factor that can be linked to the last reason is that English is the language of science and technology. Furthermore, with its title of lingua franca, English is being used in several business communications. Based on all these underlying reasons, HEI attract both national and international students as they accommodate EMI in their curricula.

EMI has been sweeping across the higher education landscape worldwide (Chang, 2010). The global preference for EMI increases its global impact and this global status makes English more preferable for being the language of instruction in higher education (Coleman, 2006). According to Jensen and Thogersen (2011) and Hughes (2008) (cited in Zare-ee & Gholami, 2013), there has been a shift towards EMI in higher education in many countries in which English has no function of L1.

Coleman (2006, pp. 4- 6) gives seven reasons for the countries in their opt for EMI at higher education;

1. academic internationalisation
2. student exchanges
3. teaching and research materials available
4. staff mobility
5. graduate employability
6. the market in international students, and
7. European CLIL (Content and Language Integrated Learning).

Owing to the fact that English is the language of science and international relations, there should be more emphasis on English as medium of instruction in the context of ESP and EAP at tertiary level. Content courses are dynamic areas of knowledge in that all kinds of novel discoveries and a great deal of information related to this knowledge are available in English. (Ismail & Mustafa, 2010; Pembina, 2009; cited in Zare-ee & Gholami, 2013).

As cited in Wood (2001, p. 71), Baldauf and Jernudd (1983), Gibbs (1995) and Swales (1990, 1996) suggest that the driving forces behind the motivation of academics concerning the implementation of EMI are mostly common. Their valid reasons are that, much of academic discourse is being conducted through the medium of English and English is the language of science as it plays a crucial role in the scientific publication around the world. The articles in journals, literature on the Internet, the interaction in conferences and seminars are all in English language; to keep up with the developments in their field, they need to be aware of the contributions of their colleagues so as to bring those updates into the classroom. Moreover, they wish to add their own contribution by active participation in the academia and publish for the international readers and researchers.

Likewise, undergraduate and postgraduate students are aware of the need to have a good command of English as well as their academic knowledge because they also appreciate the power and status of EIL and look for an international acknowledgement of their studies. Apart from these general reasons for the preference of EMI, there is a demand from the side of parents. Being aware of the realities of today's world order and the way it is leading towards, parents look for the schools with promising opportunities that would educate their children in a bilingual way (Tarhan, 2003).

As far as Krashen's Input Hypothesis (1985) is concerned, in their EMI process, students are supposed to be at the level of 'i' and expected to be exposed to the information through the TL which would make it i+1. As it is one step beyond their current knowledge, this newly offered input becomes more comprehensible. Moreover, when they are asked to make verbal or written productions in the TL, students would produce comprehensible output, because they have just moved from their previous position to one step ahead. And in that step, they can relate to the information they have been delivered previously. According to this hypothesis, language learners follow a Natural Order that places production one step beyond reception.

For the quality of education, the medium of instruction plays a crucial role in that it determines the tool through which the instructor conveys the message/lesson to his/her audience. EMI students and teachers will not learn English as a subject but will have an exposure to it as an instructional medium. As a vehicular language, English is likely to be used to perform academic tasks and communicative activities; the receptive skills are used for acquiring information and productive skills are used for conveying information. This situation certainly provides students and teachers with more exposure to the TL as they will have more chances to use it in an authentic context, which are important conditions for effective language learning. The goal of EMI is the instruction of content with its meaningful context rather than the language with its grammatical forms; therefore, it can be concluded that a second or foreign language can be acquired simultaneously and unintentionally through the medium of instruction.

Considering the advantages it would present, many institutions in Turkey vigorously attempt to become the education settings for the international students. Whereas the number of programs offering EMI by European universities is increasing each passing day, the number of questions in terms of its implementation does not remain with a few. The adequate linguistic competence of the instructors covering the lessons in English, the difficulty students may have during the courses, the imbalance in the proficiency of the students' different proficiency level and understanding the concepts given in English can be given as some of the arguable aspects of EMI.

2.1.5. Content and Language Integrated Learning

Teaching through a foreign language necessitates the realization of two targets; learning the content lesson and practising the target language. Accordingly, it can be clearly stated that EMI is a good example and practice of learning both the lesson and the linguistic medium. As the Turkish saying goes, ‘shooting two birds with one stone’ is what Content and Language Integrated Learning (CLIL) aims and EMI does, if applied perfectly. Therefore, there arises a need to present an explanation of Content and Language Integrated Learning.

Being one of the major drivers of the internationalisation of the higher education, CLIL is a contemporary approach in language learning which takes both the content and language into account and deals with them in an integrated way by enjoying ‘a range of situational and contextual variables’(Coyle, 2008, p.3). It refers to “educational settings where a language other than the students’ mother tongue is used as medium of instruction” (Dalton-Puffer, 2007, p. 1). It is “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle et al., 2010, p. 1; cited in Arkın, 2013, pp. 17-18).

CLIL is principally more about teaching rather than learning although its name is focused on the latter. Coleman (2006) draws our attention to the importance of CLIL by acknowledging it as one of the pushing elements of the spread of EMI, especially in HE. ELF has proven its role and impact in integrating content and language learning in HE with the adoption of EMI in many higher education institutions.

Coyle (1999) proposed that a successful CLIL lesson should combine elements of the following:

1. *Content* - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum
2. *Communication* - Using language to learn while learning to use language
3. *Cognition* - Developing thinking skills which link concept formation, understanding and language
4. *Culture* - Exposure to diverse perspectives and common notions or systems.

As is known to all, language learning has four basic skills; reading, listening, speaking and writing. When students are provided a context that they can apply these skills, they find it more meaningful to perform in the TL. At this point, contextualization paves the way for the learning of academic language. “The subject matter content provides a meaningful context for the learning of language structure and functions; and the language processes provide the medium for analysis and communication of subject matter knowledge.” (Stoddart et al., 2002). Learners’ language proficiency increases as they are exposed to content-based instruction which has contextualized learning environments. The delivery of the academic content through the TL promotes the learning of the linguistic practices and; similarly, by means of the language practices in the lesson, the content is integrated into the learning process.

The dominant instructional approach separates the teaching of English language from the teaching of academic content because it is assumed that proficiency in English is a prerequisite for learning the subject matter (Collier, 1989; Cummins, 1981; Met, 1994). However, content-based instruction in students’ foreign language can upgrade the language proficiency of learners without any damage to their academic learning (Cummins, 1981; Genesee, 1987; Lambert and Tucker, 1972; McKeon, 1994; Met, 1994; Swain and Lapkin, 1985). Cummins (1994) and Met (1994) refer to the fact that subject matter content and English language education should be in such an integrated manner that the content teachers would also act as language teachers and the content lessons are similar in nature to the language lessons.

According to Mehisto et al. (2008), the key features of CLIL, which may comprise the conclusion to the explanation of CLIL, are as follows:

- Content and language learning that support each other
- Authenticity of the context
- Active learning in which students exchange viewpoints
- Learner-centredness
- Development of learners regarding their own learning experience, skills and interests

- Challenges toward learners to develop themselves in terms of the knowledge focusing on content and language

In conclusion, conceptual framework of the study was presented in this part. Related general terms such as globalisation and internationalisation, ELF, ESP, EAP, EMI and CLIL were explained; higher education and language policy, and Bologna process were discussed; the role of English in Turkey, Turkish and European higher education were explained. The following part will focus on the field research regarding EMI in other countries and Turkey.

2.2. Field Research on English Medium Instruction

There is a considerable amount of literature regarding EMI, not only in Turkish context but in other parts of the world where English is used for academic purposes. This section gives a detailed explanation of field research on English medium instruction both in international and Turkish context.

2.2.1. English Medium Instruction in Higher Education: International Context

2.2.1.1. Research on Attitudes and Perceptions in International Context

A study conducted in Iran (Zare-ee & Gholami, 2013) reflected the reasons of 60 university professors' preference for EMI. The most commonly cited reasons were in compliance with the general understanding of EMI;

- the status of English as the international language,
- the loss of meaning and content through the use of translated scientific content,
- the better understanding of internationally published books and articles,
- the potential to share scientific and technological achievements with the world.

The university staff involved in the study had their academic justifications in their preference to teach via English. They believed that translation of the scientific content could lead to the loss of the original academic content and also their own

content was to be delivered to the world by means of English and this was only on account of the adoption of EMI.

In his research, Splunder (2010) aimed to analyse the policy and discourse on EMI in a highly language-sensitive Dutch-speaking context in terms of language and identity management. With a broad question of ‘What are the links established between language and identity in a European perspective, in Flemish Higher Education, in the context of the increasing dominance of English?’, he narrowed down his study with the following research questions; (a) How does the emerging Flemish nation-state discursively construct its linguistic identity in language policy regarding EMI in higher education [government level], (b) How do Flemish universities cope with the increasing dominance of English in academia; how do they deal with the restrictions by the Flemish government regarding EMI [university level], (c) What are the attitudes by Flemish students and lecturers towards EMI [student and lecturer level]? The answer found for the first question was that the Flemish government did not see English as a threat but it aimed to protect Dutch as medium of instruction; for the second question; although the government had such a concern, there was an inclination for EMI as a requirement of Bologna process and also for the ‘commercialization of education’. According to Splunder, attitudes expressed in academia were more pragmatic. He concluded as such that ‘The attitudes are instigated by practical (English as an academic lingua franca) rather than ideological (English as a threat to Dutch) considerations’. His approach in finding answers for his research questions was based on three aspects: (Critical) Language Policy Research, Discourse Analysis and Language Attitudes Research.

In order to explore the attitudes of university students towards EMI in Spanish context, a survey was carried out by Fortanet (2008). The results of this study suggested that students held positive attitudes towards EMI itself and being a student in a university setting where the medium of instruction was English. This article also promotes the use of EMI at tertiary level, supporting that it is a requisite for the internationalisation of European higher education.

2.2.1.2. Research on Content Learning and Teaching through English as the Medium of Instruction in International Context

In the Far Eastern context, Harshbarger, Morrell and Riney (2011) conducted a longitudinal research to find out the opportunities and constraints of the experience of English medium instruction from 2008 to 2011 with its extent and distribution across the majors at International Christian University (ICU) in Tokyo. This 4-year process represented the first four years following a major academic reform in the College of Liberal Arts at ICU and it was a time in which the administration aimed to increase the percentage of courses taught in English to 45%. In the light of the following research questions; (a) how close did ICU get to this 45% target and (b) what constraints limited the availability of EMI, they got the conclusion that there was an increase in E-course offerings and English-medium instruction was inconsistent across the majors which involved the major prerequisite courses, 100-level courses, and General Education (GE) courses. Scheduling patterns were found to constrain the availability of English-medium courses for some students. Also, it was revealed that there was a 28% drop in the percentage of senior theses written in English by March graduates.

Yet another study on this context was conducted in Netherlands by Wilkinson (2005) with the purpose of analysing the impact of language on the teaching content in the light of the views of the 29 experienced content teachers from three Dutch universities. With the hypothesis 'Experienced, effective content teachers (NNS) adjust instructional methods during EMI', he developed a semi-structured questionnaire with five open-ended questions. Results reflected that since L1 and L2 contexts were not the same, adaptations to programs due to language were required and techniques were deployed to enhance content learning. Content teachers altered their instructional methods, one of which was code-switching. For the sake of EMI, teachers could adjust the way they taught and students could adjust the way they learnt.

2.2.1.3. Comparative Studies on English Medium of Instruction in International Context

Suviniitty (2012) found out that there was not a correlation between the comprehension value of students and the level of lecturers' English skills. For this study, the researcher distributed a paper-based student questionnaire and collected immediately after 22 video-recorded lectures in an EMI Master's Program and the interviews were held with the selected EMI lecturers who participated in the video-recorded lectures. Some of the conclusions drawn from it were that the interviewed lecturers felt that lecturing through English was more challenging and time-consuming when compared to lecturing in native language. However, most also uttered that they got used to lecturing in English and it no longer required much time to prepare lessons. Also, the students' evaluation of their lecturers' English skills and lecturers' self-evaluation were similar. The outstanding point in this case study was that while the linguistic skills were evaluated as imperfect, the lectures could be comprehensible by the students.

Being one of the ELF scholars, Björkman (2010) contributed to the area with her study on medium of instruction. She investigated the pragmatic strategies' role in the content lessons in a Swedish higher education context where English was used as a lingua franca. The results of the study demonstrated that lecturers were not as good as students at making use of pragmatic strategies. Moreover, it was critical for the lecturers to use and practise such pragmatic strategies; also both the lecturers and students' awareness was to be raised for the improvement of the English medium education they had been involved in.

Wong (2009), whose study was based on 'the effectiveness of using English as the sole medium of instruction in English classes' in Hong Kong, compared the preferences of two non-native English language classes that had been applying two different teaching policies; furthermore, examined both classes for any potential correlations with improved English proficiency. As for the instrumentation, a questionnaire was conducted to the students of two English classes, one with the students who were given some flexibility for the use of mother-tongue, the other consisted of students who would be penalised in case of a shift to their mother tongue. Apart from the questionnaire, an English proficiency test consisting of 4

papers including all skills was administered and also an interview was conducted to ten students who were randomly chosen from both classes. The findings of this study were that students who were forced to use English in class were more active and they were exposed to the target language as they had no other choice. However, when they were allowed the choice of the linguistic medium, they would choose their L1 due to peer pressure and face issues. Hence, the enforcement of a strict English-only policy had a positive impact on the learning process, in which the role of the teacher was incontrovertible.

Related studies on EMI conducted in various parts of the world were described in detail in the frame of international context. The following part presents the research on EMI in Turkish context.

2.2.2. English Medium of Instruction in Higher Education: Turkish Context

2.2.2.1. Research on Attitudes and Perceptions in Turkish Context

To begin with, Karakaş (2014) conducted a study on the lecturers' perceptions of their English abilities and language use in English-medium universities. This study was based on the personal and language background; instructors' views on their own linguistic abilities; students' English proficiency and the way they manipulated the language in academic contexts. Online questionnaires were given to the participants from the faculties of Economic and Administrative Sciences, and Engineering at three state universities. According to the findings, the lecturers generally held a positive view of their English skills, and gave more importance to being intelligible users, even though their goals had a slight difference for speaking and writing skills.

Atik (2010) contributed to the literature by exploring the perceptions of students towards English medium instruction at tertiary level in a private university in Turkey. Its sample was comprised of 233 students studying at three different faculties at Atılım University that were offering EMI. Along with a questionnaire, semi-structured interviews were conducted with 10 students studying at three different faculties at Atılım University. The result of this study suggested that in terms of the improvement of their language skills in English, students had positive

attitudes and supported EMI at tertiary level; however, they also stated that they experienced some challenges during their content lessons covered in English. It was also revealed that there was a correlation between the students' positive reactions towards EMI and their English proficiency levels. Moreover, it was found that there was a relationship between students' attitudes toward EMI with regard to their comprehension of the subject matters and their academic success.

Kırkgöz (2005), on the other hand, conducted a research on the motivation and student perception of studying in an English medium university. It was an investigation of how undergraduate students at Çukurova University felt about their departments and exploration of the nature of the problems they faced because of their decision to study through the medium of English. With the help of a survey given to 203 undergraduate students from three departments; Mechanical Engineering, Electric and Electronics Engineering, and Business Administration, first and final year students were compared in order to examine whether students' perception of their English language skills and difficulties changed overtime and if so, to what extent; and whether the problems they faced could be remedied by the exposure to the target language or not. In fact, it was an adaptation of a Japanese study that had been conducted on the basis of an instrument designed by Benson (1991) to identify the primary motivation of the students studying in English in Japan and the role of social factors in their motivation. The result of this study demonstrated that most students were motivated by a mixture of both instrumental and integrative sources of motivation. Students felt they developed competence in their attempt to read and write in their disciplines during the course of EMI study. It was also stated by the students that studying in an EMI university was a real challenge. The conclusion drawn by these was that the process of EMI was seen as problematic for students who were also concerned about the impact of EMI on their learning of the academic subject matter.

Güler (2004), in her research with regard to the investigation into the academic English language needs of students at Yıldız Technical University (YTU) and disciplinary teachers' attitudes towards EMI at tertiary level, found that the disciplinary teachers at YTU agreed on the point that English was important for the academic studies of the students. Taking the results of the needs analysis conducted at different departments into account, it was found that students' reading skills'

development required the most prominence in the language programmes. So few content teachers pointed out that the other skills were necessary for the students in their studies. These teachers believed in the importance of using the native language-Turkish in the content lessons; hence, they had a negative attitude toward the issue of EMI. The aim of this study was to define the language needs of the students studying at different departments of YTU in accordance with the viewpoints of their lecturers in content courses.

A reference study regarding the perceptions of EMI process was carried out by Tarhan (2003). Although its frame was not related to higher education context, it was noteworthy to refer to her research because of the fact that the quantitative data collection instrument used in the present study was first applied by her. The purpose of the study in question was to determine the perceptions of the students, teachers and parents concerning EMI and their viewpoints on the issue of English as a foreign language. For the quantitative data collection, a survey containing five-point likert scale was used. For the qualitative data collection, open-ended questions attached to the survey and also semi-structured interviews were analysed via content analysis. The result of the study showed that students, teachers and parents were not in favour of EMI at secondary education. Participants emphasized the problems faced in the implementation of EMI at Anatolian high schools. It was found that for each group of the participants, there was a positive relation between the perceptions of EMI and English. There were not any problems with teaching and learning English as a foreign language. On the other hand, the reactions of students and teachers revealed that EMI had an impact on the instructional process causing problems especially on the learning of Math and Science subjects in Anatolian high schools.

Somer (2001) contributed to the area with a quantitative study about the attitudes of Engineering and Architecture faculty members in Anadolu University toward teaching engineering and architecture content lessons in English. The participants were 33 faculty members at Anadolu University. Out of an attitude questionnaire administered by the researcher, it was revealed that the faculty members believed in the necessity of learning English in order to be able to read materials in English. According to these participants, it was better to start English language education as early as possible with the ongoing process at a required level of proficiency earlier than the content education in English. While designing the

curricula that would be applied in preparatory school, the focus should be on speaking, listening and writing skills because they were deemed as the most problematic ones. Reading was also essential as participants assigned students to read in English. The study also revealed that the largest group of faculty members taught both in English and Turkish since their students had comprehension problems because of inadequate English proficiency. Participants preferring English medium to teach, supported that most of the instructional materials and main sources were in English, so this affected their choice in the teaching medium. Participants preferring Turkish medium mainly stated educational and political reasons; however, their actual concern was to ease the comprehension of their course and protection of their native language.

Kılıçkaya (2000), found out the attitudes of 100 instructors of non-language subjects towards the use of EMI in Turkish universities by means of a small-scale survey. According to the study, the instructors at the universities in Ankara favoured Turkish medium instruction considering the difficulties students faced and the resources provided in Turkish and English.

2.2.2.2. Research on Content Learning and Teaching through English as the Medium of Instruction in Turkish Context

Another reference study which was conducted by Arkin (2013), examined the issue of English medium instruction by means of a case study in a Turkish university context. Undergraduate university students studying at an English-medium university were given a questionnaire and it was found that they perceived English medium instruction as necessary for their professional and academic life. However, their content learning was found to be negatively affected because of the inefficient language skills of the students. A further investigation was also conducted by means of videotaped classroom observations and follow-up interviews and students were given parallel tests in both English and Turkish. The results revealed that although lecturers struggled to clarify the lesson by lowering the teaching pace, students still had difficulty in following and understanding the content of the lecture. Arkin (2013) proposed some practical and theoretical implications out of these findings that there was a drawback for students since their answers in the parallel set of questions urged

for a need to shift from English-medium instruction to content and language integrated learning.

On her collective case study, Sert (2008) investigated the effectiveness of the use of English in terms of learning of the academic content in three different approaches. These three approaches were EMI, English aided instruction (EAI) and Turkish medium instruction. 527 fourth-year students and 87 teaching staff in the Faculties of Economics and Administrative Sciences of three universities that used these approaches were given questionnaires and interviewed in the academic year of 2003-2004. The results indicated that none of these approaches proved to be efficient and sufficient enough to teach English alongside the academic content, despite the fact that EMI was found to be the most effective one in terms of the language skills' development. However, it was also one of the findings that EMI failed to provide the academic content efficiently.

Kalkandelen (2002) focused on the alienation of an individual in the context of nation-state through instruction in a foreign language in Turkey. In that study, the literature between the years 1960-1995 were examined and it was found that this subject was handled only in two dimensions. To fill the gap here, a scale containing alienation, 'nation-state' notion and education through a foreign language was developed. The target group consisted of high schools and universities that involved 3% of the city of Istanbul. Out of the questionnaire and interviews conducted on the 760 students in total, it was revealed that tendency for alienation among students was getting higher as the medium of education became foreign to them. According to Kalkandelen (2002), foreign language medium instruction that began in the Ottoman times in the 19th century, still continues to have the same negative impact in this century. The main purpose of education is to raise a generation that is loyal to its traditions, national values, language, and identity; therefore, we should take the required precautions before it is too late.

2.2.2.3. Comparative Studies on English Medium of Instruction in Turkish Context

British Council conducted an extensive baseline study in 2015 concerning the tertiary level English language teaching in Turkish higher education by investigating 38 universities in 15 cities. For the collection of data, leadership teams, academic

staff and students were surveyed and interviewed, which were supported by classroom observations. Through the interrelated contexts such as international, national, institutional and departmental, the researchers examined the issues of ELT and EMI in Turkish HEI. EMI-related major findings of this study revealed that universities offering English-mediated content courses are generally favored by the majority; however, both students and academic staff urge for a need to increase the number and quality of universities with TMI as the inadequate English proficiency level adversely affect students' learning and academics' teaching. CLIL was recommended to improve this situation and academics should be provided with an in-service training in order to improve their skills for effective content teaching via English so that they could take the responsibility of their students' learning and facilitate the learning process by giving English language support if necessary. Also, mixed-medium TMI-EMI teaching proved to be ineffective as students and lecturers disregard the use of English, which paves the way for TMI.

Kayaoğlu and Sağlam (2010) conducted a research on the subject of EMI in order to determine the problems and difficulties in teaching the vocational courses in English at tertiary level. They gathered information through the viewpoints of the students and academic staff. They also had two concerns in their research; first, increasing the quality and productivity of the obligatory English preparation programmes; second, agreeing on the strategies that would help solve the problems faced during the educational process in which the content courses were given in English in the departments. A case-study on the students and teachers was conducted in 14 departments at Karadeniz Technical University (KTU). For the data collection, a questionnaire including open-ended questions was given to 52 academic staff from various departments. In order to evaluate the sustainability and productivity of EMI in vocational courses, another questionnaire containing 20 items was given to the students who studied one-year of preparation class. This questionnaire was also given to the students studying in their 2nd, 3rd and 4th classes of their bachelor studies. Namely, the data were gathered from three samples; from students at English preparatory school, students who studied one year at preparatory school and the academic staff instructing their courses in English in their departments. The result of this detailed study demonstrated that all participants agreed on the importance of studying one year of preparatory school; however, they disagreed with pursuing their

studies in English in the departments. Some of the reasons why they opposed to EMI were lack of motivation, understanding of the inessentiality of learning English in their major areas and lack of belief that they might need this language in the future. These reasons affected the feasibility and sustainability of using English at the university level.

This chapter presented the review of literature in terms of the theory framing EMI and research studies based on the practices of EMI inside and outside the country. In the following chapter, the methodology including the research design, setting and participants, data collection techniques and procedure of data analyses are presented.



CHAPTER III: METHODOLOGY

This study investigates the perceived effectiveness of partial and full English medium instruction courses in engineering faculties at a state university in Turkey, where English language use is mostly restricted to classroom environment because English is a foreign language in the country. The research questions are as follows:

1. What are the attitudes and perceptions of engineering students and lecturers at a state university in Turkey towards using English as a medium of instruction (EMI) at tertiary level in an ‘English as a Foreign Language’ (EFL) setting?
 - 1a) What are the similarities and differences between partial (30%) and full (100%) EMI students in terms of their;
 - attitudes and perceptions towards EMI
 - perceived self-competence in English
2. What are the perceived effects of English medium instruction on;
 - 2a) students’ learning process of the content courses
 - 2b) lecturers’ instructional process of the content courses

In this chapter, the methodology of the study is presented. First of all, the chapter documents overall design of the study. It is followed by a section describing the setting and sampling; i.e, the explanation of the context it is applied in and participants being investigated. In the last section, the instruments and procedures for data collection are offered. The chapter finally focuses on data analyses.

3.1. Research Design

With its structured characteristics and pre-planned design for analysis, the present study has a descriptive nature. “The descriptive research is a basic research method that examines the situation, as it exists in its current state. Descriptive research involves identification of attributes of a particular phenomenon.” (Williams,

2007, p. 66). In descriptive research method, correlational, developmental design, observational studies, and survey research are used. While conducting the survey research method, the researcher intends to capture the phenomena at present. This method, using a closed ended instrument or open-ended items, is used for gathering data from respondents that are considered to be representatives of a population. (Williams, 2007).

To be able to shed light on the research questions, this study has an explanatory sequential mixed method design. It is based on three pillars; student questionnaires, focus group interviews with the students and interviews with lecturers. With regard to the various kinds of research design, Duff (2008, p. 111) points out that a common research design starts with ‘a survey (e.g., involving questionnaires) and then follows up with a small number of respondents who indicate a willingness to take part in additional research and who represent important sectors or types of cases within the larger survey’ (also stated in Arkin, 2013, p. 83). The design of the present study pursued the direction offered by Duff (2008). Initially, students were given questionnaires. Then, focus group interviews were conducted to provide a greater depth for the answers given to the questionnaires by the students. Lastly, their lecturers were interviewed. By means of the two data collection methods; quantitative and qualitative respectively, the research questions were aimed to be enlightened in detail.

For the present study, mixed methods type of research was employed. Mixed methods type, as the name suggests, mixes both approaches. Qualitative and quantitative are the two approaches that have long been made use of by the researchers. A mixed methods research design is a procedure for collecting the data, “mixing” both quantitative and qualitative methods during the data analysis and find an answer to a research problem in a study (Creswell & Plano Clark, 2011). Mixed methods type of research, however, does not mean that you only gather data by quantitative and qualitative approaches; rather, it requires ‘merging, integrating, linking, or embedding the two “strands” of methods- quantitative and qualitative. In short, the data are “mixed” in a mixed methods study.’ (Creswell, 2011). “In mixed-methods research, the word *design* refers to the decisions about which type of data is given priority and when each type of data is collected and analysed. The sequential

explanatory design ‘is characterized by the collection and analysis of quantitative data in a first phase of research followed by the collection and analysis of qualitative data in a second phase that builds on the results of the initial quantitative results.’ (Cresswell, 2009, p. 194). In the sequential explanatory design, the data are collected separately, in a sequential way but are connected.

The following steps characterised by the mixed-method researcher Creswell (2003) are considered as a guide for conducting this mixed-methods study:

1. *“Determine the feasibility of using mixed methods” (Cresswell, 2003):* The state university in Turkey is a setting where the researcher has been working as an instructor. Students from partial and full English medium programs were accessible. Time and resources could be effectively used.
2. *“Identify a clear rationale for using mixed methods” (Cresswell, 2003):* It was feasible to use a mixed-method design. The research topic was available for students to express their opinions and feelings as it was a sensitive issue for them. Only applying questionnaires would not be reliable enough since participants could not deal with each question carefully. Therefore, focus group interviews were considered to be a way to add depth to the students’ answers in the questionnaires. In addition, these interviews helped students exchange ideas on the issue.
3. *“Determine strategies for collecting data and select a research design” (Cresswell, 2003):* The sequential explanatory design of mixed method research was determined. The reasons for this choice were the great number of students at the state university, lack of opportunity to reach all the students and to gain a better understanding of their concerns that they mentioned in the questionnaires. Lecturers’ perceptions were also required to investigate the issue of EMI through their perspective.
4. *“Develop research questions for both the quantitative and qualitative data” (Cresswell, 2003):* The research questions were constructed in accordance with the mixed- method nature of the research design.
5. *“Collect both the qualitative and quantitative data” (Cresswell, 2003):* The sequential explanatory design was selected. Comprising the quantitative data collection approach of the study, student questionnaires were applied first; as

for the qualitative approach, focus group interviews of students and interviews with lecturers were conducted afterwards.

6. *“Analyse the data either separately or concurrently” (Cresswell, 2003):* Once the questionnaires were conducted, the answers of students were analysed on SPSS 21.0. During the phase of collecting the qualitative data, the researcher recorded the interviews and transcribed the answers of each focus interview group and lecturer interviews. Content analysis was conducted for each interview type separately.
7. *“Write the report in a manner consistent with the type of design” (Cresswell, 2003):* Methods of data collection and analysis are usually separated for explanatory designs. Hence, data collection was completed first and then the data were analysed.

The steps followed by the researcher for the application of the research design were clarified above. The following section presents the sampling- the participants and context of the study.

3.2. Research Setting and Participants

3.2.1. Research Setting

The research setting of the present study is one of the established universities located in Turkey. At universities such as Boğaziçi University, Middle East Technical University and Bilkent University, EMI has become a tradition since they have been educating their students in English for a long while; and the research setting of the present study has also changed its education policy and has been making regulations on this issue over the last few years. Students who are accepted for the partial and full English medium programs should have a proficiency exam to determine their level of English. Passing grade for this proficiency exam is 60 and students taking this grade are exempt from preparatory education. Students taking 70 in the proficiency exam are also exempt from Advanced English I and Advanced English II courses, which are obligatory lessons in 1st grade. Students who become exempt from the preparatory education with the required proficiency level in the exam can begin their tertiary education in their department. For the students who do not have the required proficiency level, the preparatory education is obligatory. They

have to study in one-year of English preparatory school in order to get ready for the partial or full English medium courses in their field of study. Their readiness for EMI courses is determined by their success rate at the end of the academic year. In the proficiency exams conducted at the end of both fall and spring semesters, students are expected to have the grade of 60 with a minimum score that is equivalent to IELTS 5.5, TOEFL IBT 72 or CEFR high B1. As for their pass grade, the total number of 50% of the average number of the grades within both semesters and 50% of their proficiency exams should be 60 at minimum. By that grade, students are considered as successful and proficient enough for EMI courses.

Some departments at this university such as Bioengineering, Chemical Engineering, Civil Engineering, Control and Automation Engineering, Industrial Engineering, Mathematical Engineering, Mechatronics Engineering, Metallurgical and Materials Engineering have their contingent of both full and partial EMI departments, whereas in some departments such as Geodesy and Photogrammetry Engineering, the medium of instruction is Turkish. The present study is not concerned about TMI departments. The primary focus of this study is based on the opinions and experiences of the students in the aforementioned departments with partial and full EMI programs.

Also, the lecturers from each of these departments, who had been appointed to deliver EMI courses according to their language proficiency scores, were interviewed about their views and experiences on the ongoing process of EMI. Finally, the present study was expected to investigate the perceived effects of EMI on the learning and teaching of the participants.

3.2.2. Sampling and Participants

The selected sample of a study should help the researcher to obtain the required data, theory, and/or informational framing (Flick, 1998; Lincoln & Guba, 1985; Morse, 1995; Strauss & Corbin, 1990); and allow the researcher to make statistical and/or analytical generalizations. In the context of a mixed methods design, the researcher is able to purposively broaden the frame of the conclusions based on the quantitative and qualitative components to the context studied or extend the conclusions to another context or group of individuals who are representative of

the study's sample (Hood, 2006; Maxwell, 1992; Onwuegbuzie & Leech, 2005a) (also stated in Collins et al., 2007).

Due to the proximity of the participants and research setting, convenience sampling technique was applied overall. In the selection process, samples were easily reachable because they were members of the institution the researcher works for.

While determining a sampling for a study, the sample size should be taken into consideration for the interpretation of the analysed data. "The choice of sample size is as important as the choice of sampling scheme as it also determines the extent to which the researcher can make statistical and/or analytic generalizations." (Collins et al., 2007, p. 287). Therefore, the quantitative data collection was carried out with a sampling calculated by Gay and Airasian (1997) as is shown in Figure 3-1.

Ek 6. Evren Büyüklüğüne (N) Göre Uygun Olan Örneklem Sayısı (S)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

L.R. Gay, Peter Airasian. *Educational Research, Competencies for Analysis and Application* (New Jersey, Merrill, 1997)

Figure 3-1: Identifying a proper sampling according to population

According to Figure 3-1, the number of identified population for the present study was 4858. The researcher, therefore, took the population number 5000. According to the identification provided by Gay and Airasian (1997), a sample of 357 participants would be enough for answering the research questions; however, the researcher aimed to reach as many students as possible in order to augment the validity of the study and 441 students took part in the quantitative part of this research.

Table 3-1: Population of the present study

Departments	Students in partial EMI (30%) programs	Students in full EMI (100%) programs
Bioengineering	238	148
Chemical Engineering	523	89
Civil Engineering	1102	98
Control and Automation Engineering	225	90
Industrial Engineering	498	93
Mathematical Engineering	558	149
Mechatronics Engineering	231	91
Metallurgical and Materials Engineering	641	84
	4016	842
TOTAL	4858	

The participants in the qualitative study were purposively selected among the ones who took part in the quantitative study. The selection criterion for each participant of the present study was to be a representative of the departments which adopted both partial and full EMI programs. As can be seen from Table 3-1, the departments which have both programs are bioengineering, chemical engineering, civil engineering, control and automation engineering, industrial engineering, mathematical engineering, mechatronics engineering, metallurgical and materials engineering. In these departments, there were also Erasmus students from European countries and some other students from African and Eastern countries such as Syria and Iran. However, since the majority of the university population consisted of Turkish native speakers and they would make the proper sampling for the purpose of the present study, the participants were selected from among the native speakers of Turkish.

According to *Minimum Sample Size Recommendations for Most Common Quantitative and Qualitative Research Design* offered by Onwuegbuzie and Collins (2007, p. 289), a focus group should consist of 6-9 participants (Krueger, 2000); 6-10 participants (Langford, Schoenfeld, & Izzo, 2002; Morgan, 1997); 6-12 participants (Johnson & Christensen, 2004); 6-12 participants (Bernard, 1995); 8-12 participants (Baumgartner, Strong, & Hensley, 2002) 3 to 6 focus groups (Krueger, 1994; Morgan, 1997; Onwuegbuzie, Dickinson, Leech, & Zoran, 2007) 3 to 6 focus groups (Krueger, 1994; Morgan, 1997; Onwuegbuzie, Dickinson, Leech, & Zoran, 2007). On this theoretical basis, 5 focus groups comprising six interviewees from the related engineering departments were constructed.

The frame of the present research required to analyse the perceptions and attitudes of not only students but the lecturers as well because both sides were the active members of the EMI process. Seven lecturers from Bioengineering (L1, Female, Asst. Prof. Dr.), Metallurgical and Materials Engineering (L2, Male, Assoc. Prof. Dr.), Industrial Engineering (L3, Male, Asst. Prof. Dr.), Chemical Engineering (L4, Female, Asst. Prof. Dr.), Civil Engineering (L5, Female, Asst. Prof. Dr.), Civil Engineering (L6, Male, Assoc. Prof. Dr.), Mechatronics Engineering (L7, Male, Asst. Prof. Dr.) departments were interviewed. Lecturers were also purposively chosen from among native speakers of Turkish and their experience of EMI in their specific departments was also a criterion in their selection.

3.3. Data Collection

Data collection procedure is determined by the type of mixed-method design. According to Cresswell (2009), data can be collected either concurrently or sequentially, depending on the mixed method design. When the data are collected concurrently, the forms of quantitative and qualitative data are independent of each other; however, when they are collected sequentially, the two forms of data are connected.

The data collection procedure for the implementation of this sequential mixed method study was composed of three sections; initially, for implementing the quantitative strand, a questionnaire aiming to collect data about the students' attitudes and perceptions was given to students from eight partial and full EMI departments. Sequentially, the qualitative strand was applied in two forms. Focus groups involving six volunteer students from the aforementioned departments were constructed. With regard to the second part of the qualitative data collection phase, seven lecturers delivering EMI courses were interviewed. In the following part, data collection instruments are explained in detail.

3.3.1. Data Collection Instruments

As previously stated, the present study adopted mixed-method research design. Both quantitative and qualitative data were collected by the researcher to answer the research questions. The tools conducted for data collection was a questionnaire, focus group interviews and lecturer interviews.

3.3.1.1. Questionnaire

The first instrument used for data collection was a questionnaire. EMI studies by Tarhan (2003) and Arkin (2013) had an impact on the research design of the present study in that they both used the same questionnaire, which was originally prepared and applied by Tarhan (2003). The questionnaire was first designed with the aim of evaluating the perceptions of students regarding EMI at secondary education by Tarhan (2003). Arkin (2013) adapted the questionnaire for students at higher education. In the present study, this adapted version of the original questionnaire was administered to engineering students studying at partial and full EMI departments. Language of the original questionnaire was Turkish and it was conducted in Turkish for practical purposes.

The questionnaire (Appendix A) had three main sections. The first section contained demographic information, English knowledge and use of English in undergraduate programs. The second section presented the query of the perceptions of students on foreign language and English as a foreign language, through 16 statements on a 1 to 5 Likert scale under the title “foreign language and English as a foreign language”. The statements in this section mostly aimed for understanding the awareness of students on the importance of foreign language learning and English as a foreign language. The third section comprised of items questioning if the content in tertiary education should be provided in a foreign language (English) or not. There were two parts, the first of which had a title “general attitude” having 18 statements on a 1 to 5 Likert scale. Based on EMI, this part had a function to help determine the viewpoints of participants on English-medium instruction. The items of the scale involved arguments about English medium instruction with its positive and negative perspectives. The second sub-title was “instructional process” which was also divided into two sub-sections as “learning the content via EMI” and “language skills”.

The questionnaires were conducted on the final exam date of students’ Advanced English I and Reading & Speaking in English courses in 2016- 2017 academic year. Students were invited to fill in the consent form handed to them prior to the questionnaires so they participated in the survey by their own consent.

3.3.1.2. Interviews

A qualitative approach was adopted as the second data collection instrument. Having collected the quantitative data by means of the questionnaires, semi-structured interviews were conducted with both students and lecturers sequentially. Initially, students participated in focus group interviews; subsequently, lecturers were interviewed in two different ways; face-to-face and through e-mailing. All the data were collected in Turkish, which was believed to help participants to better express their viewpoints.

The interview protocol offered by Jacob and Furgerson (2012) was used to develop interview questions. Research questions were a guide to generate open-ended questions. Consent of each interviewee was received before the interview sessions. They were informed that their identities would be confidential and that their answers would not be used beyond the research purposes. The interview protocol was provided to each interviewee as a guideline to follow the steps. The interviews were aimed not to be too long; the time of each interview was arranged depending on the interviewees' answer length. Piloting of the interview questions was conducted on a group of engineering students of the researcher; beside this, two research assistants from civil engineering department were requested to pilot test the interview questions that would be directed to lecturers. In the pilot study of the lecturer interviews, it was revealed that some questions were leading the interviewees; therefore, questions were revised and necessary changes were administered in order to make questions completely open-ended.

The strategies of Corbetta (2003) were applied in the semi-structured interviews conducted by the researcher. According to Corbetta (2003),

- Semi-structured interviews have an order that follows discussion topics or questions being directed to the interviewee: The questions of both student and lecturer interviews were arranged according to the order of research questions.
- The interviewer is free to change the order of questions according to the flow of the conversation: During the interview, some students related the answer of an interview question to another one; therefore, they were not directed the same question again.

- A point that can be considered as a strength of semi-structured interviews is that the interviewer can go deeper into the question if she thinks the interviewee is an expert on the given topic and has a great number of things to share about the question: In some cases, additional questions were asked to obtain more explanation on a topic or better understand the example given by the students and lecturers.

3.3.1.2.1. Focus Group Interviews with Students

Having conducted the questionnaires, the researcher aimed to examine the attitude and perceptions of students about EMI and learn more about what kind of problems they had been confronting during this experience. An additional qualitative research would help find detailed answers to the research questions and support the answers given in the questionnaires. Regarding the interviews with students, focus group interview was considered to be more meaningful in terms of the process and the result.

Ho (2006) defined focus group interview as “*the explicit use of group interaction as data to explore insights that would otherwise remain hidden*”. In an environment where each participant has a viewpoint on the topic of discussion, groups comprising of five to ten people are gathered to explicit their opinions and attitudes on the discussion topic. The researcher creates an interactive environment by leading the interview with questions seeking answers from the participants. The role of the researcher is to moderate during the group interaction (Green & Hart, 1999; Litosseliti, 2003; also stated in Ho, 2006). Regardless of their age, students disclose themselves spontaneously (Krueger & Casey, 2000, p. 8; also stated in Ho, 2006) and in a peer group environment. When they are given opportunity to share ideas in a group, the synergy created among the focus group, which cannot be obtained in a one-on-one interview, can help each member to produce ideas (Stewart & Shamdasani, 1990; also stated in Ho, 2006).

For the present study, five focus groups, each of which was comprised of six students, were constructed. Students from different departments participated in the interviews voluntarily in their classroom settings. Volunteer students were gathered at the end of Advanced English II course of the researcher in 2016- 2017 academic

year. Among the volunteers, there were students of full and partial EMI students from diverse departments. The groups were arranged heterogeneously so as to create a discussion platform where they could exchange ideas in a nonhomogeneous nature. The role of the researcher was to act as a monitor, ask some extensive questions according to the flow of the interview; and simultaneously, record the interviews. Each interview lasted approximately an hour.

The first group (from S1 to S6) comprised of four partial EMI Bioengineering students, one full EMI Bioengineering student and one partial EMI Metallurgical and Materials Engineering student. The second group (from S7 to S12) consisted of Industrial Engineering partial EMI students, with one exception of full EMI student. The third group (from S13 to S18) was made up of three partial EMI Industrial Engineering students, two Mechatronics Engineering students one of whom was a full EMI student and one partial EMI Mechanical Engineering student. The fourth group (from S19 to S24) had six Civil Engineering students who were exposed to partial EMI in their department. The fifth group (from S25 to S30), on the other hand, consisted of one full EMI and one partial EMI Mathematical Engineering students, three partial EMI Civil Engineering students and one partial EMI Metallurgical and Materials Engineering student.

The questions of the focus group interview were prepared with the guidance of the dissertation advisor, Assist. Prof. Dr. Muazzez Yavuz Kırık. The focus-group interview protocol can be found in Appendix B. In the light of these questions, they were asked about what they thought for each question and if they agreed or disagreed with each other. The group nature enabled students to have a discussion at times of disagreement with one another.

3.3.1.2.2. Lecturer Interviews

The study was aimed to be supported by more qualitative data; therefore, the participants on the other phase of the EMI process – lecturers – were also interviewed. The interview protocol was constructed by the researcher with the guidance of the dissertation advisor, Assist. Prof. Dr. Muazzez Yavuz Kırık and Assist. Prof. Dr. Yasemin Oral. It comprised of six open-ended questions, which could be found in Appendix C.

In the light of these questions, seven lecturers from bioengineering, industrial engineering, chemical engineering, civil engineering, mechatronics engineering, metallurgical and materials engineering departments were interviewed. Lecturers were requested an appointment to meet face to face for an interview. However, two of them preferred to share their viewpoints via e-mail. Hence, questions enquiring their preferences on the medium of instruction, and comments on their own and students' performance and experience, were either directed personally or by e-mailing.

3.4. Data Analyses

In this part, the procedure of the analysis of quantitative data gathered from student questionnaires and analyses of qualitative data compiled from focus group interviews with students and lecturer interviews are presented.

Sequential mixed method analysis is a term used for analyzing the data in mixed-method research design in which both quantitative and qualitative data are involved. Quantitative and qualitative analyses of the study were conducted separately, and both analyses were integrated at the conclusion of the study. During the analysis period of the present study, the data gathered from all instruments were translated into English by the researcher in order to refer to English versions of the items as the language of the thesis is English. (Appendix D & Appendix E)

3.4.1. Procedure of Quantitative Data Analysis

Statistical Package for Social Sciences (SPSS 21) was used for quantitative data analysis. First, the collected data were analysed through a factor analysis and related items in the questionnaires were tabled under the subheading of each factor. The responses to the items were then analysed using descriptive statistics. Percentages and frequencies of their answers to the items related to their reaction to the medium of instruction were calculated. Responses to the open-ended items in the questionnaire were qualitatively analysed through categorization of responses and iterative themes, which were also explained in the quantitative data analysis part.

In order to detect probable factors “that may be used to represent relationships among sets of interrelated variables” (George & Mallery, 2001, p. 232); factor analysis was conducted on the items in each section. Studying the output and

evaluating the factors as revealed in the *Varimax* rotated component matrix, the procedure used by SPSS 21 was the following step in factor analysis. Factor loadings with $> .5$ indicate a strong “relationship between a particular variable and a particular factor” and that “there will often be two or three irritating variables that end up loading on the ‘wrong’ factor, and often a variable will load onto two or three different factors.” (George & Mallery, 2001, pp. 234-235). Hence, the factor analysis output for each section was analysed in detail and some particular factors were determined.

While conducting the factor analysis, Kaiser-Mayer-Olkin (KMO) test and Bartlett Test of Sphericity were applied to identify the acceptability of the data collection and sufficiency of the included values in the parts of the questionnaire. According to the tables below, the distribution of the values was found sufficient and the data were acceptable for factor analysis. The value of KMO was appropriate with a significance value $< .05$ and with measures $> .8$ for each part of the questionnaire.

Table 3-2: Part II- KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.816
	Approx. Chi-Square	2754.292
Bartlett's Test of Sphericity	Df	105
	Sig.	.000

The results of the KMO ve Bartlett's Test statistics for Part II- Foreign Language and English as a foreign Language

Table 3-3: Part III. 1. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.916
	Approx. Chi-Square	2876.082
Bartlett's Test of Sphericity	Df	136
	Sig.	.000

The results of the KMO ve Bartlett's Test statistics for Part III- 1. General Attitude and Perceptions

Table 3-4: Part III. 2. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.914
	Approx. Chi-Square	5199.175
Bartlett's Test of Sphericity	Df	253
	Sig.	.000

The results of the KMO ve Bartlett's Test statistics for Part III- 2. Instructional Process

These results reflect that a factor analysis could be applied as the conditions were set ($KMO > 0.60$ and Bartlett's $p < 0.05$).

3.4.2. Procedure of Qualitative Data Analysis

Qualitative data analysis requires a range of processes from understanding, explaining and interpreting the collected data. Mayring (2000, p. 2) defines qualitative content analysis as “an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules”. According to Hsieh and Shannon (2005, p. 1278), it is “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns”.

Deductive approach in qualitative data analysis offered by Mayring (2000) was applied in the present study because the qualitative data was collected after the quantitative one and qualitative data analysis procedure was guided by research questions. For the qualitative data analysis procedure, Lichtman's “three c's of analysis: coding, categorizing, and concepts” was adopted. The details of this procedure were provided by Lichtman (2013) as shown in Table 3-6.

Table 3-5: Six-step of Qualitative Data Analysis by Lichtman (2013, p. 252)

Step 1. Initial coding. Going from responses to summary ideas of the responses
Step 2. Revisiting initial coding
Step 3. Developing an initial list of categories
Step 4. Modifying initial list based on additional rereading
Step 5. Revisiting your categories and subcategories
Step 6. Moving from categories to concepts

Initially, the recorded content of all the interviews – six focus group interviews and seven lecturer interviews- were carefully listened and the data were manually transcribed verbatim. Interview data from both subjects were qualitatively analysed according to the number of questions on the interview protocol. Each subject/ interviewee was given a number such as Student 1, Lecturer 1. After a careful reading of the provided data (first students' and then lecturers'), brief phrases as initial codes were either extracted from the responses or identified according to the

commonalities and iterative issues in the transcribed data. Having developed a large number of codes, the researcher examined the related and unrelated ones. After assigning descriptive codes to the responses, related ones were categorized according to common concepts (Bogdan & Biklen, 2003). Descriptive analysis was conducted on the basis of concepts, which helped draw inferences and present the results.

3.4.3. Validity and Reliability

The major aim of the present study is to investigate the effects of learning and teaching in a foreign language (i.e. English) through the perceptions of students and lecturers. A mixed method research design was opted for a triangulation of the collected data. Supporting the results of quantitative data with the findings gathered from the qualitative data analysis contributes to the validity and reliability of the study. By means of the focus group interviews and lecturer interviews, questionnaire findings were corroborated and interpreted in a meaningful way. The experiences of the active participants of the EMI process were enlightened, analysed, evaluated; compared and contrasted with the results of the questionnaire. The findings of quantitative and qualitative strands validating one another also affirmed the validity and reliability of the present study.

The selected sample of a study should generate adequate data related to the research questions - these data increase the descriptive validity and interpretive validity (Maxwell, 1992) (also stated in Collins et al., 2007). As stated previously, 441 students involved in the quantitative strand of this research, which enhanced the validity of the study. Beside proposing the optimal size of focus groups, Morgan (1997) suggests that a small group would constitute more reliable results as it allows each participant more time to raise their arguments. In the present study, the nature of focus groups consisting of 5 students enabled each group member to put forward their views individually.

The researcher preferred to implement a questionnaire whose reliability and validity were already constructed since it was administered previously by Tarhan (2003) in secondary education context and Arkin (2013) in higher education context. The validity and reliability of the questionnaire were provided by Tarhan (2003, p. 66). A pilot survey questionnaire was conducted by her and the content validity of the items in the questionnaire was examined by two experts and approved by the

research commission of EARGED, Eğitim-Araştırma Geliştirme Dairesi (Research and Development Center for Education). Nevertheless, the reliability of the questionnaire was measured again by means of the program SPSS 21 and the internal consistency estimates of reliability, coefficient alpha were computed for individual scales in each version.

The scale intervals of Alpha coefficient and the reliability of the scale based on this are shown below:

- If $0,00 \leq \alpha < 0,40$, scale is not reliable,
- If $0,40 \leq \alpha < 0,60$, scale has low reliability,
- If $0,60 \leq \alpha < 0,80$, scale is highly reliable,
- If $0,80 \leq \alpha < 1,00$, scale is totally reliable.

Reliability test result of the items that are included in the analysis;

Table 3-6: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,730	,771	17

It can be said that our scale is considerably reliable according to Cronbach's Alpha.

In conclusion, this chapter presented the methodology of the study with its research design, sampling, data collection instruments and the procedure of how data analyses were conducted. The following chapter sheds light on the results of the overall data analyses.

CHAPTER IV: RESULTS

This chapter presents the results of the quantitative and qualitative analyses. Initially, the statistical data gathered from the student questionnaires and the results of open-ended questions in the questionnaires are reported. Secondly, findings from focus group interviews with students are explained in detail. Then, findings from interviews with lecturers are presented.

4.1. Analysis of Quantitative Data

The aim of the student questionnaires was to collect data regarding the attitudes and perceptions of students' studying at a state university in Turkey about their experiences of EMI in their major area courses. The items in the questionnaire consisted of issues concerning foreign language and EFL and FLMI with its positive and negative sides for students and for their tertiary education. The findings of the quantitative data analysis are presented in the light of the sub-headings of each scale in the questionnaire and in a descending order of the items.

4.1.1. Profile of Participant Students in Survey

It is essential to begin with presenting the profile of participant students according to the findings from the demographic information part in the questionnaire. As can be observed from Table 4-1; out of 441 students who participated in the present study, 389 students (88.2%) were studying at partial (30%) EMI programs and 52 (11.8%) were students of full (100%) EMI programs.

Table 4-1: Partial and full EMI students who participated in questionnaire

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30% ENG	389	88.2	88.2	88.2
100% ENG	52	11.8	11.8	11.8
Total	441	100.0	100.0	100.0

The faculty of students was another demographic variance, which is illustrated by Table 4-2.

Table 4-2: Faculty of participant students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty of Electrical and Electronics Engineering	48	10.9	10.9
	Faculty of Chemical and Metallurgical Engineering	226	51.2	62.1
	Faculty of Civil Engineering	63	14.3	76.4
	Faculty of Mechanical Engineering	104	23.6	100.0
	Total	441	100.0	100.0

According to Table 4-2, 48 students (10.9%) were students of the faculty of electrical and electronics engineering, 226 students (51.2%) belonged to the faculty of chemical and metallurgical engineering, 63 students (14.3%) were studying at the faculty of civil engineering, and 104 students (23.6%) represented the faculty of mechanical engineering.

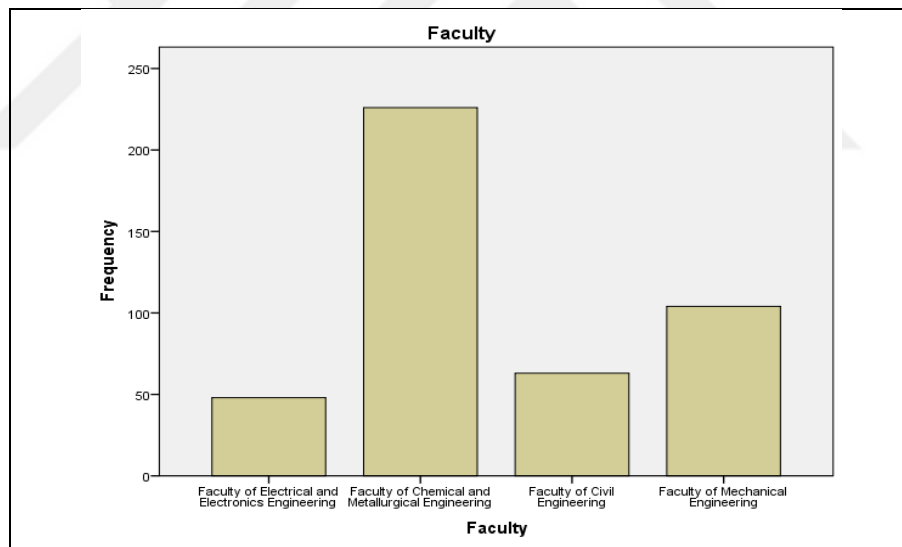


Figure 4-1: Faculty of participant students

As can be clearly observed from Figure 4-1, faculty of chemical and metallurgical engineering has the highest number of participants whereas faculty of electrical and electronics engineering has the smallest number of participant students in the present study.

As mentioned previously, eight engineering departments having both partial and full EMI programs in the relevant faculties were identified for the present study. Table 4-3 and Figure 4-2 presents the categorisation of the participant students according to their departments.

Table 4-3: Department of participant students

	Frequency	Percent	Valid Percent	Cumulative Percent
Control and Automation Engineering (30%)	44	10.0	10.0	10.0
Control and Automation Engineering (100%)	6	1.4	1.4	11.3
Bioengineering (30%)	41	9.3	9.3	20.6
Bioengineering (100%)	10	2.3	2.3	22.9
Civil Engineering (30 %)	59	13.4	13.4	36.3
Civil Engineering (100%)	4	.9	.9	37.2
Metallurgical and Materials Engineering (30%)	50	11.3	11.3	48.5
Metallurgical and Materials Engineering (100%)	4	.9	.9	49.4
Chemical Engineering (30%)	53	12.0	12.0	61.5
Chemical Engineering (100%)	7	1.6	1.6	63.0
Industrial Engineering (30%)	45	10.2	10.2	73.2
Industrial Engineering (100%)	6	1.4	1.4	74.6
Mathematical Engineering (30%)	49	11.1	11.1	85.7
Mathematical Engineering (100%)	8	1.8	1.8	87.5
Mechatronics Engineering (30%)	48	10.9	10.9	98.4
Mechatronics Engineering (100%)	7	1.6	1.6	100.0
Total	441	100.0	100.0	

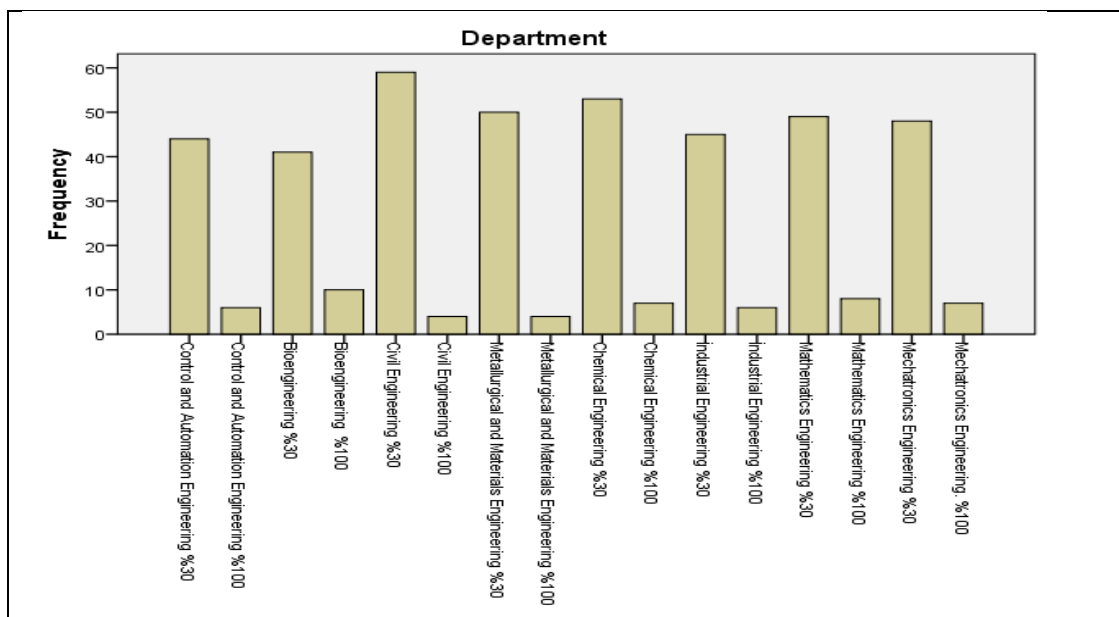


Figure 4-2: Department of participant students

Overall, it can be said that civil engineering department has the highest percent (13.4%) of participants among the departments implementing partial EMI. With regard to the full EMI undergraduate programs, the highest number of participants (10) belongs to Bioengineering, which has the lowest number of participants (41) from its partial EMI program.

Table 4-4 illustrates the participants' year of study. The results indicate that the majority of participants comprise freshmen (175) and sophomore (192). Students in their 2nd year of study have the highest percentage with 43.5%. The number of junior students is 38 and the number of seniors is 33.

Table 4-4: Year of Study

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First	175	39.7	40.0
	Second	192	43.5	43.8
	Third	38	8.6	8.7
	Fourth	33	7.5	7.5
	Total	438	99.3	100.0
Missing System	3	.7		
Total	441	100.0		

It was also found that engineering students graduated from various types of high school. Table 4-5 demonstrates the percentages regarding the type of high schools from which participants graduated.

Table 4-5: Type of High School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	General High School	63	14.3	14.3
	Private High School	26	5.9	5.9
	Anatolian High School	266	60.3	60.3
	Anatolian Teacher Training High School	35	7.9	7.9
	Labor School	7	1.6	1.6
	Anatolian Labor School	4	.9	.9
	Other	40	9.1	9.1
	Total	441	100.0	100.0

According to Table 4-5, 60.3% of engineering students graduated from Anatolian high schools and 14.3% of the participants are graduates of general high

schools. Moreover, students who marked the option of “Other” (9.1%) stated that they graduated from science high schools. One attention-grabbing point is that students having graduated from Labor School (1.6%) and Anatolian Labor School (.9%) have the minimum percentages when compared to others.

Another personal informatory item in the questionnaire was students’ reason for preferring to study at the state university in question. This item attempted to offer an insight into whether EMI students purposefully opted for their programs or not. Table 4-6 reveals the proportion of students with their reasons to study in their university.

Table 4-6: Reasons for preferring this university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Having a quality education	343	77.8	78.1	78.1
	Having a better foreign language (English) education	5	1.1	1.1	79.3
	Foreign language medium of education	16	3.6	3.6	82.9
	Choice of my family	22	5.0	5.0	87.9
	Other	53	12.0	12.1	100.0
	Total	439	99.5	100.0	
Missing	System	2	.5		
Total		441	100.0		

As can be seen in Table 4-6, of all the participant students, 77.8% reflect that their primary reason was having a quality education. On the other hand, 5% of participants point that it was their parents’ preference. Interestingly, 3.6% state FLMI was their reason to study in their university and only 1.1% of students seem to have a concern about having a more qualified English language education.

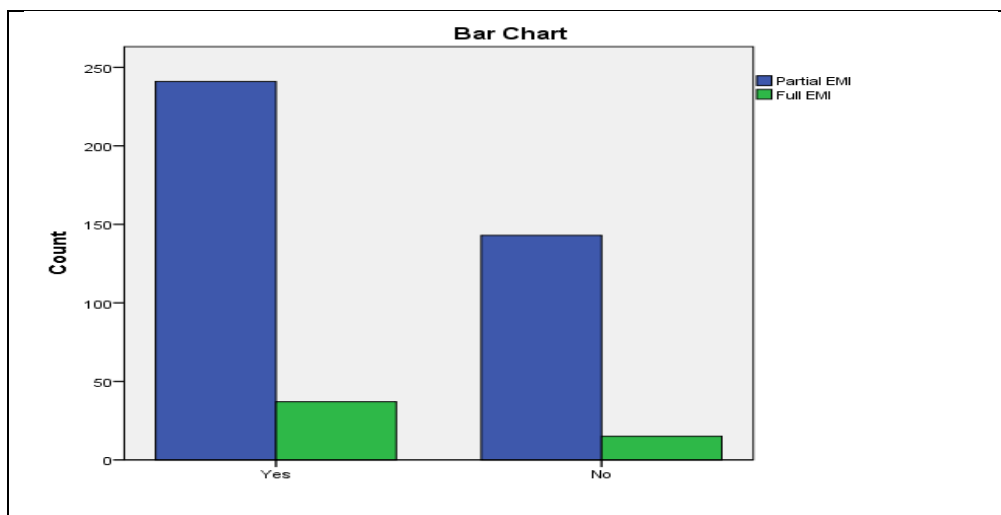


Figure 4-3: Partial or Full EMI* Have you studied at preparatory school?

Another item in the questionnaire was whether students had one year preparatory school education preceding their bachelor studies. Figure 4-3 demonstrates the number of partial and full EMI students regarding this item. It is clear that a great majority of students of both programs studied in English preparatory school for a whole year; however, it is surprising to find out that there exist some students even in full EMI programs who did not have the language preparatory education which is required for their academic success in English-mediated content courses.

4.1.1.1. Students' Perceived Level of English Proficiency

One of the sub-questions of the present study is what the perceived self-competence of partial and full EMI students in English is and in what ways they share commonalities and differences. At this stage, it is significant to present students' perceived level of English proficiency based on four skills including grammar and vocabulary knowledge in order to see whether they regard themselves as linguistically ready for EMI courses in their specific departments. The frequency tables of the relevant items are illustrated below.

Table 4-7: Proficiency level in English (Reading)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	67	15.2	15.5
	Good	207	46.9	47.8
	Average	136	30.8	31.4
	Poor	22	5.0	5.1
	Beginner	1	.2	.2
	Total	433	98.2	100.0
Missing	System	8	1.8	
Total		441	100.0	

Table 4-7 illustrates that 46.9% of students perceive their reading skill as good and 15.2% think that their reading skill is excellent. On the other hand, 5.2% state their reading skill is poor (5%) or at beginner level (.2%). According to 30.8% of students, their perceived proficiency in reading skill is average.

Table 4-8: Proficiency level in English (Listening)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	38	8.6	8.8
	Good	156	35.4	35.9
	Average	174	39.5	40.1
	Poor	62	14.1	14.3
	Beginner	4	.9	.9
	Total	434	98.4	100.0
Missing	System	7	1.6	
Total		441	100.0	

Table 4-8 reveals the perceptions of students regarding their listening skill. For 39.5% of students, their listening skill is at average level. 44% think they are good at listening whereas 15% have a feeling that their listening skill is not even at an average level.

Table 4-9: Proficiency level in English (Writing)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	39	8.8	9.0
	Good	150	34.0	34.6
	Average	171	38.8	39.5
	Poor	66	15.0	15.2
	Beginner	7	1.6	1.6
	Total	433	98.2	100.0
Missing	System	8	1.8	
Total		441	100.0	

As is shown in Table 4-9, students who regard their writing skill to be neither good nor poor comprise 38.8%, which is the highest percentage when compared to

other options separately. 42.8% of students, however, appear to be good and excellent at writing.

Table 4-10: Proficiency level in English (Speaking)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	22	5.0	5.1	5.1
	Good	77	17.5	17.8	22.9
	Average	154	34.9	35.6	58.4
	Poor	162	36.7	37.4	95.8
	Beginner	18	4.1	4.2	100.0
	Total	433	98.2	100.0	
Missing	System	8	1.8		
Total		441	100.0		

On the other hand, Table 4-10 suggests that results of students' perceived self-competence on speaking skill seem to alter in comparison to the results of other skills. Not many students feel excellent (5%) or good (17.5); rather, the majority of students think that their speaking skill is poor (36.7%) or average (35.6%).

Table 4-11: Proficiency level in English (Grammar)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	41	9.3	9.5	9.5
	Good	147	33.3	34.0	43.5
	Average	175	39.7	40.5	84.0
	Poor	64	14.5	14.8	98.8
	Beginner	5	1.1	1.2	100.0
	Total	432	98.0	100.0	
Missing	System	9	2.0		
Total		441	100.0		

Students possess similar viewpoints regarding their competence on grammar (Table 4-11) and vocabulary (Table 4-12). It was found that the participants who suppose their grammar and vocabulary knowledge are at average level have the highest percentage. On the other hand, 15.6% percent of students perceive their knowledge of grammar as insufficient and 16.4% of them do not seem to be satisfied with their vocabulary knowledge.

Table 4-12: Proficiency level in English (Vocabulary)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	28	6.3	6.5	6.5
	Good	109	24.7	25.2	31.6
	Average	224	50.8	51.7	83.4
	Poor	70	15.9	16.2	99.5
	Beginner	2	.5	.5	100.0
	Total	433	98.2	100.0	
Missing	System	8	1.8		
Total		441	100.0		

In conclusion, the results of the skill tables above suggest that most of the engineering students have a perception that their reading, listening, writing skills; grammar and vocabulary knowledge are good and/or intermediate level. However, majority of the same students are likely to believe that their speaking skills need to be improved in order to be good or excellent.

The quantitative data analysis of the present study also revealed that not all partial and full EMI students who studied at preparatory school acquired a quality language education before their disciplinary studies, which in return might influence students' attitudes towards EMI as preparatory school education is one of the key components of EMI process. Having a Chi-Square value of $<.05$, relationship between studying in preparatory school and four skills development including vocabulary knowledge building could be interpreted. However, there was no significant difference between the values of preparatory school education and grammatical competence ($p>.05$).

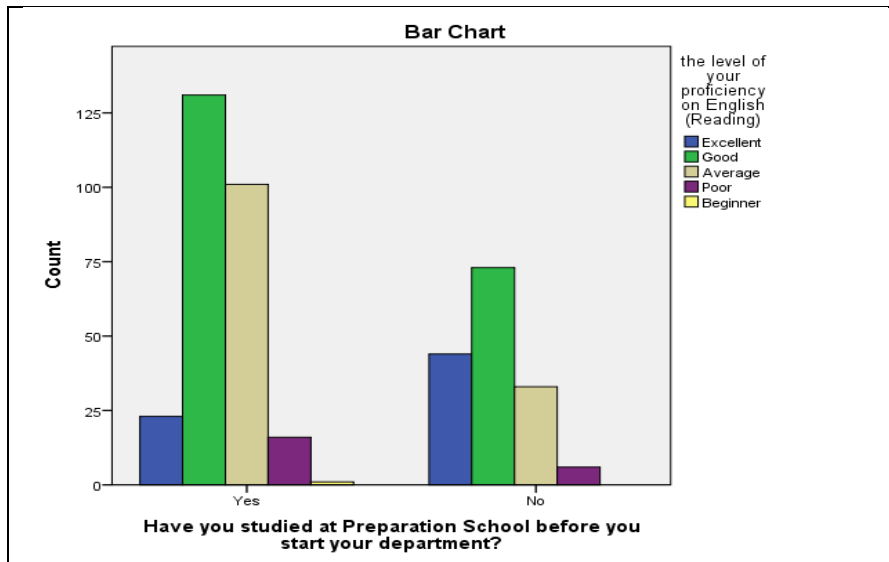


Figure 4-4: Have you studied at preparatory school? * Proficiency Level in English (Reading)

Figure 4-4 displays the relationship between preparatory school education and students' perceived level of proficiency in reading skill. 37.1% of the students having studied at preparatory school seem to have an insight that their reading skill in English is at average level. 48.2% however, feel that they are good at reading. On the other hand, 46.8% of students who did not study at preparatory school think their reading skill is good. Hence, one might infer that reading skill of 75% of the students who have no experience of preparatory school is either good or excellent.

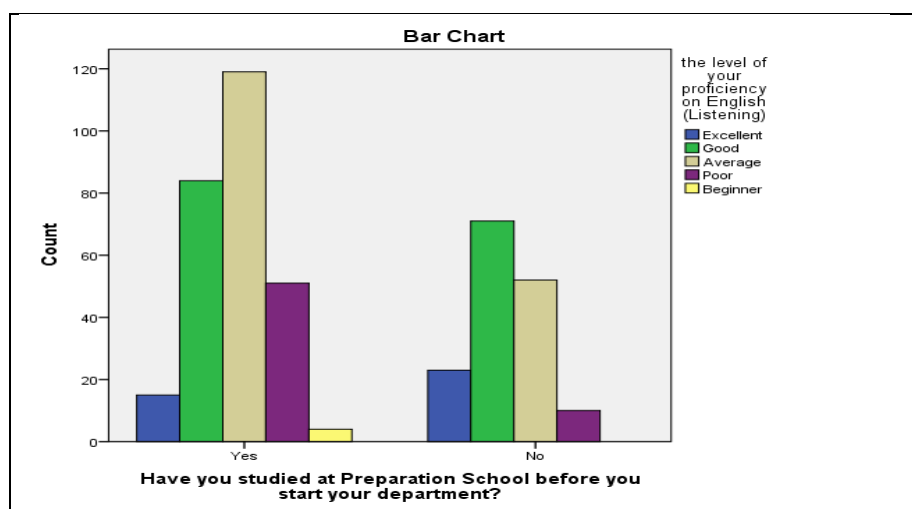


Figure 4-5: Have you studied at preparatory school? * Proficiency Level in English (Listening)

According to Figure 4-5, only 1.5% of students who studied at preparatory school have a perception that their listening skill is at beginner level and 43.6% think that their listening skill is at average level. On the other hand, 45.5% the students who did not experience preparatory school education hold a positive view regarding their listening skill. The striking point of this result is that none of the students without any experience of preparatory school feel that their listening skill is at beginner level.

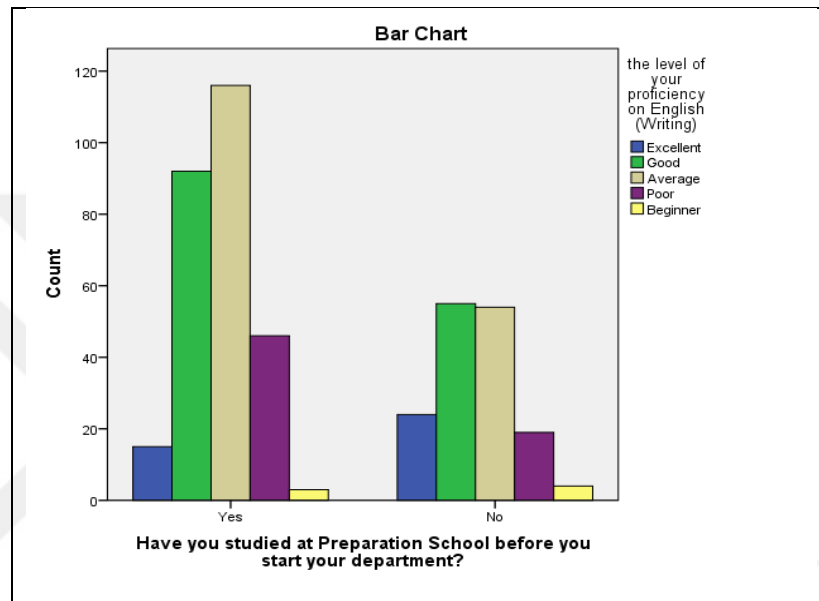


Figure 4-6: Have you studied at preparatory school? * Proficiency Level in English (Writing)

Figure 4-6 illustrates the relation between preparatory school education and writing skill perception of students. 42.6% of students having studied at preparatory school have a perception that they are good at writing at a moderate degree; only 1.1% state their level of writing is beginner. Students who did not study at preparatory school expressed their opinion about their writing skill as such that according to 35.3%, it is good and it is average for 34.6% of students.

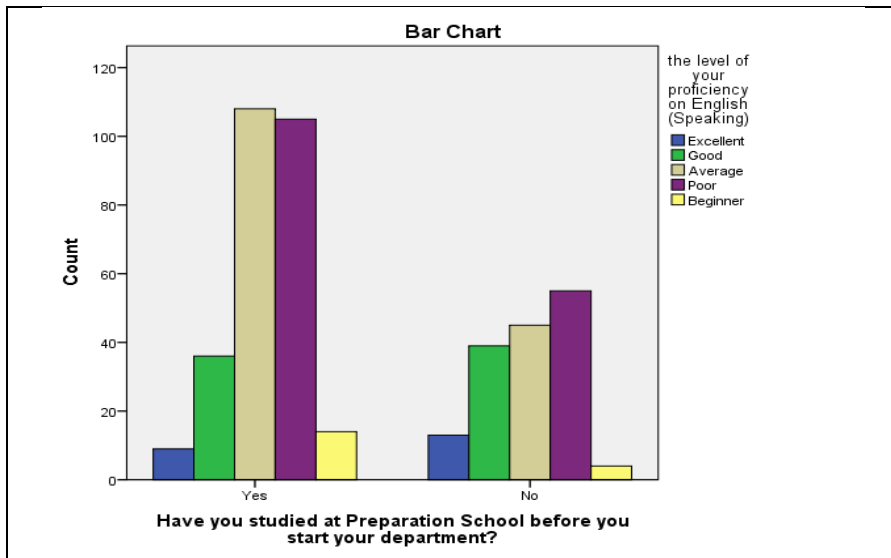


Figure 4-7: Have you studied at preparatory school? * Proficiency Level in English (Speaking)

According to Figure 4-7, 39.7% of students who studied at preparatory school are likely to feel that their speaking skill is at an average level and according to 38.6%, they are 'poor' at speaking. Only 3.3% imply that their speaking skill is excellent. According to 35.3% of the students having no preparatory school experience, their speaking skill is poor whereas 8.3% think it is excellent.

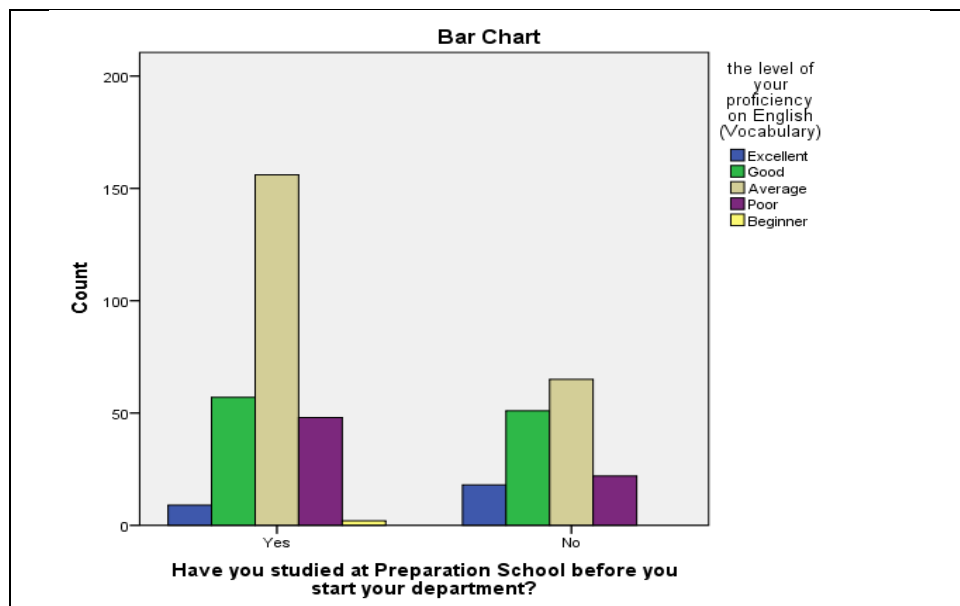


Figure 4-8: Have you studied at preparatory school? * Proficiency Level in English (Vocabulary Knowledge)

Figure 4-8 illustrates that perceptions of students with regard to their command of English vocabulary does not reveal a significant difference according to their preparatory school education. That is, both students who studied at preparatory school and who did not, think they have a moderate range of English vocabulary, which can be attributed to the fact that 81.7% of students studying at preparatory school regard their vocabulary knowledge to be at average level or a higher level than average. The percentage of students who had no experience of preparatory school is 85.9%. In addition, while the vocabulary knowledge of 3.3% of students who studied at preparatory school is excellent, 11.5% of the students who did not study at preparatory school imply having extensive knowledge of vocabulary.

In conclusion, results of the items in the questionnaire associated with the students' perceived self-competence in English language skills indicate that students hold positive perceptions regarding their reading, listening and writing performances. Except for speaking, they seem to be able to use the features (grammar and vocabulary) of English. Moreover, their experience of preparatory school education does not seem to contribute much to the improvement of their English language skills. That is, whether students study at preparatory school or not does not reflect much difference in their perceived level of proficiency in English; nonetheless, students who had one year of preparatory education seem to confide more in themselves concerning their speaking skills than the others.

4.1.1.2. Use of English during EMI courses

With respect to the use of English in EMI courses, engineering students were inquired about the following aspects respectively:

- perceived frequency of English use in their content courses, selective content courses and selective courses
- perceived frequency of English use in exams
- preference for the frequency of English use in their courses

Table 4-13 demonstrates students' answers concerning the frequency of English use in their content courses. According to 46.9% of students, content courses are sometimes delivered in English and for 24.5%, the courses are mostly covered in English. 19.7% of students acknowledge that content courses are always given in

English. These could be a sign of the fact that in partial EMI courses, lessons are generally taught in English.

Table 4-13: English use in courses that are taken (Content courses)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always English	87	19.7	20.2
	Mostly English	108	24.5	45.2
	Sometimes English	207	46.9	93.3
	Always Turkish	29	6.6	100.0
	Total	431	97.7	100.0
Missing	System	10	2.3	
Total		441	100.0	

The results illustrated in Table 4-14 are similar to the findings regarding selective courses in Table 4-15. Approximately same percentages are displayed as for the frequency of English use in selective content courses. However, it was also found that TMI is employed more frequently in selective courses.

Table 4-14: English use in courses that are taken (Selective content courses)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always English	82	18.6	19.6
	Mostly English	84	19.0	39.7
	Sometimes English	194	44.0	86.1
	Always Turkish	58	13.2	100.0
	Total	418	94.8	100.0
Missing	System	23	5.2	
Total		441	100.0	

In selective courses, medium of instruction is sometimes English (37.2%) and always Turkish (25.4%).

Table 4-15: English use in courses that are taken (Selective courses)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always English	85	19.3	20.4
	Mostly English	56	12.7	33.8
	Sometimes English	164	37.2	73.1
	Always Turkish	112	25.4	100.0
	Total	417	94.6	100.0
Missing	System	24	5.4	
Total		441	100.0	

Regarding the perceived frequency of English use in the exams of EMI courses, Table 4-16 suggests that lecturers use English in asking exam questions more frequently than in lecturing. This finding can be attributed to the fact that a higher number of students (28.3%) scored ‘Always English’ option concerning the language use in exams than in content courses. Nevertheless, the highest percentage (42.4%) indicates that exams are sometimes conducted in English in major area courses.

Table 4-16: Use of English in exams (Content courses)

	Frequency	Percent	Valid Percent	Cumulative Percent
Always English	125	28.3	29.3	29.3
Mostly English	76	17.2	17.8	47.2
Valid Sometimes English	187	42.4	43.9	91.1
Always Turkish	38	8.6	8.9	100.0
Total	426	96.6	100.0	
Missing System	15	3.4		
Total	441	100.0		

As is shown in Table 4-17, exams in selective content courses are also applied in a similar pattern in that students’ perceptions do not seem to alter noteworthy.

Table 4-17: Use of English in exams (Selective content courses)

	Frequency	Percent	Valid Percent	Cumulative Percent
Always English	113	25.6	27.4	27.4
Mostly English	47	10.7	11.4	38.8
Valid Sometimes English	196	44.4	47.6	86.4
Always Turkish	56	12.7	13.6	100.0
Total	412	93.4	100.0	
Missing System	29	6.6		
Total	441	100.0		

On the other hand, Table 4-18 shows the perceived frequency of English use in the exams of selective courses. Lecturers in selective courses sometimes conduct the exams in English (34.5%) and in Turkish (25.4%).

Table 4-18: Use of English in exams (Selective courses)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always English	108	24.5	26.2	26.2
	Mostly English	40	9.1	9.7	35.9
	Sometimes English	152	34.5	36.9	72.8
	Always Turkish	112	25.4	27.2	100.0
	Total	412	93.4	100.0	
Missing	System	29	6.6		
Total		441	100.0		

The following tables (Table 4-19, Table 4-20 and Table 4-21) illustrate students' preference for the frequency of EMI in content courses, selective content courses and selective courses respectively. The findings reveal that most students demand their courses to be neither completely in English nor Turkish. That is, they seem to opt for partial EMI.

Table 4-19: Preference for the frequency of English use in the courses (Content courses)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always English	95	21.5	22.4	22.4
	Mostly English	131	29.7	30.8	53.2
	Sometimes English	118	26.8	27.8	80.9
	Always Turkish	81	18.4	19.1	100.0
	Total	425	96.4	100.0	
Missing	System	16	3.6		
Total		441	100.0		

Table 4-20: Preference for the frequency of English use in the courses (Selective content courses)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always English	86	19.5	20.6	20.6
	Mostly English	121	27.4	29.0	49.6
	Sometimes English	144	32.7	34.5	84.2
	Always Turkish	66	15.0	15.8	100.0
	Total	417	94.6	100.0	
Missing	System	24	5.4		
Total		441	100.0		

Table 4-21: Preference for the frequency of English use in the courses
(Selective courses)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always English	78	17.7	18.8	18.8
	Mostly English	108	24.5	26.0	44.8
	Sometimes English	129	29.3	31.1	75.9
	Always Turkish	100	22.7	24.1	100.0
Total		415	94.1	100.0	
Missing	System	26	5.9		
Total		441	100.0		

In conclusion, the results of the first scale items in the questionnaire concerning the student perceptions towards the use of English in EMI courses indicate that EMI is partially conducted in students' major area courses. Lecturers seem to deliver courses by code switching and referring to L1 whenever required. Moreover, it was revealed that students' preference is mostly on the basis of partial EMI in content courses, selective content courses and selective courses. They would rather not have their courses to be fully conducted via English or Turkish.

4.1.2. Foreign Language and English as a Foreign Language

The second scale (Part II) of the questionnaire aimed to explore the students' perceptions and views in regard to learning a foreign language, namely English and EMI in an EFL setting.

Table 4-22: Rotated Component Matrix^a of Part II

	Component				
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
II.1. Learning a foreign language is necessary for everyone in our country.			.889		
II.2. Learning English is necessary for everyone in our country.			.845		
II.3. Learning a foreign language is necessary for me.	.830				
II.4. Learning English is necessary for me.	.844				
II.5. It is pleasing to be learning English.	.538				
II.6. Knowing English makes one gain prestige in a society.				.648	
II.7. It is important to learn English at advanced level.	.660				
II.8. Foreign language medium instruction leads to degeneration of the native language.					.851
II.9. The spread of English positively affects the culture of a person.				.592	
II.10. Knowing English is advantageous for a person.	.610				
II.11. English should be taught as an obligatory course in primary school.		.891			
II.12. English should be taught as an obligatory course in secondary school.		.853			
II.13. English should be carried on as an obligatory foreign language at tertiary level.		.686			
II.15. Common use of English affects Turkish in a positive way.				.755	
II.16. Foreign language medium of instruction prevents the use of native language.					.871

Rotation Method: Varimax with Kaiser Normalization.
a. 5 components extracted.

Table 4-22 illustrates *Varimax* rotated component matrix of five factors identified by the factor analysis of the items in Part II. The correlations of each item and the factor it is associated with are displayed in the columns. The factors are as follows:

Factor 1: Necessity of learning English

Factor 2: Importance of learning English

Factor 3: Popularity of English

Factor 4: Prestige and culture along with language

Factor 5: Degeneration of the native language

Factors 1 and 2 are evaluated and presented separately as the necessity and importance of learning English are considered to be two different interpretations. The former highlights the essentiality and pragmatic indispensability of learning English whereas the latter implies the significance and notability of it.

The first factor that was determined by the student responses to the items in Part II is ‘the necessity of learning English’. The frequency distributions along the items relevant to this factor are provided in the following tables.

Table 4-23: II.3. Learning a foreign language is necessary for me.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Strongly Disagree	2	.5	.5	.5			
Disagree	6	1.4	1.4	1.8			
No idea	4	.9	.9	2.8			
Valid Agree	77	17.5	17.7	20.5	4.7442	5.0000	.58977
Strongly Agree	345	78.2	79.5	100.0			
Total	434	98.4	100.0				
Missing System	7	1.6					
Total	441	100.0					

As shown in Table 4-23, the result of the item II.3 reflects that almost all students agree on the necessity of learning a foreign language. The percentage of agreement is 95.7 while only 1.9% disagreement is observed.

Table 4-24: II.4. Learning English is necessary for me.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Strongly Disagree	2	.5	.5	.5			
Disagree	7	1.6	1.6	2.1			
No idea	9	2.0	2.1	4.1			
Valid Agree	64	14.5	14.6	18.8	4.7460	5.0000	.61853
Strongly Agree	355	80.5	81.2	100.0			
Total	437	99.1	100.0				
Missing System	4	.9					
Total	441	100.0					

In a similar vein, Table 4-24 reveals that 95% of respondents are in favour of the idea that learning English is a necessity for them. 2.1% do not seem to believe that they might need English in their life.

Table 4-25: II.5. It is pleasing to be learning English.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Strongly Disagree	14	3.2	3.2	3.2			
Disagree	32	7.3	7.4	10.6			
No idea	52	11.8	12.0	22.5			
Valid Agree	117	26.5	26.9	49.4	4.1425	5.0000	1.09161
Strongly Agree	220	49.9	50.6	100.0			
Total	435	98.6	100.0				
Missing System	6	1.4					
Total	441	100.0					

Another supporting item for ‘the necessity of English’ factor is ‘II.5. It is pleasing to be learning English.’ The results indicate that 337 students (76.4%) reacted positively to this item. Table 4-25 also reflects that 46 students (10.5%) do not seem to have any satisfaction about learning English.

Table 4-26: II.7. It is important to learn English at advanced level.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Strongly Disagree	3	.7	.7	.7			
Disagree	22	5.0	5.1	5.8			
No idea	20	4.5	4.6	10.4	4.4194	5.0000	.85113
Valid Agree	134	30.4	30.9	41.2			
Strongly Agree	255	57.8	58.8	100.0			
Total	434	98.4	100.0				
Missing System	7	1.6					
Total	441	100.0					

According to Table 4-26, 255 students whose proportion is 57.8% strongly agree on the importance of learning English at advanced level. It was also found that it is essential to learn English very well for 88.2% of the participant students.

Table 4-27: II.10. Knowing English is advantageous for a person.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Strongly Disagree	1	.2	.2	.2			
Disagree	5	1.1	1.2	1.4			
No idea	11	2.5	2.6	3.9			
Valid Agree	126	28.6	29.2	33.2	4.6125	5.0000	.62187
Strongly Agree	288	65.3	66.8	100.0			
Total	431	97.7	100.0				
Missing System	10	2.3					
Total	441	100.0					

Moreover, students’ agreement and disagreement percentages on the item II.10 reflect that almost all students accept this idea without much dispute. According to 93.9 % of students, knowing English is advantageous for a person.

To sum up, students were found to share similar perspectives on the necessity of learning English. A vast majority seem to believe that EFL learning at advanced level is required and that they are contented with the exposure to English in tertiary education.

The second factor emerged by the Varimax rotated matrix is ‘the importance of learning English’. Responses to following items reveal that most of the students believe in the importance of being exposed to English in each step of their educational life. The findings of the related tables are presented with their explanations below.

Table 4-28: II.11. English should be taught as an obligatory course in primary school.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Strongly Disagree	24	5.4	5.5	5.5			
Disagree	30	6.8	6.9	12.4			
No idea	38	8.6	8.7	21.1			
Valid Agree	116	26.3	26.5	47.6	4.1350	5.0000	1.16823
Strongly Agree	229	51.9	52.4	100.0			
Total	437	99.1	100.0				
Missing System	4	.9					
Total	441	100.0					

According to Table 4-28, 345 students seem to support the teaching of English as an obligatory course in primary school. While a great majority of students (78.2%) are in favour of the obligatory nature of English language teaching at primary school, only few of them (12.2%) oppose to this idea.

Table 4-29: II.12. English should be taught as an obligatory course in secondary school.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Strongly Disagree	17	3.9	3.9	3.9			
Disagree	22	5.0	5.1	9.0			
Valid No idea	31	7.0	7.2	16.2			
Agree	116	26.3	26.8	43.0	4.2794	5.0000	1.05977
Strongly Agree	247	56.0	57.0	100.0			
Total	433	98.2	100.0				
Missing System	8	1.8					
Total	441	100.0					

Regarding the significance of teaching English as an obligatory course in secondary school, the results in Table 4-29 do not appear to be different from the previous finding in that 82.3% students believe in the importance of learning English at secondary school.

Table 4-30: II.13. English should be carried on as an obligatory foreign language at tertiary level.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	20	4.5	4.6	4.6	3.9977	4.0000	1.20630
	Disagree	53	12.0	12.2	16.7			
	No idea	38	8.6	8.7	25.5			
	Agree	122	27.7	28.0	53.4			
	Strongly Agree	203	46.0	46.6	100.0			
Total	436	98.9	100.0					
Missing	System	5	1.1					
Total		441	100.0					

According to Table 4-30, 73.7% of the students have a demand to continue learning English after primary and secondary education. 325 students think that higher education should provide obligatory English classes to them. Students who disagree on the idea that “English should be carried on as an obligatory foreign language at tertiary level.” comprise only 12%.

In short, these findings indicate that the importance of having compulsory English language education in primary and secondary schools and also at university level is appreciated by the majority of students.

‘The popularity of English’ is the third factor emerged from student responses. Items 1 and 2 in Part II measured student attitudes towards popularity of English language learning.

Table 4-31: II.1. Learning a foreign language is necessary for everyone in our country.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	13	2.9	3.0	3.0	4.0252	4.0000	1.14211
	Disagree	63	14.3	14.4	17.4			
	No idea	12	2.7	2.7	20.1			
	Agree	161	36.5	36.8	57.0			
	Strongly Agree	188	42.6	43.0	100.0			
Total	437	99.1	100.0					
Missing	System	4	.9					
Total		441	100.0					

According to Table 4-31, 79.1% of the respondents think that everyone in the country should learn a foreign language; however, they have 17.2% opponents. 349 of 437 students have a perception that language learning should be popular among people.

Table 4-32: II.2. Learning English is necessary for everyone in our country.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	15	3.4	3.4	3.4	3.8721	4.0000	1.19958
	Disagree	78	17.7	17.8	21.2			
	No idea	22	5.0	5.0	26.3			
	Agree	156	35.4	35.6	61.9			
	Strongly Agree	167	37.9	38.1	100.0			
Total	438	99.3	100.0					
Missing System	3	.7						
Total	441	100.0						

Table 4-32 suggests that if learning a foreign language would be popular among people in Turkey, that language should be English according to 323 students, which comprise 73.3% of all. 21.1%, however, suppose that not everyone in Turkey needs to learn English.

As a result of these findings, one might infer that students generally accept the idea that learning a foreign language, especially English, is fundamental for every individual in Turkey. Its being prevalent all over the world seems to have made English popular in Turkey as well.

The fourth factor ‘prestige and culture along with language’ reveal the advantages of language learning along with the linguistic gains. Students mostly agree with the idea that their linguistic experiences have a positive impact on their culture and they seem to be aware that English knowledge would bring prestigious benefits to them in their life.

Table 4-33: II.6. Knowing English makes one gain prestige in a society.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	25	5.7	5.7	5.7	3.7391	4.0000	1.20802
	Disagree	59	13.4	13.5	19.2			
	No idea	63	14.3	14.4	33.6			
	Agree	148	33.6	33.9	67.5			
	Strongly Agree	142	32.2	32.5	100.0			
Total	437	99.1	100.0					
Missing System	4	.9						
Total		100.0						

In Table 4-33, it is reflected that 65.8% of the participant students believe in the prestige English language provides. While 14.3 % have no idea on the issue, 19.1% of the students do not seem to accept the status of English knowledge.

Table 4-34: II.9. The spread of English positively affects the culture of a person.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	15	3.4	3.5	3.5	3.8479	4.0000	1.08097
	Disagree	42	9.5	9.7	13.1			
	No idea	75	17.0	17.3	30.4			
	Agree	164	37.2	37.8	68.2			
	Strongly Agree	138	31.3	31.8	100.0			
	Total	434	98.4	100.0				
Missing	System	7	1.6					
Total		441	100.0					

According to Table 4-34, 68.5% of students conceive a relation between the spread of English and its positive effect on their culture whereas 12.9% do not think that prevalence of English has a favorable impact on a person's culture.

Table 4-35: II.15. Common use of English affects Turkish in a positive way.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	67	15.2	15.4	15.4	2.6376	3.0000	1.10250
	Disagree	135	30.6	31.0	46.3			
	No idea	159	36.1	36.5	82.8			
	Agree	39	8.8	8.9	91.7			
	Strongly Agree	36	8.2	8.3	100			
	Total	436	98.9	100.0				
Missing	System	5	1.1					
Total		441	100.0					

As is shown in Table 4-35, while 45.8% of students disagree on the positive impact of the common use of English on Turkish, 36.1% do not seem to find a proper attitude towards this issue.

With reference to the items on the 4th factor, it emerged that English competence helps students become prestigious in a society. Even though they generally favor the positive impact regarding the prevalence of English on the culture of a person, they appear to abstain from accepting the thought that Turkish is being positively affected by the common use of English.

The last factor of the second scale in the questionnaire is 'degeneration of the native language'. According to following tables, students neither think that English usage affects Turkish in a positive way nor do they feel that FLMI would lead to negativity in the use of one's L1. Only few of them accept FLMI might cause degeneration of the native language.

Table 4-36: II.8. Foreign language medium instruction leads to degeneration of the native language.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	96	21.8	22.2	22.2	2.6412	2.0000	1.30089
	Disagree	131	29.7	30.3	52.5			
	No idea	88	20.0	20.4	72.9			
	Agree	66	15.0	15.3	88.2			
	Strongly Agree	51	11.6	11.8	100.0			
Total	432	98.0	100.0					
Missing	System	9	2.0					
Total		441	100.0					

The result of the item II.8 emerged to be highly controversial in that disagreement percentage outweighs with a percentage of 51.5. However, the proportion of those who have no idea is 20% which is not so less in number (88).

Table 4-37: II.16. Foreign language medium of instruction prevents the use of native language.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	88	20.0	20.3	20.3	2.6544	2.0000	1.24778
	Disagree	132	29.9	30.4	50.7			
	No idea	98	22.2	22.6	73.3			
	Agree	74	16.8	17.1	90.3			
	Strongly Agree	42	9.5	9.7	100			
Total	434	98.4	100.0					
Missing	System	7	1.6					
Total		441	100.0					

According to Table 4-37, 49.9% do not agree with the idea that “Foreign language medium of instruction prevents the use of native language.” On the other hand, 26.3% think that FLMI has a negative influence on the use of one’s native L1.

As a conclusion of the 5th factor, it was found that students who suppose that FLMI does not lead to degeneration of the mother tongue have a slightly higher percentage than the ones who think otherwise. Furthermore, they generally do not favour the idea that their use of L1 is being precluded by FLMI.

At the end of each scale of the questionnaire, students were invited to state any further opinions on the related items. Although the findings regarding students’ answers to open-ended questions are qualitative data samples, they were analysed in quantitative data analysis section as they are presented with frequency distributions. Table 4-38 illustrates the commentary by students in relation to the items in Part II.

Table 4-38: Further opinions of students on Part II

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Inefficiencies in the system of education should be recovered first and then English medium education could be preferred.	12	2.7	24.5	24.5
	Learning English should not be obligatory, it should be personal preference.	12	2.7	24.5	49.0
	Because it is a universal language, English affects worklife and should be learnt.	9	2.0	18.4	67.3
	Education should be conducted in native language; otherwise EMI affects native language.	11	2.5	22.4	89.8
	For a person's development, foreign language is important and should be taught.	5	1.1	10.2	100.0
Total		49	11.1	100.0	
Missing	System	392	88.9		
Total		441	100.0		

It was revealed that the number of students sharing their opinions is 49, which comprise 11,1% of all the participants. 12 students seem to believe that the system of education is insufficient and needs to be recovered before considering English as the medium of education. Moreover, it was found that 12 students are against the obligatory nature of EMI in their university, supporting that it should be left to students' preference rather than being imposed upon them. According to 11 students, on the other hand, education should be provided in one's L1 and it should not be converged with a FL. They believe that this might adversely affect and prevent the development of one's native language. 9 students seem to favour that EMI is a requirement as English is the universal language, which is supported by 5 more students with similar comments.

As a result, the findings obtained from the analysis of five factors on EFL revealed that the necessity and importance of learning a foreign language (English) are appreciated by a vast majority of students. According to students, the popularity of English among the world citizens has made English an indispensable FL. Besides, English competence provides a person with prestigious advantages in social and cultural contexts. Students accept the positive effects of the common use of English on their own culture; however, their native language Turkish might not be influenced in such a positive manner. Yet another interesting finding is that students do not approve the idea that their L1 might degenerate due to the extensive use of English.

4.1.3. Foreign Language (English) Medium of Instruction

The third scale of the questionnaire (part III) has two sections; ‘general attitude and perceptions’ towards FLMI, and ‘instructional process’, which sought an answer to what the attitudes and perceptions of partial and full EMI students are and how this is reflected in their learning process.

4.1.3.1. General Attitude and Perceptions towards English Medium of Instruction in Higher Education

With regard to the factor analysis of 18 items in ‘General attitude and perceptions’ section, three factors were revealed as is shown in Table 4-39.

Table 4-39: Rotated Component Matrix^a of Part III.I

	Component		
	Factor 1	Factor 2	Factor 3
III.1.13. Teaching content courses in English helps graduates to be successful in their working life.	.705		
III.1.10. Foreign language medium of instruction positively affects students’ cognitive development.	.685		
III.1.11. Graduating from a university with English medium instruction provides better job opportunities to a person.	.683		
III.1.1. Teaching content courses at higher education in English is beneficial.	.669		
III.1.14. Teaching content courses in English helps graduates to be successful in their academic life.	.641		
III.1.17. Foreign language medium of instruction is an effective method to learn that language.	.639		
III.1.12. There is a need for English knowledge in working life after graduation.	.636		
III.1.4. Foreign language medium of instruction increases my social prestige.	.615		
III.1.15. Foreign language medium of instruction restricts students’ academic creativity.		.786	
III.1.16. Foreign language medium of instruction restricts students’ command of content knowledge.		.693	
III.1.18. Foreign language medium of instruction negatively affects the scientific and academic development of a native language.		.648	
III.1.3. There should not be English medium instruction at higher education.		.640	
III.1.2. Medium of instruction at tertiary level should be Turkish, not a foreign language.		.503	
III.1.8. It would be better to teach English effectively rather than English medium instruction.			.788
III.1.9. It is a natural process to have higher education in one’s native language.			.632
III.1.7. English medium instruction negatively affects the success of university students in their content courses.			.567
III.1.5. I have difficulty in understanding my teachers during the English medium instruction courses.			.551

Rotation Method: Varimax with Kaiser Normalization.
a. 3 components extracted.

The factors as extracted by the *Varimax* rotated component matrix were identified as follows:

Factor 1: Personal, social and cultural advantages of learning English

Factor 2: Negative attitude towards foreign language (English) medium instruction

Factor 3: Problems encountered during EMI

The student responses given to following items regarding the first factor factor ‘personal, social and cultural advantages of learning English’ revealed that students appreciate the benefits of English and advantages of EMI in the short and long run.

Table 4-40: III.1.1. Teaching content courses at higher education in English is beneficial.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	23	5.2	5.4	5.4	3.8113	4.0000	1.16986
	Disagree	57	12.9	13.4	18.9			
	No idea	28	6.3	6.6	25.5			
	Agree	185	42.0	43.6	69.1			
	Strongly Agree	131	29.7	30.9	100			
	Total	424	96.1	100.0				
Missing	System	17	3.9					
Total		441	100.0					

According to Table 4-40, 71.7% of students agree that “Teaching content courses at higher education in English is beneficial.” On the other hand, 18.1% do not consider EMI at tertiary education to be beneficial.

Table 4-41: III.1.4. Foreign language medium of instruction increases my social prestige.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	25	5.7	5.9	5.9	3.6028	4.0000	1.15327
	Disagree	56	12.7	13.2	19.1			
	No idea	80	18.1	18.9	38.1			
	Agree	163	37.0	38.5	76.6			
	Strongly Agree	99	22.4	23.4	100.0			
	Total	423	95.9	100.0				
Missing	System	18	4.1					
Total		441	100.0					

As illustrated by Table 4-41, 59.4% of participant students feel that one advantage of FLMI is the increase in their social prestige as long as they use English effectively. The students who have no idea (18.1%) and do not agree (18.4%) with the item III.1.4. have almost the same percentages.

Table 4-42: III.1.10.Foreign language medium of instruction positively affects students’ cognitive development.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	12	2.7	2.9	2.9	3.8134	4.0000
	Disagree	24	5.4	5.7	8.6		
	No idea	110	24.9	26.3	34.9		
	Agree	156	35.4	37.3	72.2		
	Strongly Agree	116	26.3	27.8	100.0		
	Total	418	94.8	100.0			
Missing	System	23	5.2				
Total		441	100.0				

Table 4-42 reveals that 81.7% of all students assert the positive impact of FLMI on students’ cognitive development, which might be regarded as another advantage of EMI. One noteworthy finding here is that the number of opposing students (36) is less than the number of students who are neutral (110) on the issue.

Table 4-43: III.1.11.Being a graduate of a university with English medium instruction provides better job opportunities to a person.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	4	.9	1.0	1.0	4.4234	5.0000
	Disagree	9	2.0	2.2	3.1		
	No idea	35	7.9	8.4	11.5		
	Agree	128	29.0	30.6	42.1		
	Strongly Agree	242	54.9	57.9	100		
	Total	418	94.8	100.0			
Missing	System	23	5.2				
Total		441	100.0				

Moreover, Table 4-43 reflects the finding that 83.9% of all students have parallel thoughts on another advantageous aspect of EMI which is providing better job opportunities to the graduates. Only very few (2.9%) students seem to be against it.

Table 4-44: III.1.12. There is a need for English knowledge in working life after graduation.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Disagree	9	2.0	2.1	2.1	4.5929	5.0000
	No idea	20	4.5	4.8	6.9		
	Agree	104	23.6	24.8	31.7		
	Strongly Agree	287	65.1	68.3	100		
	Total	420	95.2	100.0			
Missing	System	21	4.8				
Total		441	100.0				

As for Table 4-44, only 2% disagreement on the issue “There is a need for English knowledge in working life after graduation.” indicates that almost all students are aware of the significance of English for their business life.

Table 4-45: III.1.13. Teaching content courses in English helps graduates to be successful in their working life.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	17	3.9	4.0	4.0		
	Disagree	53	12.0	12.6	16.7		
	No idea	73	16.6	17.4	34.0		
	Agree	104	23.6	24.8	58.8	3.8643	4.0000
	Strongly Agree	173	39.2	41.2	100		1.19990
	Total	420	95.2	100.0			
Missing	System	21	4.8				
Total		441	100.0				

Table 4-45 displays the result that only 12.9% of engineering students do not believe in the effectuality of EMI in business life. However, the other 62.8% are likely to anticipate that mastering of EMI courses would manifest itself in the long run. Table 4-46 also validates this result with a similar finding.

Table 4-46: III.1.14. Teaching content courses in English helps graduates to be successful in their academic life.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	8	1.8	1.9	1.9		
	Disagree	30	6.8	7.2	9.1		
	No idea	60	13.6	14.3	23.4		
	Agree	130	29.5	31.0	54.4	4.1122	4.0000
	Strongly Agree	191	43.3	45.6	100		1.02333
	Total	419	95.0	100.0			
Missing	System	22	5.0				
Total		441	100.0				

According to 72.8% of respondents, teaching content courses in English helps graduates to have potential achievements in their academic life. There seems to be a small proportion of students thinking against the positive impact of EMI in their academic affairs.

Table 4-47: III.1.17.Foreign language medium of instruction is an effective method to learn that language.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
	Strongly Disagree	34	7.7	8.2	8.2		
	Disagree	50	11.3	12.0	20.2		
Valid	No idea	80	18.1	19.2	39.4		
	Agree	139	31.5	33.4	72.8	3.5938	4.0000
	Strongly Agree	113	25.6	27.2	100		
	Total	416	94.3	100.0			
Missing	System	25	5.7				
Total		441	100.0				

Table 4-47 demonstrates that 57.1% of participants hold an optimistic approach towards learning of the TL via EMI. 18.1%, however, do not have a ‘for or against’ idea about this issue although they also have exposure to EMI.

When the related items to the factor of ‘personal, social and cultural advantages of learning English’ are compiled, one might easily conclude that students consider EMI at tertiary level to be beneficial for their academic and business life, for their cognitive development and for the prestige it might bring forth. In addition, students (57.1%) perceive that FLMI might be an effective method to learn the TL.

Yet another factor emerged from the factor analysis of Part III.1 (General Attitude and Perceptions) is ‘negative attitude towards foreign language (English) medium of instruction’. Tables below demonstrate the student responses on the relevant factor.

Table 4-48: III.1. 2. Medium of instruction at tertiary level should be Turkish, not a foreign language.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
	Strongly Disagree	40	9.1	9.5	9.5		
	Disagree	158	35.8	37.4	46.9		
Valid	No idea	82	18.6	19.4	66.4		
	Agree	75	17.0	17.8	84.1	2.9313	3.0000
	Strongly Agree	67	15.2	15.9	100		
	Total	422	95.7	100.0			
Missing	System	19	4.3				
Total		441	100.0				

According to Table 4-48, for instance, the respondents who disagree on the point that medium of instruction at tertiary level should be Turkish rather than a FL, comprise 44.9%. However, 32.2% of the respondents appear to be in favour of TMI.

Table 4-49: III.1. 3. There should not be English medium instruction at higher education.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	103	23.4	24.6	24.6	2.4211	2.0000
	Disagree	165	37.4	39.5	64.1		
	No idea	57	12.9	13.6	77.8		
	Agree	57	12.9	13.6	91.4		
	Strongly Agree	36	8.2	8.6	100.0		
	Total	418	94.8	100.0			1.23682
Missing	System	23	5.2				
Total		441	100.0				

Moreover, 268 students (60.8%) support that there should be EMI at higher education, as is shown in Table 4-49. 93 students (21.1%) among the ones who responded to this item seem to hold a negative attitude towards EMI.

Table 4-50: III.1. 15. Foreign language medium of instruction restricts students' academic creativity.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	63	14.3	15.1	15.1	2.8413	3.0000
	Disagree	129	29.3	31.0	46.2		
	No idea	95	21.5	22.8	69.0		
	Agree	69	15.6	16.6	85.6		
	Strongly Agree	60	13.6	14.4	100.0		
	Total	416	94.3	100.0			1.27962
Missing	System	25	5.7				
Total		441	100.0				

Table 4-50 reveals that FLMI does not restrain the academic creativity of a student according to 43.6% of participants whereas for 29.2%, it does.

Table 4-51: III.1. 16. Foreign language medium of instruction restricts students' command of content knowledge.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	56	12.7	13.5	13.5	2.9590	3.0000
	Disagree	122	27.7	29.4	42.9		
	No idea	86	19.5	20.7	63.6		
	Agree	85	19.3	20.5	84.1		
	Strongly Agree	66	15.0	15.9	100.0		
	Total	415	94.1	100.0			1.29501
Missing	System	26	5.9				
Total		441	100.0				

As illustrated in Table 4-51, although 40.4% disagree with them, 34.3% respondents seem to be of the opinion that they might not have a good command of content knowledge on account of EMI.

Table 4-52: III.1. 18. Foreign language medium of instruction negatively affects the scientific and academic development of a native language.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	70	15.9	16.7	2.7823	3.0000	1.24772
	Disagree	124	28.1	29.7			
	No idea	97	22.0	23.2			
	Agree	81	18.4	19.4			
	Strongly Agree	46	10.4	11.0			
	Total	418	94.8	100.0			
Missing	System	23	5.2				
Total	441	100.0					

Another finding revealed in Table 4-52 is that 44% of students suppose scientific and academic development of their L1 is not adversely affected by FLMI. 28.8%, however, think that EMI might restrain such developments in one's native language.

As a result of these findings, one might assert that students favouring EMI outnumber the students supporting TMI. A majority of students also seem to be in favour of EMI at higher education. Furthermore, it was revealed that most of the students do not think EMI is a hindrance for the academic creativity, command of content knowledge and developments in science.

The third factor emerged from the factor analysis of part III.1 is 'problems encountered during EMI'. The results of the analysis regarding the relevant items are provided in detail in the following tables.

Table 4-53: III.1. 5. I have difficulty in understanding my teachers during the English medium instruction courses.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	38	8.6	9.0	3.3349	4.0000	1.28339
	Disagree	101	22.9	24.0			
	No idea	48	10.9	11.4			
	Agree	150	34.0	35.6			
	Strongly Agree	84	19.0	20.0			
	Total	421	95.5	100.0			
Missing	System	20	4.5				
Total	441	100.0					

According to Table 4-53, while 53% of students seem to have difficulty understanding their teachers during EMI courses, 31.5% imply that they are able to follow EMI courses more conveniently.

Table 4-54: III.1. 7. English medium instruction negatively affects the success of university students in their content courses.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	48	10.9	11.5	3.0457	3.0000	1.24584
	Disagree	110	24.9	26.4			
	No idea	92	20.9	22.1			
	Agree	107	24.3	25.7			
	Strongly Agree	59	13.4	14.2			
	Total	416	94.3	100.0			
Missing	System	25	5.7				
Total		441	100.0				

As is shown in Table 4-54, while 35.8% (158) of the students do not agree with the idea that “English medium instruction negatively affects the success of university students in their content courses.”, 37.7% (166) of students feel that EMI negatively affects their success in tertiary education. Seemingly, students’ viewpoints contravene in regard to this point with so close percentages.

Table 4-55: III.1. 8. It would be better to teach English effectively rather than English medium instruction.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	13	2.9	3.1	3.9378	4.0000	1.13415
	Disagree	44	10.0	10.5			
	No idea	72	16.3	17.2			
	Agree	116	26.3	27.8			
	Strongly Agree	173	39.2	41.4			
	Total	418	94.8	100.0			
Missing	System	23	5.2				
Total		441	100.0				

Moreover, it was found that 65.5% of students have a positive attitude regarding the idea that teaching English effectively would be better than EMI. Table 4-55 reflect that 289 students appear to attribute more importance to being able to use English competently than EMI itself.

Table 4-56: III.1. 9. It is a natural process to have higher education in one's native language.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	8	1.8	1.9	1.9	3.5928	4.0000	1.02879
	Disagree	55	12.5	13.3	15.2			
	No idea	125	28.3	30.1	45.3			
	Agree	137	31.1	33.0	78.3			
	Strongly Agree	90	20.4	21.7	100.0			
Total	415	94.1	100.0					
Missing	System	26	5.9					
Total		441	100.0					

In addition, 51.5% of the participants support the right to have higher education in their mother tongue; however, 14.3% seem to be their opponents about this issue.

To sum up, majority of participants (53%) acknowledge that they are having difficulty understanding their lecturers in EMI courses and they (37.7%) adopt a stance that EMI might negatively influence their academic success. 65% of them would rather have English language education separately, instead of receiving it in an integrated way in their major area courses. 51.5% also seem to accept that use of native language as an instructional medium at tertiary level is a natural process.

All in all, there emerged a mutual agreement regarding the advantages of FLMI on personal, social and cultural bases. Most students were found to be of the same opinion that EMI affects their cognitive and social development. Furthermore, one can learn a foreign language by means of FLMI according to the majority of students. It was also revealed that students approach positively to the notion of EMI in higher education and that it might not have restrictions on their academic creativity, acquiring the content knowledge or applying science. On the other hand, although many students adopt an affirmative stance towards EMI at tertiary level, they also imply encountering challenges during an EMI course. They would rather take additional English language education instead of EMI. Besides, a number of students seem to believe in the importance of native language medium of instruction.

4.1.3.2. English Medium Instructional Process

The second section of the third scale (Part III) in the questionnaire is the instructional process, which sought an answer to what the perceived effects of EMI on students' learning process are. The factor analysis of the 23 items in this section

revealed four factors whose Varimax Rotated Component Matrix is shown in Table 4-57.

Factor 1: Problems encountered during EMI

Factor 2: Positive effects of EMI on the improvement of English language skills

Factor 3: Positive effects of students' English competence on EMI courses

Factor 4: Negative effects of EMI on the native language

Table 4-57: Rotated Component Matrix^a of Part III.2

	Component			
	Factor 1	Factor 2	Factor 3	Factor 4
III.2a.7. I have difficulty understanding the teachers' answers in English.	.784			
III.2a.5. I have difficulty giving verbal answers to the questions in English.	.746			
III.2a.2. Having content courses in English prevents me from understanding the lesson.	.738			
III.2a.4. During the lessons, I have difficulty in asking questions in English.	.735			
III.2a.10. I have difficulty understanding the sources in English.	.724			
III.2a.6. I have difficulty giving written answers to the questions in English.	.704			
III.2a.16. Having exams in English negatively affects my academic success.	.700			
III.2a.3. It is essential to have a Turkish summary of the content course that is taught in English.	.642			
III.2a.12. Having content courses in English makes it difficult to keep the terminology in mind.	.538			
III.2a.11. It is an extra burden to learn both Turkish and English terminology in the courses.	.440			
III.2b.18. Having content courses in English improves my listening skills in English.		.867		
III.2b.19. Having content courses in English improves my reading skills in English.		.849		
III.2b.20. Having content courses in English improves my writing skills in English.		.844		
III.2b.21. Having content courses in English improves my speaking skills in English.		.780		
III.2b.17. Having content courses in English improves my grammatical knowledge in English.		.770		
III.2a.15. English medium instruction helps me reach sources in my department more easily.		.524		
III.2a.9. I can give a verbal summary of an English-medium course in English.			.854	
III.2a.8. I can write the summary of an English-medium course in English.			.777	
III.2a.13. It doesn't matter if the lesson is given in Turkish or English; I can express myself well in both.			.693	
III.2a.1. Having content courses in English affects my academic success in a positive way.			.432	
III.2b.23. Having content courses in English affects the development of my academic Turkish usage in a negative way.				.881
III.2b.22. Having content courses in English affects my native language (Turkish) in a negative way.				.833
III.2a.14. Having content courses in English increases memorization.				.468

Rotation Method: Varimax with Kaiser Normalization.

a. 4 components extracted.

‘Problems encountered during EMI’ was the first factor of the instructional process section in the questionnaire. Responses to relevant items indicate that most of the students are constrained by the challenges in the process of EMI.

Table 4-58: III.2a.2. Having content courses in English prevents me from understanding the lesson.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	38	8.6	9.2	9.2	3.1063	3.0000
	Disagree	134	30.4	32.4	41.5		
	No idea	52	11.8	12.6	54.1		
	Agree	126	28.6	30.4	84.5		
	Strongly Agree	64	14.5	15.5	100.0		
Total	414	93.9	100.0			1.26732	
Missing	System	27	6.1				
Total		441	100.0				

Table 4-58, for instance, reflects a finding regarding one of these difficulties. A majority of students (43.1%) acknowledge that having content courses in English prevents them from understanding the lesson.

Table 4-59: III.2a.3. It is essential to have a Turkish summary of the content course that is taught in English.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	22	5.0	5.3	5.3	3.8596	4.0000
	Disagree	38	8.6	9.2	14.5		
	No idea	52	11.8	12.6	27.1		
	Agree	165	37.4	40.0	67.1		
	Strongly Agree	136	30.8	32.9	100.0		
Total	413	93.7	100.0			1.13404	
Missing	System	28	6.3				
Total		441	100.0				

As is shown in Table 4-59, 68.2% of respondents seem to feel the necessity for a summary of subject matter they have learnt in English whereas for 13.6%, it is not so essential.

Table 4-60: III.2a.4. During the lessons, I have difficulty in asking questions in English.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	21	4.8	5.1	5.1	3.5976	4.0000
	Disagree	77	17.5	18.8	23.9		
	No idea	45	10.2	11.0	34.9		
	Agree	170	38.5	41.5	76.3		
	Strongly Agree	97	22.0	23.7	100.0		
Total	410	93.0	100.0			1.18321	
Missing	System	31	7.0				
Total		441	100.0				

Another finding revealed in Table 4-60 is that it is a challenge for a great majority of respondents (60.5%) to ask questions in English.

Table 4-61: III.2a.5. I have difficulty giving verbal answers to the questions in English.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	21	4.8	5.1	5.1	3.6522	4.0000	1.18087
	Disagree	74	16.8	17.9	22.9			
	No idea	37	8.4	8.9	31.9			
	Agree	178	40.4	43.0	74.9			
	Strongly Agree	104	23.6	25.1	100.0			
Total	414	93.9	100.0					
Missing	System	27	6.1					
Total		441	100.0					

Along with asking questions in EMI classes, answering the questions verbally is considered to be a challenge for the majority of students, which comprises 64% of students according to Table 4-61.

Table 4-62: III.2a.6. I have difficulty giving written answers to the questions in English.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	40	9.1	9.7	9.7	3.0315	3.0000	1.27389
	Disagree	146	33.1	35.4	45.0			
	No idea	50	11.3	12.1	57.1			
	Agree	115	26.1	27.8	85.0			
	Strongly Agree	62	14.1	15.0	100.0			
Total	413	93.7	100.0					
Missing	System	28	6.3					
Total		441	100.0					

As for giving written answers in class to questions asked in English, there is a slight difference between the ones who agree (40.2%) and disagree (42.2%) to the item in Table 4-62.

Table 4-63: III.2a.7. I have difficulty understanding the teachers' answers in English.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	45	10.2	10.9	10.9	3.0558	3.0000	1.28978
	Disagree	133	30.2	32.3	43.2			
	No idea	51	11.6	12.4	55.6			
	Agree	120	27.2	29.1	84.7			
	Strongly Agree	63	14.3	15.3	100.0			
Total	412	93.4	100.0					
Missing	System	29	6.6					
Total		441	100.0					

Similar to the results in the previous table, degrees of positive and negative reactions of students to the item 'I have difficulty understanding the teachers'

answers in English.’ are so close to each other with a proportion of 40.4% disagreement and 41.5% agreement.

Table 4-64: III.2a.10. I have difficulty understanding the sources in English.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	27	6.1	6.6	6.6	3.0025	3.0000	1.15718
	Disagree	144	32.7	35.3	41.9			
	No idea	85	19.3	20.8	62.7			
	Agree	105	23.8	25.7	88.5			
	Strongly Agree	47	10.7	11.5	100.0			
	Total	408	92.5	100.0				
Missing	System	33	7.5					
Total		441	100.0					

According to Table 4-64, not many students (38.8%) seem to regard comprehending resources in English to be challenging. For 34.5% of students, however, it is hard to understand English sources.

Table 4-65: III.2a.11. It is an extra burden to learn both Turkish and English terminology in the courses.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	59	13.4	14.4	14.4	2.9024	3.0000	1.29895
	Disagree	132	29.9	32.2	46.6			
	No idea	67	15.2	16.3	62.9			
	Agree	94	21.3	22.9	85.9			
	Strongly Agree	58	13.2	14.1	100.0			
	Total	410	93.0	100.0				
Missing	System	31	7.0					
Total		441	100.0					

It is illustrated in Table 4-65 that learning both Turkish and English terminology in EMI courses is considered to be a workload by 34.5% of students. On the other hand, 43.3% are obviously contented with learning the terminology in both languages.

Table 4-66: III.2a.12. Having content courses in English makes it difficult to keep the terminology in mind.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	41	9.3	10.0	10.0	3.0465	3.0000	1.22686
	Disagree	122	27.7	29.8	39.9			
	No idea	76	17.2	18.6	58.4			
	Agree	117	26.5	28.6	87.0			
	Strongly Agree	53	12.0	13.0	100.0			
	Total	409	92.7	100.0				
Missing	System	32	7.3					
Total		441	100.0					

It also emerged from the findings in Table 4-66 that there is not a significant difference between the percentages of students who disagree (37%) and agree (38.5%) on the point regarding the hardship of keeping the terminology in mind.

Table 4-67: III.2a.16. Having exams in English negatively affects my academic success.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	41	9.3	10.0	10.0	3.1966	3.0000	1.29483
	Disagree	107	24.3	26.0	35.9			
	No idea	76	17.2	18.4	54.4			
	Agree	106	24.0	25.7	80.1			
	Strongly Agree	82	18.6	19.9	100.0			
Total	412	93.4	100.0					
Missing	System	29	6.6					
Total		441	100.0					

Moreover, while 33.6% of students do not think that their academic success is negatively influenced due to having exams in English, 42.6% of them imply that they endeavour to overcome linguistic barriers in exams which might adversely affect their exam results.

To sum up, 43.1% of students assert that they are not able to understand content courses simply due to EMI. 68.2% seem to feel a need for a Turkish summary of each EMI lesson. While 60.5% have difficulty asking questions, it is hard for 64% of students to give answers verbally. On the other hand, it was discovered that 43.3% of students are satisfied with learning the engineering terminology both in Turkish and English. As for 42.6%, exams in English are negative effecters in their academic achievement.

Another factor of part III. 2. (Instructional process) is ‘the positive effect of EMI on the improvement of English language skills’. The findings reveal that a great majority of students agree on the positive impact of EMI on the improvement of four skills and their grammatical knowledge.

Table 4-68: III.2b.17. Having content courses in English improves my grammatical knowledge in English.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	13	2.9	3.1	3.1	3.7740	4.0000	1.12020
	Disagree	62	14.1	14.9	18.0			
	No idea	54	12.2	13.0	31.0			
	Agree	164	37.2	39.4	70.4			
	Strongly Agree	123	27.9	29.6	100.0			
Total	416	94.3	100.0					
Missing	System	25	5.7					
Total		441	100.0					

Table 4-68 illustrates that 65.1% of respondents favour the idea ‘Having content courses in English improves my grammatical knowledge in English’. On the other hand, 17% of students do not seem to perceive a development in their grammatical competence.

Table 4-69: III.2b.18. Having content courses in English improves my listening skills in English.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	9	2.0	2.2	2.2	4.0168	4.0000	.96934
	Disagree	34	7.7	8.2	10.3			
	No idea	36	8.2	8.6	18.9			
	Agree	200	45.4	48.0	66.9			
	Strongly Agree	138	31.3	33.1	100.0			
Total	417	94.6	100.0					
Missing	System	24	5.4					
Total		441	100.0					

The findings in Table 4-69 reveal that listening skills of 76.7% of respondents are positively affected by EMI. 8.2% of students do not seem to have any viewpoints on the item III.2b.18 whereas 9.7% oppose to this idea.

Table 4-70: III.2b.19. Having content courses in English improves my reading skills in English.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	10	2.3	2.4	2.4	3.9542	4.0000	.97571
	Disagree	31	7.0	7.5	9.9			
	No idea	54	12.2	13.0	22.9			
	Agree	193	43.8	46.5	69.4			
	Strongly Agree	127	28.8	30.6	100.0			
Total	415	94.1	100.0					
Missing	System	26	5.9					
Total		441	100.0					

When Table 4-70 and Table 4-71 are examined, one might infer that the number of students (320) thinking that EMI improves their reading skill exceeds the

number of students (300) who believe in a positive reaction between the writing skill improvement and implementation of EMI.

Table 4-71: III.2b.20. Having content courses in English improves my writing skills in English.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	12	2.7	2.9	3.8225	4.0000	1.07291
	Disagree	53	12.0	12.7			
	No idea	52	11.8	12.5			
	Agree	180	40.8	43.2			
	Strongly Agree	120	27.2	28.8			
	Total	417	94.6	100.0			
Missing	System	24	5.4				
Total		441	100.0				

The percentage of respondents (19.7%) not agreeing on the item III.2b.20 is more than the other disagreement percentages regarding the relationship between reading, listening, grammatical knowledge and EMI.

Table 4-72: III.2b.21. Having content courses in English improves my speaking skills in English.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	24	5.4	5.8	3.6087	4.0000	1.21791
	Disagree	71	16.1	17.1			
	No idea	62	14.1	15.0			
	Agree	143	32.4	34.5			
	Strongly Agree	114	25.9	27.5			
	Total	414	93.9	100.0			
Missing	System	27	6.1				
Total		441	100.0				

Moreover, 21.5% of students do not think that their speaking skill improves as a result of EMI. 58.3% of students, however, agree with the item III.2b.21.

Table 4-73: III.2a.15. English medium instruction helps me reach sources in my department more easily.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	12	2.7	3.0	3.8815	4.0000	1.08809
	Disagree	45	10.2	11.1			
	No idea	59	13.4	14.6			
	Agree	152	34.5	37.5			
	Strongly Agree	137	31.1	33.8			
	Total	405	91.8	100.0			
Missing	System	36	8.2				
Total		441	100.0				

According to Table 4-73, a significant number of students (289) share a common point on the issue that EMI helps them reach English resources concerning their field of study. Only 57 students are found to disagree with them.

When the effects of EMI on the improvement of language skills were analysed in the light of the aforementioned relevant items, it was found that students consider their listening skill to improve most (76.7%) in comparison to other skills of language learning. According to the findings, EMI also enables the improvement of reading (72.6%), writing (68%) and speaking (58.3%) skills respectively. The impact of EMI on grammar is also positively perceived by 65.1% of students. Moreover, 65.6% believe that EMI helps them reach and review English sources more conveniently.

The third identified factor is on the perceptions regarding ‘positive effect of students’ English competence on EMI content courses’. The findings of the related items are presented in the following tables.

Table 4-74: III.2a.1. Having content courses in English affects my academic success in a positive way.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	53	12.0	12.8	12.8	2.7772	3.0000	1.19618
	Disagree	144	32.7	34.9	47.7			
	No idea	106	24.0	25.7	73.4			
	Agree	62	14.1	15.0	88.4			
	Strongly Agree	48	10.9	11.6	100.0			
Total	413	93.7	100.0					
Missing	System	28	6.3					
Total		441	100.0					

Among 413 respondents, 44.7% of students do not think that having content courses in English affects their academic success in a positive way, which is shown in Table 4-74.

Table 4-75: III.2a.8. I can write the summary of an English-medium course in English.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	35	7.9	8.5	8.5	3.3114	4.0000	1.18129
	Disagree	75	17.0	18.2	26.8			
	No idea	90	20.4	21.9	48.7			
	Agree	149	33.8	36.3	84.9			
	Strongly Agree	62	14.1	15.1	100.0			
Total	411	93.2	100.0					
Missing	System	30	6.8					
Total		441	100.0					

Table 4-75, on the other hand, indicates that 47.9% of students regard themselves as competent enough to write the summary of a subject matter in English, while 24.9% do not seem to have sufficient linguistic confidence to do so.

Table 4-76: III.2a.9. I can give a verbal summary of an English-medium course in English.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	38	8.6	9.2	9.2	3.0097	3.0000
	Disagree	124	28.1	30.2	39.4		
	No idea	95	21.5	23.1	62.5		
	Agree	104	23.6	25.3	87.8		
	Strongly Agree	50	11.3	12.2	100.0		
Total	411	93.2	100.0			1.18934	
Missing	System	30	6.8				
Total		441	100.0				

With respect to giving a summary of the lesson content verbally, the proportion of opponents (36.7%) is slightly bigger than the proportion of supporters (34.9%) of the item III.2a. 9.

Table 4-77: III.2a.13. It doesn't matter if the lesson is given in Turkish or English; I can express myself well in both.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	66	15.0	16.0	16.0	2.7840	3.0000
	Disagree	137	31.1	33.3	49.3		
	No idea	77	17.5	18.7	68.0		
	Agree	84	19.0	20.4	88.3		
	Strongly Agree	48	10.9	11.7	100.0		
Total	412	93.4	100.0			1.26508	
Missing	System	29	6.6				
Total		441	100.0				

As for the findings in Table 4-77, it can be clarified that 132 participants (29.9%) are able to effectively express themselves no matter what the medium of instruction is while 203 (46.1%) of them consider that language of instruction is an essential component for a proper self expression and that they do not perceive themselves as having such a good command of English.

In order to present an overall summary of the items relevant to the 3rd factor 'positive effect of students' English competence on EMI content courses', one might conclude that majority of students do not feel linguistically competent to pursue EMI courses effectively. For instance, 44.7% point out a decline in their academic performance and success rate, which was resulted from EMI. While 47.9% can write

the summary of an EMI course, 36.7% imply their speaking skill is not good enough to summarize the subject matter in a spoken way. Moreover, 46.1% of students acknowledge not being able to express themselves in English as clearly as in their L1.

The last factor of part III.2 comprise the viewpoints regarding ‘negative effects of EMI on the native language’, which are evaluated in tables below.

Table 4-78: III.2a.14. Having content courses in English increases memorization.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	25	5.7	6.1	3.4709	4.0000	1.21091
	Disagree	81	18.4	19.7			
	No idea	75	17.0	18.2			
	Agree	137	31.1	33.3			
	Strongly Agree	94	21.3	22.8			
	Total	412	93.4	100.0			
Missing	System	29	6.6				
Total		441	100.0				

Table 4-78 suggests that EMI is not regarded as a push factor for memorization according to 24.1% of participants, whereas more than half of the students (52.4%) have to memorize the content of EMI courses.

Table 4-79: III.2b.22. Having content courses in English affects my native language (Turkish) in a negative way.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation
Valid	Strongly Disagree	128	29.0	30.7	2.1655	2.0000	1.10243
	Disagree	168	38.1	40.3			
	No idea	65	14.7	15.6			
	Agree	36	8.2	8.6			
	Strongly Agree	20	4.5	4.8			
	Total	417	94.6	100.0			
Missing	System	24	5.4				
Total		441	100.0				

According to Table 4-79, 67.1% of the students disagree that EMI has a negative impact on their L1 usage. A small number of students (56) think that their native language is being negatively affected due to the implementation of EMI.

Table 4-80: III.2b.23. Having content courses in English affects the development of my academic Turkish usage in a negative way.

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Median	Standard Deviation	
Valid	Strongly Disagree	107	24.3	25.7	25.7	2.5348	2.0000	1.28391
	Disagree	128	29.0	30.7	56.4			
	No idea	70	15.9	16.8	73.1			
	Agree	76	17.2	18.2	91.4			
	Strongly Agree	36	8.2	8.6	100.0			
	Total	417	94.6	100.0				
Missing	System	24	5.4					
Total		441	100.0					

Table 4-80 illustrates that academic language usage in one's L1 is not adversely affected by EMI according to 53.3% of the respondents. 25.4%, however, imply that they might not be able to participate in academic affairs due to the negative impacts of EMI on their L1.

To conclude, the findings from three items in relation to the 4th factor 'negative effects of EMI on the native language' reveal that EMI stimulates memorization according to a majority of students (52.4%). 67.1% claim that their L1 (Turkish) is not adversely affected by EMI and according to 53.3%, EMI does not have a negative impact on the development of academic language use in Turkish.

In the last part of the third scale in the questionnaire, students were invited to write any additional opinions regarding the positive and negative sides they perceive about EMI. Table 4-81 illustrate students' perceptions about the positive sides of having content courses in English. A major proportion of students (9.3%) suppose that English language is dynamic in their life owing to the implementation of EMI, which improves their level of English. Besides, 9.1% of students state that EMI improves their knowledge of occupational terminology and helps them learn the English terminology related to their own department. Another advantage of EMI for 8.8% of participants is that reaching original sources concerning their field of study more conveniently. However, out of 441 students in total, the number of students answering this part is 226 (51.2%).

Table 4-81: What are the positive sides of having content courses in English?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It increases success and quality in international grounds.	12	2.7	5.3	5.3
	Ease for research and reaching sources	39	8.8	17.3	22.6
	It improves four skills	17	3.9	7.5	30.1
	It helps get academic knowledge/language more easily, increases the chance of academic career	26	5.9	11.5	41.6
	It helps English to be dynamic.	41	9.3	18.1	59.7
	It helps departmental terminology to develop.	40	9.1	17.7	77.4
	More job opportunities.	17	3.9	7.5	85.0
	None	6	1.4	2.7	87.6
	Being one step further in worklife.	4	.9	1.8	89.4
	It helps gain different perspectives and learn about cultures.	3	.7	1.3	90.7
	Opportunity of education abroad	5	1.1	2.2	92.9
	Joy of reading and comprehension	1	.2	.4	93.4
	International job prospects	11	2.5	4.9	98.2
	Vocabulary knowledge and creativity	2	.5	.9	99.1
	Ease for the command of content course	2	.5	.9	100.0
	Total	226	51.2	100.0	
	Missing System	215	48.8		
Total	441	100.0			

Table 4-82: What are the negative sides of having content courses in English?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Difficulty in understanding	126	28.6	58.1	58.1
	Teachers's lack of proficiency in English and not being able to teach via English	12	2.7	5.5	63.6
	Not being able to learn English terminology when already being unaware of their Turkish connotation, inadequacy in the departmental course knowledge	22	5.0	10.1	73.7
	Rote-learning/ memorization	16	3.6	7.4	81.1
	Decrease of general success and output	18	4.1	8.3	89.4
	Distractibility	5	1.1	2.3	91.7
	None	12	2.7	5.5	97.2
	Too much time required to search and study	6	1.4	2.8	100.0
	Total	217	49.2	100.0	
	Missing System	224	50.8		
Total	441	100.0			

With regard to the perceptions of students based on the negative sides of EMI, the biggest proportion seems to be on the point of ‘difficulty in the comprehension of EMI courses’. Of 217 participants answering this question, 126 students state this reason for their idea that EMI is disadvantageous. On the other hand, students think their departmental knowledge is still inadequate; they have not acquired the Turkish terminology yet and therefore, have difficulty learning the English versions of the terms.

According to Table 4-83, 17 students acknowledge their viewpoints in that overhauling of the system of education and alteration in foreign language policy are required. While 11 students urge for a support regarding the implementation of EMI in their university setting, 8 students seem to be in favour of TMI.

Table 4-83: Opinions of students on the issue of foreign language (English) medium of instruction

	Frequency	Percent	Valid Percent	Cumulative Percent
Failure in the system of education and foreign language policy; difficulty in foreign language education	17	3.9	35.4	35.4
Support for native language medium of education	8	1.8	16.7	52.1
Support for English medium instruction	11	2.5	22.9	75.0
EMI shouldnot be obligatory; partial EMI is unnecessary.	6	1.4	12.5	87.5
Setting to teach and learn via English is not fully provided	3	.7	6.3	93.8
Feeling the questionnaire is useful	3	.7	6.3	100.0
Total	48	10.9	100.0	
Missing System	393	89.1		
Total	441	100.0		

In conclusion, the findings emerged from the analysis of students’ perceptions regarding the EMI instructional process imply that a great majority of students encounter linguistic problems during the implementation of EMI and that they need Turkish summary almost after each lesson. While it is challenging for them to ask questions and give verbal answers to the lecturers, they do not have as much difficulty in giving written reactions. For most students, learning the terminology of engineering in both languages seems to be advantageous. However, having exams in

English might lead to unfavourable results for their academic achievements. On the other hand, a vast majority of students believe that EMI improves their language skills; listening skill having the highest and speaking skill having the lowest percentages for improvement. Grammar knowledge and review of original resources are also positively affected by EMI. Students do not feel proficient enough to pursue full EMI courses because of linguistic deficiencies. Their academic performance and success rate might also deteriorate on account of EMI. Furthermore, most students seem to memorize the subject matter delivered in TL. On the other hand, many students suppose that EMI does not have an adverse effect on Turkish and that academic Turkish usage has no direct relation to EMI.

4.1.4. Comparison of Partial and Full EMI Students

The quantitative strand of the present study provided a framework to analyse the difference in the perceptions of partial and full EMI students. The answers to particular items in the questionnaire enabled the researcher to compare and contrast students' reactions towards EMI. Although there was no significant difference ($p > .05$) on the results of all items in the questionnaire reflecting commonalities and differences between partial and full EMI students, the meaningful cross relationships are presented with their details below.

Difference between partial and full EMI students' perceived frequency of English use in content courses, selective content courses and selective courses. Figure 4-9 illustrates the difference between partial and full EMI students in terms their perceived frequency of English use in EMI content courses in their specific departments.

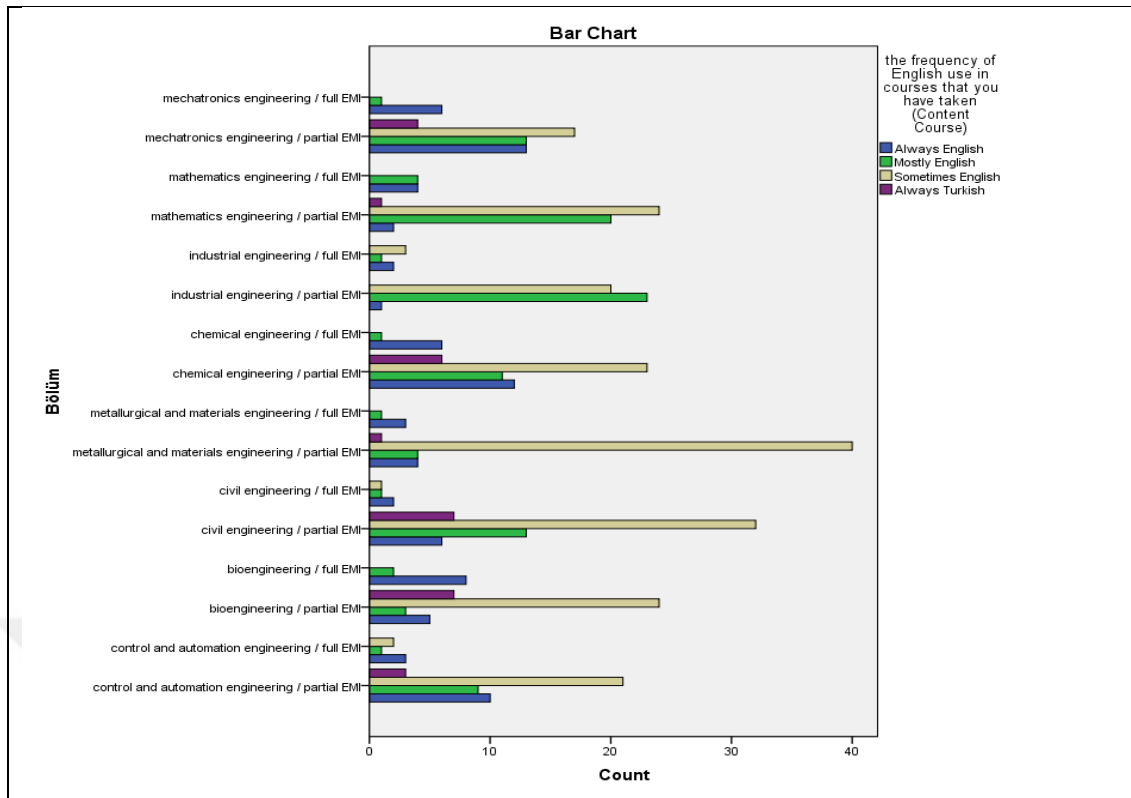


Figure 4-9: Frequency of English use in content courses that partial and full EMI students have taken

According to Figure 4-9, content courses in full EMI programs are conducted ‘always’ and ‘mostly’ in English. EMI courses are ‘sometimes’ covered in English according to 2 students in civil engineering, 3 students in control and automation engineering and 4 students in industrial engineering departments. In partial EMI programs, however, ‘sometimes English’ option has the highest percentage in all departments except industrial engineering, whose 24 students stated that content courses are covered mostly in English. Yet another remarkable point is that in partial EMI programs, students marked the option of ‘Always Turkish’. According to 5 mechatronics engineering, 2 mathematics engineering, 7 chemical engineering, 2 metallurgical and materials engineering, 8 of civil engineering, 8 bioengineering, and 4 control and automation engineering students, EMI content courses are always conducted via Turkish language.

Figure 4-10 demonstrates the difference between partial and full EMI students regarding their perceived frequency of EMI in selective content courses.

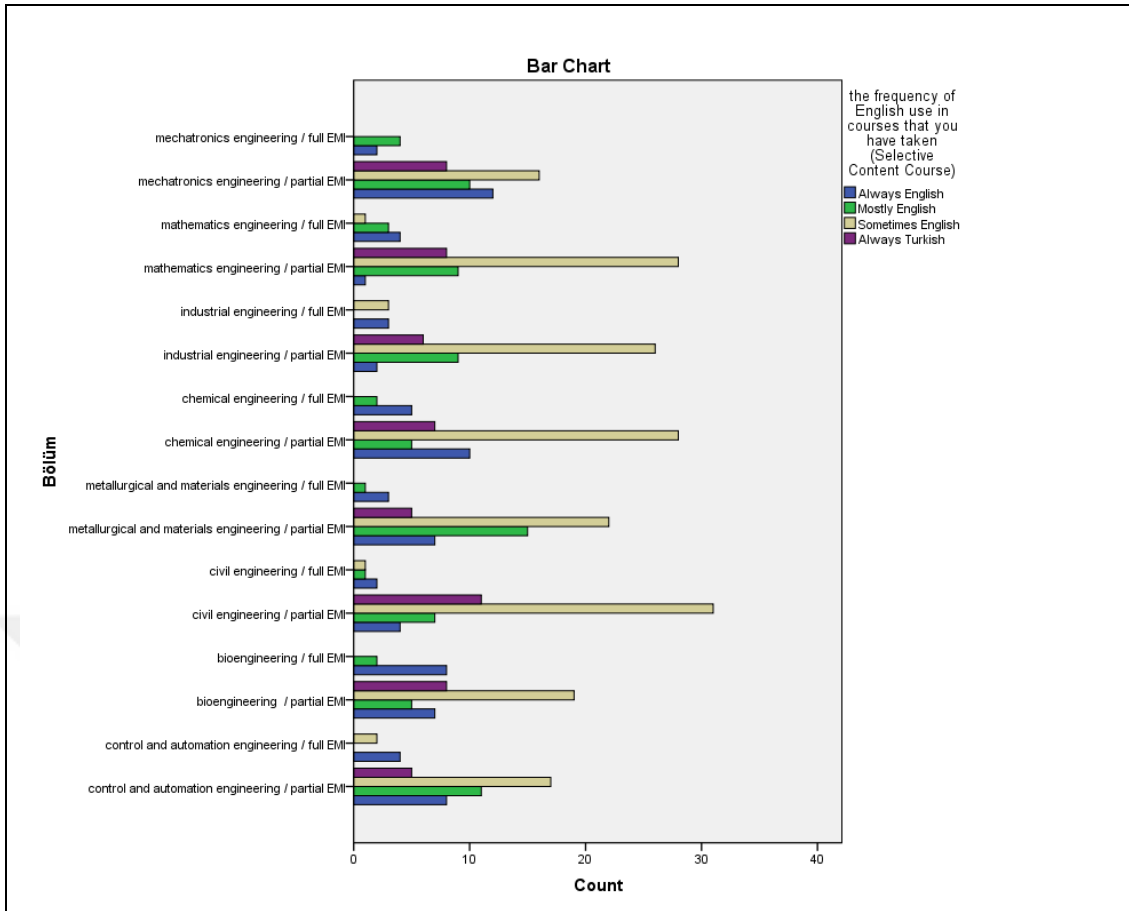


Figure 4-10: Partial or Full EMI * English use in content courses (Selective content courses)

In full EMI programs, selective content courses are generally conducted via English whereas in partial EMI programs, those courses might ‘sometimes’ be covered in English. In each department, Turkish medium is also used in partial EMI programs.

Another division was observed on the frequency of English use in selective courses of partial and full EMI departments. Figure 4-11 illustrates the percentages of two programs in each department.

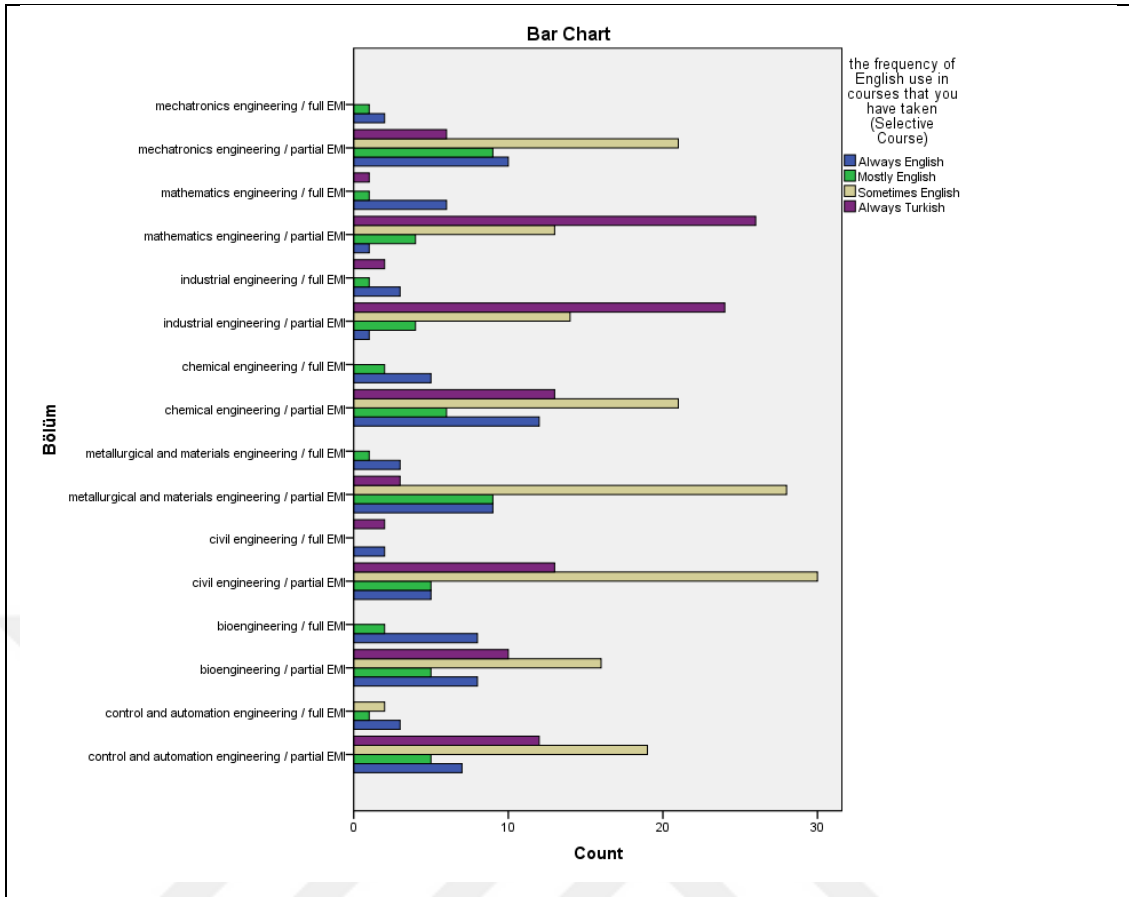


Figure 4-11: Partial or Full EMI * English use in content courses (Selective courses)

According to the findings in Figure 4-11, selective courses are covered in Turkish in partial EMI programs of mathematical engineering and industrial engineering departments. A noteworthy point here is that in full EMI programs of these departments including civil engineering department, Turkish language is also used as an instructional medium.

Difference between partial and full EMI students' preference for English use in content courses, selective content courses and selective courses. The same 441 participants were also asked about their preference for the frequency of English use in their major area courses.

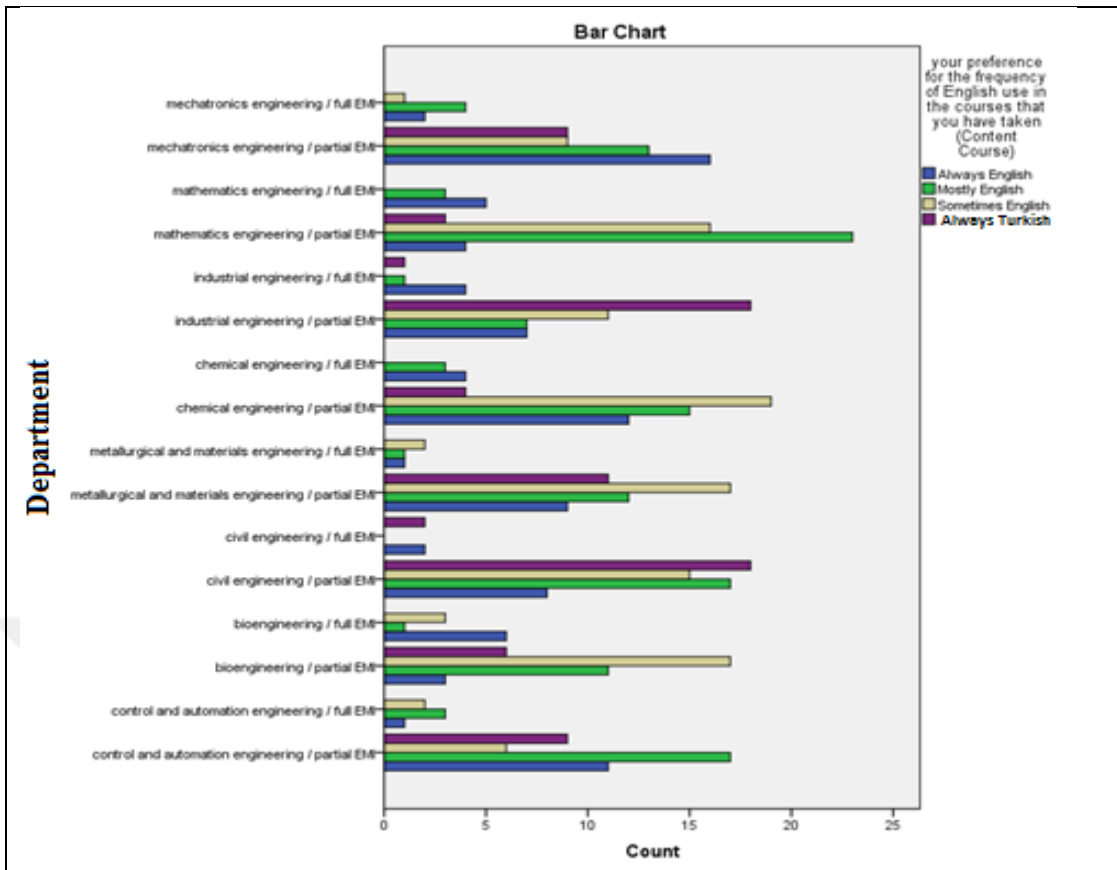


Figure 4-12: Partial and full EMI students' preference for the frequency of English use in content courses they have taken

According to Figure 4-12, students in the same department but two different programs (partial and full EMI) dissent from each other in terms of their preference for the medium of instruction. In mechatronics engineering, for instance, while 4 of participant students in full EMI program prefer their courses to be mostly in English, 17 partial EMI students demand to be exposed to courses which are always conducted in English. Mathematical engineering students, on the other hand, always (5 full EMI students) and mostly (23 partial EMI students) prefer their courses to be in English. In industrial engineering department, 4 students in full EMI program opt for a thorough EMI whereas 18 students in partial EMI program reflect that they want TMI. Interestingly, in this department's full EMI program, 2 students marked 'always Turkish' option. While 3 of full EMI civil engineering students prefer full TMI, 3 others seem to be in favour of full EMI. In partial EMI program of the same department, 18 students opt for TMI.

Figure 4-13 demonstrates partial and full EMI students' choice for the medium and its frequency in their selective content courses. Partial EMI students in the departments of mathematical engineering, industrial engineering, metallurgical and materials engineering and bioengineering reflect that they are contented with partial EMI since they demand their selective content courses to be 'sometimes English'. Students of other partial EMI departments (mechatronics engineering, chemical engineering, control and automation engineering) seem to have an inclination towards full EMI. Civil engineering partial EMI program has the same number of students preferring partial EMI (17 students) or full TMI (17 students), which implies that they are less keen on full EMI. Full EMI students, reflecting that they do not favour TMI in their departments, mostly prefer their selective content courses to be in English.

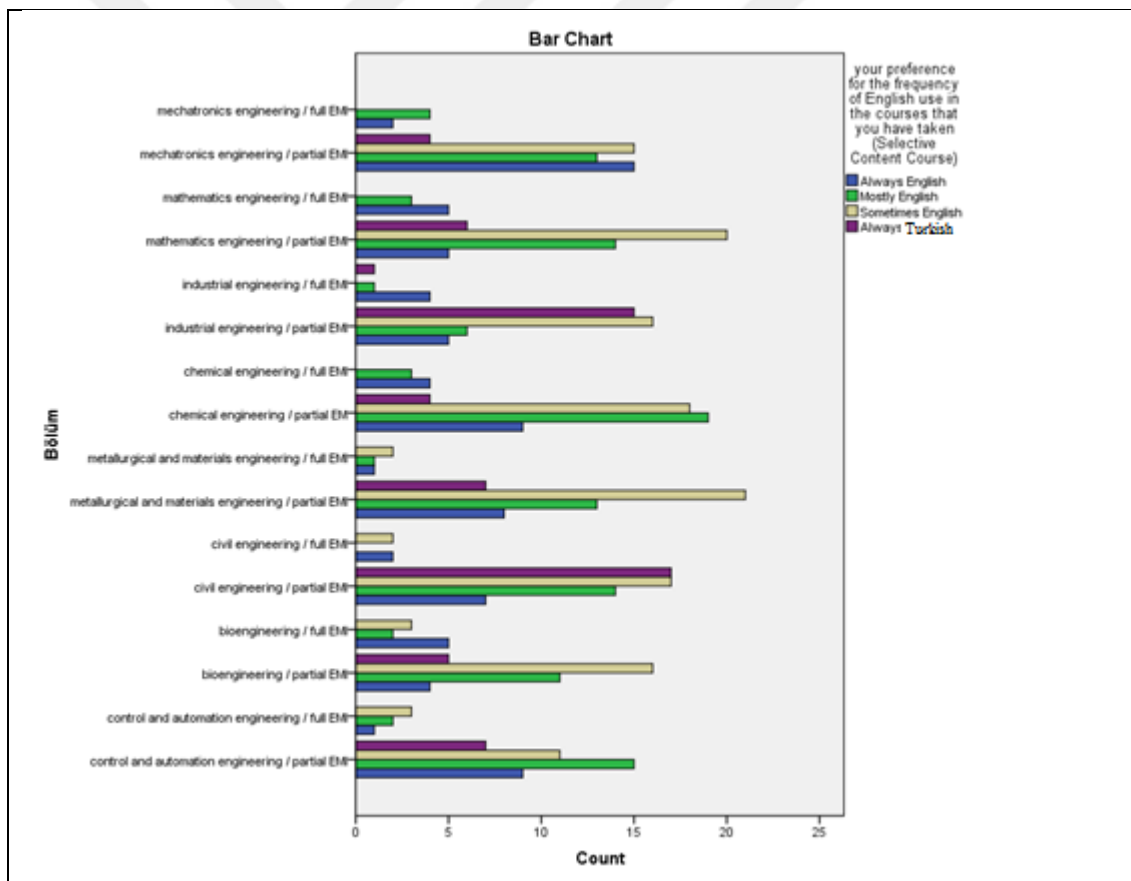


Figure 4-13: Partial or Full EMI * Preference for the frequency of English use in the courses (Selective Content courses)

As for the selective courses, Figure 4-14 helps identify the different viewpoints with regard to the linguistic medium.

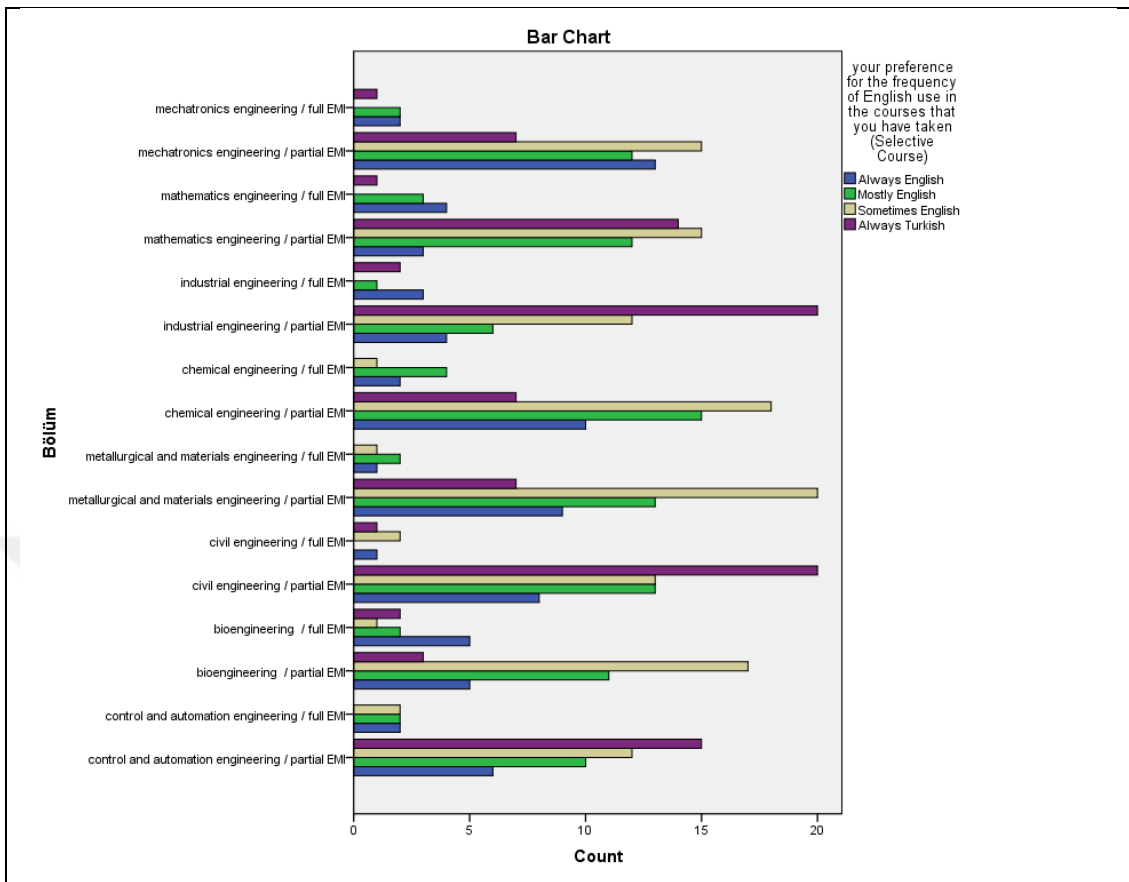


Figure 4-14: Partial or Full EMI * Preference for the frequency of English use in the courses (Selective courses)

According to Figure 4-14, an attention-grabbing point is that full EMI students do not prefer their selective courses to be completely in English, except for chemical engineering, metallurgical and materials engineering, control and automation engineering. In partial EMI programs of industrial engineering, civil engineering, control and automation engineering departments, TMI seems to be the most favourable medium of instruction.

Difference between partial and full EMI students' perceived level of English proficiency. Partial and full EMI students were compared in terms of their proficiency in four skills including grammar and vocabulary knowledge. There was a significant difference ($p < .05$) between partial and full EMI students regarding their proficiency level in reading and listening skill, which could be interpreted by the following charts.

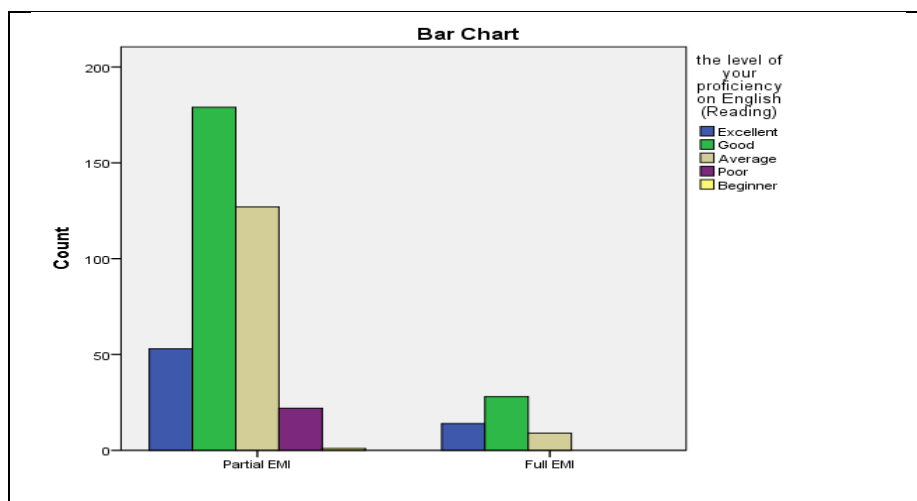


Figure 4-15: Partial or Full EMI * Proficiency Level in English (Reading)

According to Figure 4-15, while 46.9% of partial EMI students think that their reading skill is good, 33.2% of them perceive that it has an average level. 5.8%, however, tend to consider their reading skill to be poor. On the other hand, 54.9% of full EMI students have a perception that their reading skill is good and 27.5% feel it is excellent. According to full EMI students, their reading skill is either excellent or good because none of the students appear to have an impression that their reading skill is poor or at beginner level.

As for the skill of listening (Figure 4-16), the responses of partial and full EMI students reveal a significant difference as well. While partial EMI students suppose that their listening skill is generally at an average level, full EMI students have an overall idea that it is good enough. This can be attributed to the fact that 41.8% of the students of partial EMI programs perceive that their listening skill is average whereas 33.4% feel that it is good. On the other hand, more than half of the full EMI students (54.9%) regard their listening skill as good and only 9.8% consider it to be poor.

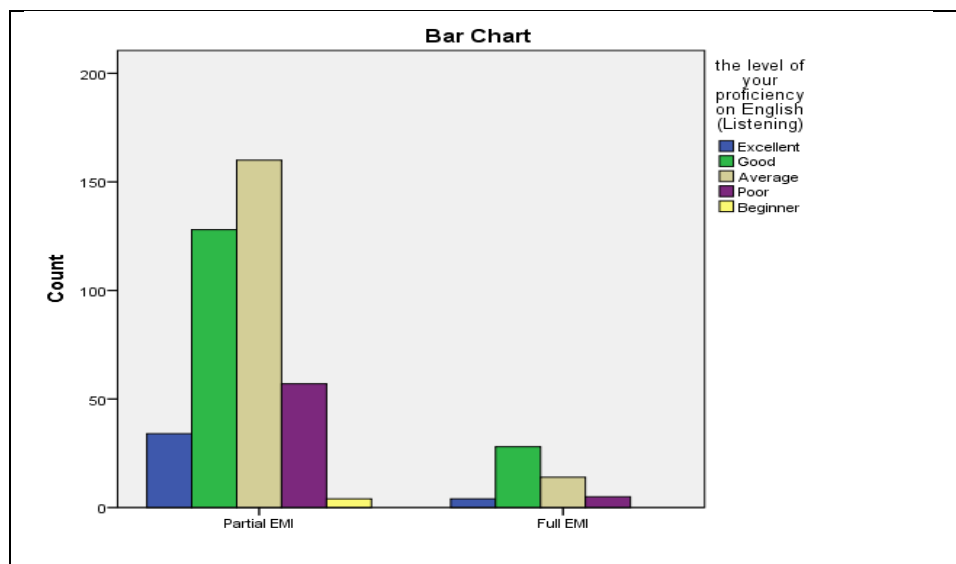


Figure 4-16: Partial or Full EMI * Proficiency Level in English (Listening)

On the other hand, students of partial and full EMI programs do not reflect a noteworthy difference ($p > .05$) in terms of their perceptions of their perceived competence in writing, speaking, grammar and vocabulary.

- Partial or Full EMI * Proficiency Level in English (Writing)
- Partial or Full EMI * Proficiency Level in English (Speaking)
- Partial or Full EMI * Proficiency Level in English (Grammar)
- Partial or Full EMI * Proficiency Level in English (Vocabulary)

It also emerged from the quantitative data analysis that students of both programs have a parallel approach towards EMI; however, when the responses of students in both programs to the following two items were analysed, their Chi-Square value was found to be $< .05$. Therefore, their differences could be interpreted in detail.

- Partial or Full EMI * I have difficulty in understanding my teachers during EMI courses.
- Partial or Full EMI * Having exams in English negatively affects my academic success.

I have difficulty in understanding my teachers during EMI courses. Partial and full EMI students display a dissimilar approach on the point if they have difficulty understanding their teachers in the courses conducted in English.

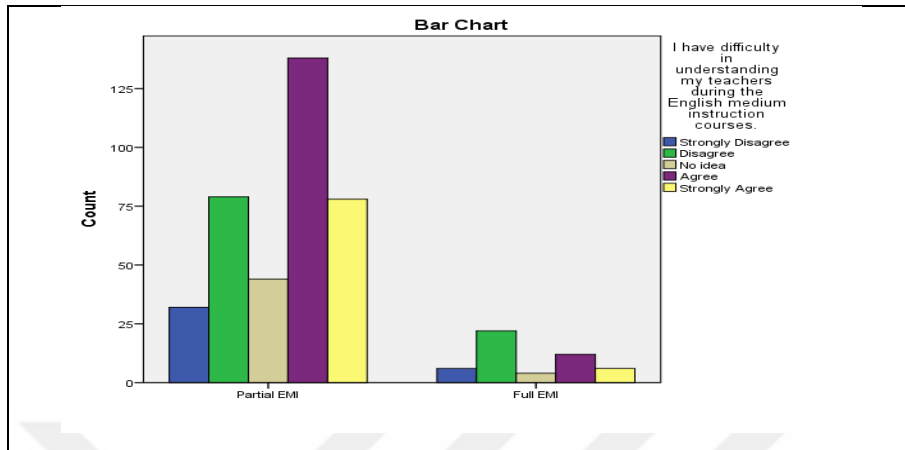


Figure 4-17: Partial or Full EMI * I have difficulty in understanding my teachers during EMI courses.

As is shown in Figure 4-17, 58.2% of the students of partial EMI programs have difficulty understanding their lecturers in EMI content courses. However, following EMI lectures does not seem to require a great effort according to 56% of the full EMI students.

Having exams in English negatively affects my academic success. Answers of partial and full EMI students to this item revealed a divergence as is illustrated in Figure 4-18.

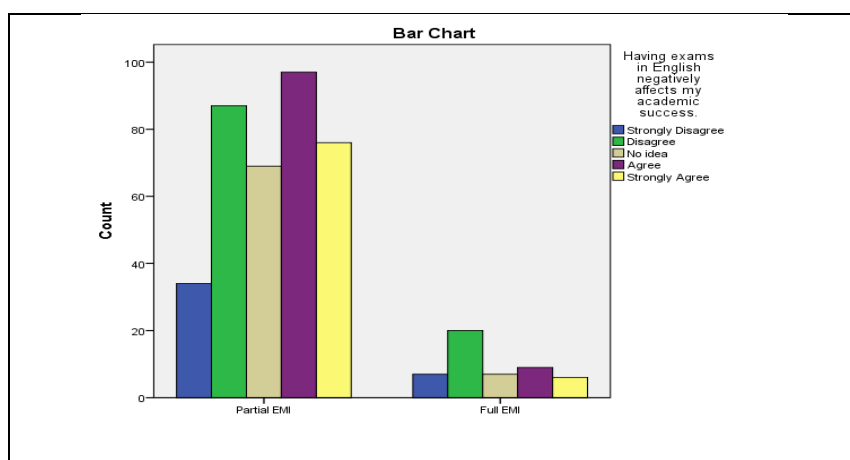


Figure 4-18: Partial or Full EMI * Having exams in English negatively affects my academic success.

47.6% of partial EMI students agree with the idea that having exams in English negatively affects their academic success whereas 55% of full EMI students feel that taking English-medium exams does not cause an adverse impact on their academic success.

On the other hand, not a meaningful conclusion could be drawn from the crosstabs given below because their Chi-Square value was $>.05$. Hence, it can be said that there is no meaningful variation between the ideas of partial and full EMI students on the following points.

- Partial or Full EMI * Medium of instruction at tertiary level should be Turkish, not a foreign language.
- Partial or Full EMI * There should not be English medium instruction at higher education.
- Partial or Full EMI * Having content courses in English affects my academic success in a positive way.
- Partial or Full EMI * Having content courses in English prevents me from understanding the lesson.
- Partial or Full EMI * Having content courses in English increases memorization.
- Partial or Full EMI * Content courses in English do not prevent me from participating classroom activities.
- Partial or Full EMI * English medium instruction negatively affects the success of university students in their content courses.
- Partial or Full EMI * Foreign language medium of instruction positively affects students' cognitive development.
- Partial or Full EMI * Foreign language medium of instruction restricts students' academic creativity.
- Partial or Full EMI * Foreign language medium of instruction restricts students' command of content knowledge.
- Partial or Full EMI * Foreign language medium of instruction is an effective method to learn that language.

- Partial or Full EMI * It would be better to teach English effectively rather than English medium instruction.
- Partial or Full EMI * Being a graduate of a university with English medium instruction provides better job opportunities to a person.
- Partial or Full EMI * During the lessons, I have difficulty in asking questions in English.
- Partial or Full EMI * I have difficulty giving verbal answers to the questions in English.
- Partial or Full EMI * I have difficulty giving written answers to the questions in English.
- Partial or Full EMI * It is an extra burden to learn both Turkish and English terminology in the courses.
- Partial or Full EMI * It doesn't matter if the lesson is given in Turkish or English; I can express myself well in both.
- Partial or Full EMI * English medium instruction helps me reach sources in my department more easily.
- Partial or Full EMI * Having content courses in English improves my grammatical knowledge in English.
- Partial or Full EMI * Having content courses in English improves my listening skills in English.
- Partial or Full EMI * Having content courses in English improves my reading skills in English.
- Partial or Full EMI * Having content courses in English improves my writing skills in English.
- Partial or Full EMI * Having content courses in English improves my speaking skills in English.

After the descriptive analysis of student questionnaires, analysis of qualitative data gathered from focus group interviews conducted with students and lecturer interviews are presented in the following part.

4.2. Analysis of Qualitative Data

4.2.1. Analysis of Focus Group Interviews with Students

Qualitative analysis of focus group interviews provided 40 codes and 11 categories. The codes, categories and concepts are illustrated in Table 4-84. The categories having similar characteristics helped identify three concepts:

- 1) Perceptions towards English language
- 2) Perceptions towards EMI
- 3) Possible solutions, strategies and suggestions at micro and macro level



Table 4-84: Codes, categories and concepts of student interviews

CODES	CATEGORIES	CONCEPTS
<ul style="list-style-type: none"> • English is a global language. • Sources are mostly in English. • Essential for business life • English competence prepares one to abroad experience. • English is required in international companies. 	<ul style="list-style-type: none"> • Importance of learning English • Necessity of learning English 	<p>1) Perceptions towards English language</p>
<ul style="list-style-type: none"> • EMI has advantages and benefits. • Related terminology in the target language is acquired. • EMI has disadvantages. • Difficulty of dealing with English • EMI is a waste of time. • Lack of quality in preparatory school education • EMI poses no benefit. • Lack of interest • Lack of motivation • Faults in foreign language education system • Memorization • Rote learning • Translation • Lack of fluency in speaking • Code-switching in class • Comprehension problems • Participation problems • Adaptation problems • Multitasking in class is hard. • Failure in exams • Degeneration of mother tongue • Partial EMI is more favourable. • Lack of readiness for EMI • Difference in teaching styles • Lack of standardization in delivering the lesson • Much time and effort is for EMI. • Self-study is needed. 	<ul style="list-style-type: none"> • Advantages of EMI • Disadvantages of EMI • Preference for partial EMI • Linguistic barriers for students • Emotional barriers for students • Lack of standardization in the implementation of EMI among departments 	<p>2) Perceptions towards EMI</p>
<ul style="list-style-type: none"> • Preparatory school is obligatory. • Preparatory school should revise its education plan. • Strategies developed by students for effective learning • Abroad experience is required. • EMI should be selective. • First basic English and then academic English should be taught. • Vocational English • English native teachers could cover EMI courses. 	<ul style="list-style-type: none"> • Overhaul of preparatory school education • Strategies of students to cope with EMI • Solutions to EMI problems by students 	<p>3) Possible solutions, strategies and suggestions at macro and micro level</p>

1) *Perceptions towards English language*. The concept of ‘perceptions towards English language’ has two categories;

- Importance of learning English
- Necessity of learning English

One particular point that all interviewees agreed upon is the importance and necessity of competence in English. Since the two categories are associated in terms of notion and students’ responses were integrated, they were interpreted together.

All students participating in the interview acknowledged that English language is the mutual language among academicians, business people, customers, Erasmus students or students from diverse regions; and that one should be proficient in interacting via English in order to stand as a global citizen. S7 from industrial engineering department, for instance, supported the use of English at tertiary level because of the reasons that English competence would lead the way to being a global citizen having a potential to do business internationally.

S7: “The fact that English is the common language in the world makes it more meaningful for us to take courses via English. If we take academic education in English, we become universally competent... as long as EMI is applied properly. We will have a potential to work abroad.”

For S13, “English is the global language, we have to learn it.” As for S17, most of the resources necessary for their departmental studies are written in English and competence of English is a necessity for them to reach and comprehend those materials.

S17: “... when I wonder about something, I google it and resources are mostly in English... I realized that Turkish ones are so limited. There are millions of resources in English.”

Likewise, S18 from mechatronics engineering stated that English is the prerequisite for pursuing a career or having a promotion and S16 appreciated the compulsory nature of English language.

S18: “... English is an obligation for us, you cannot pursue a career or have a promotion without it.”

S16: "... by education, foreign language learning can be done to some extent. Well, I don't support full TME actually. We will all walk on the paths of worklife. We may have to be exposed to foreigners in international companies, do business with them..."

In a similar vein, S4 referred to the requirement of English in international companies.

S4: "We all have to know English... we are going to work in companies, things require English. We have to learn it here, as we learn many things."

As can be interpreted by the statements extracted from student interviews, the participants of the EMI process share a similar approach towards the point of the importance and necessity of learning English.

2) *Perceptions towards EMI*. With regard to their EMI experience, students addressed the positive and negative reflections of EMI on their academic studies which could be regarded as advantages and disadvantages. Among the options offered by their institutions for the medium of instruction, they reflected three different perspectives (partial EMI, TMI and full EMI), partial EMI having the highest proportion to be taken into consideration.

The concept of 'perceptions towards EMI' is discussed under six categories:

- Preference for partial EMI
- Advantages of EMI
- Disadvantages of EMI
- Linguistic barriers
- Emotional barriers
- Lack of standardization in the implementation of EMI among departments

Preference for partial EMI: In the focus group interviews, students were initially inquired about their preference for the medium of instruction, about which medium type they consider to be more effective; TMI, partial (30%) EMI or full (100%) EMI.

Table 4-85 demonstrates the category of students' answers to this question. The findings reveal that among 30 participants; 15 students regard partial EMI as more effective and 11 students prefer TMI whereas only 4 students opt for full EMI.

Table 4-85: Students' preference for the medium of instruction

PARTIAL EMI	TURKISH MEDIUM INSTRUCTION	FULL EMI
S4. Bioengineering S8. Industrial Engineering S9. Industrial Engineering S10. Industrial Engineering S11. Industrial Engineering S12. Industrial Engineering S13. Industrial Engineering S14. Mechanical Engineering S15. Industrial Engineering S21. Civil Engineering S24. Civil Engineering S25. Metallurgical and Materials Engineering S27. Mathematical Engineering (100% EMI student) S28. Civil Engineering S29. Civil Engineering	S1. Bioengineering S2. Bioengineering S3. Metallurgical and. Materials Engineering S5. Bioengineering (100% EMI student) S16. Industrial Engineering. S18. Mechatronics Engineering S19. Civil Engineering S20. Civil Engineering S22. Civil Engineering S23. Civil Engineering S30. Civil Engineering	S6. Bioengineering S7. Industrial Engineering (100% EMI student) S17. Mechatronics Engineering (100% EMI student) S26. Mathematical Engineering

It is obvious in Table 4-85 that a majority of students prefer partial EMI with the reasons that they do not feel linguistically prepared for a full EMI program because of the deficiencies in their English competence. Some students suggested taking service courses via English rather than the major area courses. According to students favouring partial EMI, content courses are hard to comprehend; therefore, they should be taught in one's native language. In order to maintain the active use of English and spare some time and effort to it in tertiary education, service courses might be conducted through EMI or additional English courses might be promoted by the administrators:

S12: "There is no point of full TME... similarly, if my English level were good, I would say full EMI. You have to prepare yourself fully before you begin to study at university; for a person whose English level is average, partial EMI is ideal."

S14: "Service courses like Physics, Chemistry and Math should be English-medium. Numerical (sayisal) courses should all be given via English; non-math (verbal) courses can also be EMI but they are harder to follow. There are less words in numerical courses, which are universal..."

S25: "Partial EMI would be the best... because when we cover the content course in Turkish, we will have a good command of content knowledge as we learn more easily and quickly... but English language education should also be provided to us."

The statements above indicate that students have expectations for preserving the active use of English by means of EMI service courses or additional language

courses; however, they do not seem to demand a thorough hegemony of English language in their tertiary education. In that sense, partial EMI might serve their needs.

S11, being a student of industrial engineering partial EMI program, expressed straightforwardly that exposure to full English in content courses would be too challenging; hence, partial EMI has its probable justifications.

S11: "... no one imposes us to choose full EMI, we do it personally. I used to regret not preferring full EMI, but now I am happy that I did not choose it... because I speak in Turkish by birth and it becomes hard to comprehend when it is directly in English. Therefore, partial EMI is advantageous."

Another finding emerged from student interviews is that few students require their subject courses to be covered in Turkish. According to their perceptions, it would be ideal to provide English language education additionally.

S23: "It should be completely TMI. The comprehensibility of the lesson decreases day by day. EMI is a problematic process."

S25: "I took EMI Matlab course last semester. Our teacher gave only the basic information that we can learn in numerical courses... however, I had friends who took TMI Matlab course- although we are in the same department, the content was explained in more detail to them. We have been taught the superficial part but they are given the whole system that they can even develop the program by themselves."

Taking the student responses into account, we can reach to a deduction that most of the engineering students do not demand to completely refrain from English at tertiary education. As they dissent regarding the medium of instruction, there emerged different viewpoints even among the ones favouring partial EMI.

S8: "I prefer partial EMI- which I am exposed to. We take content courses in English and this is sufficient for us for our departmental knowledge. However, we don't need to take courses like Math, Physics via English. And these courses are given in Turkish to us as we won't need them in our worklife. That's why, I prefer partial EMI."

S9: "I also prefer partial EMI... because for an industrial engineer at least, courses like Math, Physics, Chemistry will be of no use- we are not the people who will work in production stage. Since we are going to work like the graduates of business school, these courses will not contribute to our future abroad... I don't know I may regret not having full EMI in the future."

S14: “Partial EMI. Service courses like Physics, Chemistry and Math should be English-medium. Math (sayisal) courses should all be given via English; non-math (verbal) courses can also be EMI but they are harder to follow. There are less words in numerical courses, which are universal.”

As can be inferred from the excerpts of S8, S9 and S14, while some students urge service courses such as Math, Physics, etc. to be conducted through the medium of English, some others would rather EMI be applied in major area courses as service courses are taken for granted.

Advantages of EMI: The analysis of interview transcripts revealed that advantages of EMI at tertiary education seem to be mostly future-oriented as students were found to perceive that they would be able to embrace the benefits of EMI when they graduate and need English in their professional business life. S16 summarized the reasons for the implementation of EMI in their department as such that, they are provided with education through English medium in order not to feel alienated from the TL and keep it active in their life, which would help them be successful business partners in their worklife.

S16: “Now... the advantages of EMI are: English is a must in worklife as I said. The aim of our system of education is that... actually, getting acquainted with English in the department. Students get exposed to content knowledge in English so that they can become successful in business life in the future.”

The qualitative analysis of students’ viewpoints suggested that EMI is instrumental and purposive for the comprehension of the international course materials in their original language. Furthermore, when they go abroad, their English competence would ease their job as they would be able to express themselves easily. According to S17,

“The advantages will show themselves in the future... in the international companies and also research areas. I don’t have much vocational knowledge yet...”

S26, on the other hand, acknowledged that EMI is favourable and practical for Erasmus students or other foreign students studying in their university.

S26: “As an advantage... for Erasmus students it will be useful... or it is advantageous for us since English is a must for our department and business life. I see no disadvantages.”

S27 seemed to favour the practice of acquiring the engineering terminology in English along with the terminology in Turkish;

“There are lots of advantages of being aware of the English terminology of your own profession... we may have a foreign contact in worklife in the future.”

Consequently, the student responses unfolded a small number of advantages, signalling that EMI has not yielded benefits for students yet.

Disadvantages of EMI: The analysis of focus group interviews revealed that the codes introducing the category of ‘Disadvantages of EMI’ were remarkable in terms of number. Some of the adverse effects of EMI specified by students are rote-learning, memorization, extensive time and effort requirement, work and study load, adaptation problems, and differences in lecturing styles. Regarding the disadvantages, the interviewees stated a great many reasons to prove that EMI is considerably problematic for them.

S2, for instance, claimed that EMI is “... *completely disadvantageous. It becomes too much work load for us.*” and that they have to do self-study in order to comprehend the course content. S7 agreed with S2 in that;

S7: “... it is a disadvantage. Technical universities have an aim of giving technical knowledge and therefore want to give it basically in Turkish- as it is easier to do so. EMI requires more time and effort...”

Exposure to EMI was considered to be a total failure by S13 due to the following reasons:

S13: “I studied Control and Automation Engineering for 2 years at Istanbul University and then chose this department. As a vertical transfer student, I had serious problems with partial EMI courses. Being a graduate of a vocational high school, I had basic knowledge problems already. Now it has become more like a burden on my shoulders. For a person like me, it is a total disadvantage. Many friends are about to drop out. Partial EMI is not that much bad for us, at least we can take most of the courses in Turkish... we can intake the content at least- as my friend has said.”

The answers of students regarding the possible perceived effects of EMI on their learning events indicate that students in EMI courses have difficulty expressing themselves, asking questions and giving clarifications, comprehending the subject

matters and internalizing the instructional message that is conveyed by the lecturer. However, some students were found to be of the opinion that EMI lecturers also encounter difficulties while performing in English and expressing themselves with respect to the delivery of content courses. S12, for instance, seemed to be too concerned about this issue with his utterances that;

S12: “So long as the teacher can explain the content course, it is all advantageous. However, as some friends said, even teachers have difficulty and skip English and use Turkish medium. So it is disadvantageous under these circumstances; neither can we comprehend, nor can the teacher express the content in English.”

Although lecturer impact is perceived differently by each student, one common viewpoint shared by the interviewees is that EMI stimulated memorization and rote learning. According to S1:

S1: “Whereas I get real efficiency from some teachers, I don’t even want to attend to the course of some... because he reads on slides or make us read. Instead, when I don’t comprehend the lesson in class, I study at home, by translation. I had to memorize from the English resources, willingly or unwillingly. Then I gave up reading those and began to study from Turkish books so that I could better understand and express myself in a simple way. I couldn’t find another way.”

S30 denoted that especially for the exams they have to memorize the subject matter provided to them in English;

S30: “... During the exams, we are bound to memorize or cheat...”.

As a consequence of these findings, it can be asserted that implementation of EMI is not received favourably by engineering students on account of the challenges along with itself.

Linguistic barriers of students: According to the findings obtained from the qualitative analysis of student interviews, it was revealed that students satisfaction for EMI is primarily dependent on their own linguistic competence and secondly, on the lecturer’s linguistic performance during an EMI course. As students expressed the reasons why they regard EMI as challenging, there appeared a great number of linguistic complications, some of which are comprehension problems, memorization, translation, code-switching, need for explanation of the subject in Turkish. Students asserted that those drawbacks stem from a lack of linguistic readiness for EMI.

Student responses unfolded an argument in that misimplementation of foreign language education in Turkish education system is considered to be one of the underlying reasons for not being linguistically prepared until tertiary education. Moreover, continual imposition of exams for a 'better future' causes students to ignore and neglect language education. In this regard, S5 and S21 justified themselves with the following reasons:

S5: "There is such a system that we only prepare for exams. We shall study for a better school, we shall win a better university. We think with the focus of department, no one cares about English. And when we have superficial education, we naturally have difficulty here... if we had a qualified education at primary, secondary and high schools, EMI would be targeted here."

S21: "I think the starting point of English education was faulty because when it is obligatory, students automatically reject it... it is like imposition. Since we do it unwillingly, we fail. The ones who love studying English can use it properly. The ones who dislike English learn it later and much harder."

On the other hand, S2 admittedly stated that due to their low proficiency level of English, they have to translate the original materials so that they could comprehend the content of the lesson.

S2: "... we take the project course now, the sources are mostly in English. I have to translate them to comprehend the course content- I also don't have that much time and English proficiency."

Code switching emerged as another linguistic problem by the comments of students. To illustrate, students acknowledged that they request their lecturers to help them with Turkish translations or summaries at the end of the lesson; and according to students, their lecturers feel the need for helping their students and they are obliged to make transitions between two languages.

S2 denoted that lecturers also encounter some challenges while expressing themselves and delivering the subject matter, which in turn affects both stakeholders in a negative way.

S2: "... even teachers have difficulty and skip English and use Turkish medium. So it is problematic under these circumstances; neither can we comprehend, nor can the teacher express the content in English."

The same student (S2) also mirrored to reflect their situation with the comment that;

S2: “Some (lecturers) give Turkish summary after they explain in English, this helps me associate both. Otherwise, I listen to the lesson with the mobile phone in hand- to be able to comprehend what the teacher just reads. If the numerical courses are in English, I memorize the questions. It is more like rote learning for me.”

S15 also seemed to believe that they are not able to perceive the instrumental contributions of EMI to their life events, rather it manifests a negative impact on their academic performance.

S15: “The worst lessons were EMI ones among the content courses I have taken. You don’t understand when it is an EMI course, I think content courses should be Turkish medium. ... I don’t think EMI content courses contribute much to us... Content courses being English medium decreases our success rate. The grades of my Turkish courses are higher than EMI courses. My opinion is that content courses shouldn’t be given in English, it creates comprehension problems.”

In the light of the findings gathered from the qualitative data analysis, it can be clarified that students learn the content courses superficially, and due to the comprehension problems, they have to memorize, which in turn leads to rote learning in the short run and academic failure in the long run.

S9 analysed the aspect of linguistic challenges through a wider perspective in that;

S9: “Academicians have a competence of teaching with English medium, only when they get the approval, they can do so... When we think on behalf of students, their English learning background is not shiny; therefore, it becomes problematic. There is a problem in our country when English is in question. Even though we start learning English at primary school, we are at the same level of competence at university. This is specific to our country...”

According to S10, this linguistic unpreparedness results from inequalities and diversities in their educational background:

S10: “Our educational background is also diverse. We all came from different types of high school and different cities. Most of us had unqualified high school education. Teachers’ pronunciation sounds different to us. We were all exposed to different pronunciation types at high school and now we are exposed to a teacher with a different type of pronunciation...”

According to S19, it does not seem to be possible for EMI to reach its aim because both students and lecturers have linguistic challenges during the implementation of EMI.

S19: “It is completely inapplicable, because neither the teachers nor the students are fully competent in English. They generally teach via Turkish medium. Students direct questions to the teacher who teach via English and he has difficulty answering. We have encountered teachers who can speak well but... they also have problems with English- like us.”

According to S16, they experience failures in exams due to a lack of vocabulary knowledge or misunderstanding the questions.

S16: “... in the “Introduction to Industrial Engineering” course, we were directed two open-ended questions, 40 points in total. I saw that I need to study vocabulary. This is my problem. Even though I study for the target words in class, at least one word in the exam would become unknown to me... and it makes me fail.”

The sample dialogue experienced by the researcher during the interviews can exemplify the seriousness of the linguistic barriers surrounding students in class:

S5: A teacher of mine said “pri much” all the time- throughout a year- and we thought its meaning all semester. It turned out to be “pretty much” later on!

Researcher: Why didn’t you ever ask it to her?

S5: We abstain from talking, we cannot. Moreover, their experience of abroad has an impact in their classroom performance, I guess.

Although their lecturer had been using an unfamiliar word in almost each lesson, students were unable to ask for a clarification. As well as linguistic barriers, emotional ones could also be preventive in such cases, though.

Emotional barriers: The interviewed students reflected their reactions towards EMI by pointing out how they felt about their performances in the courses being taught via a foreign language, lecture procedure in diverse departments and also about the differences in lecturers’ teaching style.

S17, for instance, seemed to be against the process of EMI itself and showed a lack of hope for the future of EMI because of following reasons;

S17: “I think it (EMI) will bear no results, it is a waste of time. We are the generation that is wasted. Students at the age of 18 change their cities, face

the prep school and they pass with a degree of 60- piece of cake! Questions are so easy. Relax! You come to the department with that relaxation mode on, then you fail as you don't have a good command of English.”

As well as readiness, willingness of the students also seems to affect the way they experience EMI in their departments, since they have the apprehension that both students and lecturers are already Turkish, which creates a lack of interest to struggle for English production. S23 supported this by stating that;

S23: “...it is nonsense to have English dialogue in between. English courses should be given in English, ok. But, content course shouldnt be given via EMI when both teachers and students are native speakers of Turkish. EMI is necessary but it should be optional. It won't be useful when we are not willing to have it.”

It is implied by all those comments above that emotional barriers are also hindrance for students' linguistic production in class.

According to S5 in full EMI Bioengineering program;

S5: “All my courses are in English. I suppose this is beyond the limit of learning and teaching. Teachers also go beyond their own styles, we can't think in English. This lowers our participation frequency and interest level in the lesson because we don't fully understand it. The language of science should be the mother tongue- I learnt this. I have too much difficulty. If the medium were Turkish, I would have a hundred percent success, but now it stays at sixty. This will be reflected in my future in many aspects.”

It was revealed that students might lose their interest in the lesson due to a lack of participation caused by linguistic challenges. And it can be resembled to a chain reaction in that each element has an effect on the cause of the other element.

Lack of standardization in the implementation of EMI among departments:

Lack of standardization in the application of EMI process was mostly the concern of the students. According to them, one condition for the lack of standards in the application of EMI in departments might be the way lecturers manipulate the EMI process in content courses as it affects their comprehension level. Lecturers' use and choice of vocabulary, their pronunciation or accent and determination for a thorough implementation of EMI seem to be effective factors in their attitude towards EMI. According to S28, their success in EMI is mostly dependent on the performance of lecturers while explaining the course content;

S28: “EMI is an advantage but teachers’ pronunciation and command of English should not be problematic. When they have a good command of content knowledge but not English, EMI becomes more like a damage for our learning. Teachers, therefore, should be determined according to their English proficiency level. Then it will be an advantage for us. It cannot be defined with a proficiency test though, there must be a standard; teacher’s teaching style should be taken into consideration.”

Besides, lecturers may have diverse teaching styles while covering the subject course. According to S27 and S30, those differences in teaching style are perceived as highly problematic especially in an EMI setting, where participants already face difficulties.

S27: “If you were in our class, you would understand, teacher. One (lecturer) is just reading, the other one is explaining fluently- with a proper accent. Each teacher should be effective- then we would accept EMI.”

S30: “... teachers are not also very competent in language skills... most are teaching through the board, they have a particular material in hand, write on the board and say “these are enough for you to study”. They let us ask complicated parts in Turkish, but we cannot understand when he is trying to explain in English...”

The dissimilarity of lecturers in their manipulation of the TL while handling EMI courses was revealed by the perceptions of S9, S19 and S21.

S9: “... I have taken two content courses in English yet; if there are Erasmus students in class, teacher is careful about using English in class. ... And the teacher observes the distraction of the students at the time of EMI. Some teachers completely cover the course in English, one even gets angry when you react in Turkish. This is power exercise for him, something good- but comprehensibility is also essential...”

S19: “We generally cover the lesson with Turkish medium, up to now only one teacher has covered the lesson in English. A teacher of mine came to the class and asked if there were foreign student or not... one of us were Syrian and she did not have proper English and he said she wouldnt understand if the lesson was in Turkish or English... and he went on teaching in Turkish.”

S21: “ninety percent of our content courses are covered in English, sometimes Turkish is spoken. Most of the time, students don’t comprehend, teacher repeats a few more times and asks if it is because of him or us... he is also aware of the situation... however, he insists on EMI just because of the self discipline and school administration.”

Such a lack of standardization in the procedure to either partly or fully apply EMI during the lessons by the administrative bodies obviously influences students' perceptions towards EMI.

3) *Possible solutions, strategies and suggestions at macro and micro level.* Having acknowledged the drawbacks of EMI process in many aspects, students suggested some probable solutions for the administration and strategies they apply in order to overcome problematic situations.

Overhaul of preparatory school education: As it is the first step preparing students for the courses in the departments, most concerns arised by the participants focused on the revisions on the curriculum of preparatory school education.

According to S1, students have inequal linguistic proficiencies; and preparatory school being responsible for that, is required to adopt some overhaulings;

S1: "... the students who have just graduated from prep school cannot participate in the lesson. They get shy in class. EMI cannot be successful; first students' level of proficiency should be equalized, then we can discuss this. The fact that student graduates from prep. doesnot mean that he will comprehend an EMI course. The passing grade is 60. The capacity of prep education should be increased. There must be an equal level for all. They do it on exam paper as it is test; however in class- there is no proper English production."

Moreover, S16 displayed a supportive stance to S1 and urged preparatory school to effectively prepare students for EMI by teaching related terminology rather than make them pass.

S16: "The aim here is not to prepare students to their departments but make them pass... you pass one way or another. Additionally, although there is a lot to learn in relation to my department, I remember learning "coral reefs", why do I need to learn this? They should teach useful things to us."

S15 and S18 also suggested revisions for preparatory school; they would prefer a language school which would classify students according to their departments and teach terminology before they started taking their department courses:

S15: "I think prep administration should separate students according to their department and give the related vocational language education. In the first

semester, we can acquire the basic English, in the second it can be vocational.”

S18 contributed with a similar perspective that;

S18: “Vocational English would be more useful for us. Each one of us, according to our department, should have learnt the terminology in English at prep school, then we would have less problems now...”

Some students were found to look for a challenge to study harder and internalize English so as not to have difficulty in EMI courses. According to S1, for instance;

S1: “I pass the proficiency exam with 60 point... when I took the exam, I thought I would study at prep school but I passed it with that point. In many universities, they take prep classes seriously... it should be the same with us. Then it becomes challenging to study harder.”

Moreover, S17 proved that he has a parallel thought by saying that;

S17: “I had prep school and it was like holiday. You either make prep school really hard or grade to pass proficiency test will be 80, not 60... so that students passing that proficiency test would comprehend the EMI courses; otherwise, there is no point of prep school.”

S30: “I believe by means of prep school or language courses, English language can be improved. As long as prep school education is healed, it is possible. Otherwise, it wont.”

Obviously, students believe in the importance of an overhauling process in the curriculum as they are of the opinion that one of the underlying reasons for students’ lack of interest and motivation is their being unprepared for EMI in the departments.

Strategies to cope with EMI: Students uttered that their lecturers need to develop some strategies in order to help students comprehend and students also have to adopt some strategies to cope with the challenges EMI brings forth. Lecturers seem to struggle hard to better instruct the subject and students attempt to better understand subject course content covered via English.

During the subject courses, explanation of complicated content in Turkish is provided by lecturers as stated by S30;

S30: “... When we ask complicated parts, they (lecturers) give Turkish explanation of what can be asked in exams.”

S9, pointing to the difficulties with regard to multi-tasking, informed that he mostly takes the pictures of slides which are used by lecturers as assistant materials in class or takes notes in Turkish while listening to EMI courses:

S9: “In the first semester, we took the service courses in English. I don’t think they are much related with language. We have difficulty in content courses if our English level is poor. In the first semester, teacher delivered lesson notes, but this semester he did not. We have to find a way; either take pictures of slides secretly or try to take notes during the lesson. Although teacher is competent in teaching, you take notes in Turkish. And they ask questions in English during the exams, how would it be possible? While taking notes in English, you think if you should write Turkish connotation or not. How would you do both at the same time? Then you have to take notes in English and at home you have to write Turkish meaning of it. And it takes too much time.”

According to S3, their lecturers are careful about writing questions in a simpler way as they are aware that students have difficulty comprehending questions:

S3: “... the exams have to be covered in English... the night before the exam date, I examine those slides, try to find a few key words and do spontaneously during the exams. I get 65 point by this way of studying. Teachers write questions in a simpler and easier way since they know our situation.”

S21, on the other hand, endeavours to cope with the comprehension problems in EMI courses by attending Turkish versions of them:

S21: “I attend TME content courses additionally- just because of credit issues I take EMI courses but in reality I attend TME courses. In numerical courses, my comprehension is better.. I do so for non-math courses.”

Furthermore, S30 mentioned his strategy, which he considers not to be effective for academic success:

S30: “I download books in English, try to understand the content by translation. I dont think there is a contribution of this way of studying to me. In TMI courses, I can pass exams with the information I get during the lessons.”

All in all, it was found that due to the difficulties they confront during EMI, students need to help themselves by means of some strategies. Their lecturers also struggle to do their best so that students are able to understand their points in the lesson and provide materials to students for self-study after class.

Suggestions and possible solutions to EMI problems by students: When they were inquired about their perceptions towards EMI, students also included some solutions and suggestions for their problems and concerns.

S2, for instance, suggested having native teachers in order to have a multicultural setting:

S2: "...because their education is qualified, teachers from abroad come and teach in other universities. The setting then becomes intercultural- mixed with foreigners and Turkish people."

According to S3, on the other hand, native language would be the best alternative for the medium of instruction.

S3: "All the resources are in English in engineering, yes... but we want education right in our mother tongue. When there is TME, why do we have EMI, why indirect learning? Of course, the importance of English is undeniable but it should be selective. We need to choose among three or they should exclude partial EMI and make it either completely EMI or TME. We all have different aims... in the light of these aims, everyone should find their path."

S25 also had parallel thoughts with students quoted above that;

S25: "... but teachers are also right- they may not know how to explain the content via English. They get the help of slides in class. The administration can hire foreign teachers or the ones who have abroad experience."

S26 refuted their claim that a lecturer having a similar educational background would be more helpful for students:

S26: "Teacher's being Turkish is not a problem, on the contrary, it is more of use for us... since she also learnt the language, she can help us in class..."

On the other hand, S15 stated he would rather have been asked about their preference first of all, so that he could take relevant courses to his department and worklife:

S15: "In content courses, EMI should be left to our preference. To me, the same course should be given both in Turkish and English."

Researcher: "According to what, would you choose the lessons?"

S15: "I am going to be industrial engineer... for instance, there is a course about making presentations, I would choose it as an EMI course- it would be like preparing myself. However, I would prefer a lesson based on theory to be given via Turkish as it is easier to comprehend."

S21 offered a relatively possible solution that it can be better to leave medium of instruction to students' own preference and that might be written on their diploma after graduation:

S21: "The credits of the lessons should differ from person to person; for instance, if I take EMI courses with 10% it should be written as such on my diploma. If another one takes EMI courses with 90%, this should be shown on his or her diploma."

Researcher: "This means no standardization?"

S21: "There is still no standardization in this case. I may have taken EMI courses with 40 % degree but on my diploma it is written that I graduate from partial (30%) EMI department. I take the same diploma with others. As long as we can choose, we take full EMI courses."

S24 suggested to be provided English language education for 4 years and subject courses should not be taught via English.

S24: "If they want to teach English, they should give proper English language education for 4 years- rather than teaching content courses via EMI... this makes more sense."

Lastly, according to S14, EMI could reach its aim as long as those conditions are realized:

S14: "There are two conditions for EMI to succeed. The first is teachers' competence in English and the second one is the certainty of student's competence at prep school. Students should be kept in prep school until they prove themselves in English."

4.2.2. Analysis of Lecturer Interviews

Similar to focus group interviews, lecturer interviews were also analysed with three c's method developed by Lichtman (2013, p. 252). The content analysis offered 26 codes, 11 categories and 3 concepts as illustrated in Table 4-86.

Table 4-86: Codes, categories and concepts of lecturer interviews

CODES	CATEGORIES	CONCEPTS
<ul style="list-style-type: none"> • English is a global language. • Sources are mostly in English. • Essential for business life • English is required in international companies. 	<ul style="list-style-type: none"> • Importance of learning English • Necessity of learning English 	1) Perceptions of lecturers towards English language
<ul style="list-style-type: none"> • EMI has advantages and benefits. • Related terminology in the target language is acquired by students. • EMI has disadvantages. • Full EMI students are oblivious of Turkish terminology. • Difficulty of dealing with English • Lack of quality in preparatory school education • Students' lack of interest and motivation • Students' fluency problems in speaking • Participation problems of students • Comprehension problems of students • Academic performance is low. • Degeneration of mother tongue • Partial EMI is more favourable. • Lack of readiness for EMI • Difference in learning styles • Some students need Turkish summary at the end of EMI course. • Students' insistence on Turkish in EMI courses • Too much work load for lecturers • Lack of standards 	<ul style="list-style-type: none"> • Advantages of EMI • Disadvantages of EMI • Preference for partial EMI • Linguistic barriers of students • Emotional barriers of students • Lack of standardization in the implementation of EMI among departments 	2) Perceptions of lecturers towards EMI
<ul style="list-style-type: none"> • Preparation school is obligatory. • Preparation school should revise its education plan. • Strategies developed by lecturers for effective teaching 	<ul style="list-style-type: none"> • Overhaul of preparatory school education • Strategies to cope with EMI • Solutions to EMI problems by lecturers 	3) Possible solutions, strategies and suggestions at macro and micro level

1) *Perceptions of lecturers towards English language.* While presenting the findings from focus group interviews, it was stated that all the interviewees agreed upon one point which was the importance and necessity of English competence. Like students, lecturers also verified the teaching of English language as it is a requirement in today's world in terms of many aspects.

To exemplify with the opinion of L2 from Metallurgical and Materials Engineering who supported that English is obligatory for being a global citizen;

L2: "... the fact that for being a world citizen, you have to speak and comprehend English, scanning the world literature, learning the notions and terms at least."

L3 stressed the necessity of exposure to English via partial EMI as materials in engineering are mostly published in English.

L3: “Partial EMI is a necessity for the reason that most of the resources and coursebooks in industrial engineering are written in English.”

A chemical engineering lecturer (L4) attributed to the concept of ‘necessity of learning English’ as such that:

L4: “Coursebooks are generally translations and there is a scarcity of original Turkish supplementary materials. There are various well-prepared materials and visuals provided in English... besides, when students surf the internet, they will back up their studies with those extra materials.”

As can be interpreted by the statements above, the participants of the EMI process share similar approaches towards the point of the importance and necessity of learning English.

2) *Perceptions of lecturers towards EMI.* In terms of EMI process, both students and lecturers uttered positive and negative reflections of EMI on their academic life that can be considered as advantages and disadvantages. Among the options offered by their institutions, they reflected three different perspectives, partial EMI having the highest proportion to be taken into consideration.

The concept of “Perceptions of lecturers towards EMI” is discussed under the following categories:

Preference for partial EMI: Seven lecturers were asked to point their preference for the medium of instruction. Four of them said partial EMI is more applicable when the target students are taken into consideration. Three of the lecturers, on the other hand, stated that native language medium of instruction would be more effective for content learning, and only one content teacher preferred full EMI. Table 4-87 below visualizes this finding.

Table 4-87: Lecturers’ preference for the medium of instruction

PARTIAL EMI	TMI	FULL EMI
L1. Bioengineering L2. Metallurgical and Materials Engineering L3. Industrial Engineering L6. Civil Engineering	L5. Civil Engineering L7. Mechatronics Engineering	L4. Chemical Engineering

Lecturers (L1, L2, L3, L6) mostly substantiated that students have to reach engineering course materials in their original language, which is mostly English. It might allow them to compare the content with Turkish versions at the same time. For that, partial EMI is the most effective one in comparison to full EMI and TMI. L1 and L3 supported this by stating that;

L1: Partial EMI is more advantageous than full EMI in that students can compare the terms they learn in an EMI course with their Turkish versions in a TMI course.

L3: “Partial EMI is a necessity for the reason that most of the resources and coursebooks in industrial engineering are written in English. I support partial EMI since it is a stimulation to comprehend those resources. However, full EMI is challenging for students as they cannot follow the lesson.”

Obviously, four of the lecturers agreed upon the fact that rather than completely exposing students to EMI, a partial and moderate level would work much better.

Advantages of EMI: The findings obtained from lecturer interviews reflect that lecturers possess common viewpoints with students regarding the advantages of EMI.

L5, for instance, stated that EMI is not only advantageous on an individual basis, it can provide prestige for the institution as well:

L5: “...with EMI, the objectives are... the graduate student can easily follow the world issues, research in his or her field of study and be aware of the novelties in their department, participate in international projects and active contribution to the business life. At the same time, EMI is an etiquette for popularity.”

As aforementioned, L1 was one of the few lecturers who considered EMI as advantageous in that:

L1: “Students get acquainted with the English terminology related to their department. They have an interaction in English in both (languages). ...”

L6 supported that being able to reach a great deal of course materials can be regarded as an advantage of EMI.

L6: “The advantage for a competent English user is to be able to reach thousands of course materials in their original language.”

Similar to students, lecturers seem to perceive that EMI has more disadvantages than advantages.

Disadvantages of EMI: Through the lecturers' point of view, different EMI applications in departments cause inequality in prospective engineers' education. L2 was concerned about the way EMI is applied in departments that;

L2: "... we educate prospective engineers in two different programs and they are going to graduate with different qualities. EMI cannot be applied properly and the output cannot be seen in return. There are lots of problems in its practicality. ..."

L1 seemed to have a lot of experiences proving that EMI is highly disadvantageous:

L1: "As a disadvantage; sometimes students get confused about which course is EMI and which is TMI. There is no certainty... also in full EMI programs, students are away from Turkish terminology, they cannot learn it. When they work for a private company, for instance, they become unfamiliar with the Turkish versions of terms."

...

L1: "Especially the lessons whose content is hard to comprehend are not beneficial for students when they are full EMI. While taking their courses, students prefer TMI content courses as it is much easier to understand and requires less effort. They take nonmath courses in EMI, as they have to cover the credits. If the university had not been established with the aim of EMI initially, it would turn out to be a theatre play later on- when you try to adopt it... It is like we are giving the lessons to ourselves. Teachers or assistants don't want to teach with EMI. Had they known this at the outset, there would not be such controversies."

L7, on the other hand, appeared to feel tired of the implementation of EMI in their department as he said ironically that he was the only one who was advantageous because of doing a lot of practice in English.

L7: "I dont see any advantages of teaching EMI courses at this university, more like disadvantages it has. Since you are able to teach via EMI, all the workload is on your shoulders. I teach for 18 hours in a week, it is too tiring to teach in English ... The only advantage is that I do practice in English."

On the other hand, L7 touched on the issue of degeneration of the native language. According to him, "we began to talk 'half in English and half in Turkish', which negatively influenced our effective manipulation of Turkish as well".

L7: "... Also, our biggest problem is that we have begun to talk half in English and half in Turkish in real life... like the language of plazas. It degenerates Turkish. Students are also affected by that; they go to the industry, everything is in English there. They they return back here and uses those terms in their Turkish speech. This affects our life. As we use English, we cannot express ourselves technically well in Turkish."

Linguistic barriers of students through the perspective of lecturers:

According to the majority of lecturers, students in EMI courses are unable to fully comprehend the content because of their low English proficiency level and lack of linguistic preparedness. L3, for instance, considered EMI to be challenging because students have difficulty pursuing the lesson. According to L5, the problems students confronted in EMI courses are mostly rooted by linguistic unpreparedness. For L5, students' level of English is insufficient for EMI and the production in courses is really low. Therefore, linguistic unpreparedness of students seems to produce barriers that might cause comprehension and participation problems during the instructional process.

L2, L4 and L6 shared similar thoughts regarding the same concern about students' low level of proficiency, comprehension and participation problems which might pose an impact on their motivation for the lesson.

L2: "Content courses' being EMI is never beneficial for students as they end up with taking EMI courses in the departments without getting fully competent in English. Their classroom performance and motivation level drop."

L4: "Students' level of English proficiency is low... they cannot follow the lesson and the coursebooks."

L6: "However, when they are not proficient in English, they miss the class content and don't have the motivation to study more."

Moreover, while talking about the problems of EMI they encounter in class, L7 pointed that;

L7: "The biggest satisfaction of a teacher is being understood by his students, seeing the participation and interest of the students. This is what I am disturbed by EMI. Another point is that some students whose English is average ask questions in Turkish in the middle of the lesson and this also

affects the flow of the lesson and creates the situation of “rag bag” (yamalı bohça) I said before. This is the partial EMI situation in a course not in separate courses. Although it is an EMI course, it turns out to be partial EMI one...”

By the metaphor ‘rag bag’ which he used for partial EMI, L7 implied that as lecturers of subject courses, they do their best to handle EMI courses; however, there are many incidences in class when linguistic barriers are great hindrances and that they cannot convey their messages and cover EMI lessons properly while trying to fix those problems.

According to the statements of L7, it can be understood that the problem of ‘code switching’ is observed by lecturers as well. The situation that “... some students whose English is average ask questions in Turkish in the middle of the lesson...” is a proper example for code switching.

Furthermore, while covering the lesson in English, lecturers seem to feel that their students are distracted as they are not able to pursue and keep track of the lesson. Therefore, they sometimes need to shift to Turkish in order to either draw attention or clarify their point. They also complained about students’ demand for Turkish translations or summaries at the end of the lesson, which makes lecturers feel obliged to supply that demand.

L1 exemplified this situation by saying that;

L1: “... at the end of the lesson, they come to me and ask for a Turkish summary of the content. We have them make presentations, for instance, they cannot express themselves in English though.”

To sum up, the findings reveal that linguistic barriers of students through lecturers’ perspective verify the ones students stated for their own language problems in class.

Emotional barriers of students through the perspective of lecturers: The interviewed students reflected their reactions towards EMI by pointing out how they felt about the content provided in a foreign language, lecture procedure in diverse departments and also about the differences in lecturers’ teaching style.

The analysis of lecturer interviews suggested that students' unwillingness and unreadiness for EMI content courses decrease the satisfaction and motivation level of lecturers as well. L5, for instance, mentioned his experience in class;

L5: "I can maintain the course with its natural flow and fluently- with all the anecdotes, jokes and the content to be conveyed. Sometimes when students look at me blankly in EMI courses, my motivation also gets down and this gives me the impression that I talk to myself."

According to L1, emotional barriers of some students affect the degree of participation in the lesson:

L1: "... the students who have just graduated from prep school cannot participate in the lesson. They get shy in class."

According to L6' and L7's acknowledgements, although students are enthusiastic about participating into classroom activities, their emotional barriers furthered by linguistic barriers would constitute a drawback before them.

L6: "... students' lack of English competence lowers their motivation level to study".

L7: "Students feel shy and abstain from speaking in class even if they are willing."

It was implied by all those comments that emotional barriers are also a hindrance for students' linguistic production in class, which in turn influences the motivation of lecturers.

Lack of standardization in the implementation of EMI among departments: It was aforementioned that lack of a standard application for all departments implementing partial and full EMI in engineering programs seriously affects the perceptions of participants towards EMI. As well as students, lecturers also mentioned the consequences of this dual or multi implementations of EMI in classroom environment.

According to L1, for instance, EMI has not been properly settled yet; therefore, cannot be put into practise effectively.

L1: EMI courses in departments have not been properly being applied yet. In many departments, content courses are not given via full EMI. It is EMI course in theory but in practice, it is covered in Turkish.

Moreover, L7 confessed that their EMI practices in class are conducted partly in both languages:

L7: “We sometimes cover the lesson half EMI and half TMI.”

As students are acquainted with diverse types of lecturers and their different styles while implementing EMI, they declared more problems about the lack of standardization issue; however, lecturers also seem to prefer a more proper standardized procedure in order to apply EMI thoroughly.

3. Possible solutions, strategies and suggestions at macro and micro level.

Overhaul of preparatory school education: The analysis of lecturer interviews revealed that for EMI to reach its aim, preparatory school should prepare students linguistically and students should confront EMI courses as linguistically-equipped as possible. Through lecturers’ perspective, preparatory school is the key for the success of EMI. According to L5,

L5: “What is ideal is the effective language education in prep school and preparation of them for basic English medium education. By that way, students would be provided the basics of English and content knowledge.”

L7 was also among the ones who suggested a revision for preparatory school education. The opinions of L7 supported L5’s in that;

L7: “It is essential that foreign languages department should revise its education plan in the light of this feedback, it a macro policy. We have too many problems with EMI in the departments. When the university administration plans to open EMI departments and students’ linguistic competence is so poor, we ask what do you expect from us?”

Obviously, students and lecturers believe in the importance of a revision process in the curriculum as they are of the opinion that the main underlying reason for students’ lack of interest and motivation is their being unprepared for EMI in the departments.

Strategies to cope with EMI: Both lecturers’ and students’ responses to interview questions imply that they need to develop some strategies in order to cope

with the challenges EMI brings forth. Lecturers endeavour to reach their students minds and convey their messages while students seem to struggle hard to better understand subject course content covered via English by themselves.

According to the findings of the lecturer interviews, some of the strategies lecturers need to apply in class are as follows;

- a brief explanation in Turkish as L5 pointed out:

“... students classroom performance is poor; therefore, we frequently have to explain in Turkish.”

- Turkish summary at the end of the lesson or letting students to react in the native language as L1 did:

“they (students) seek 10 minutes summary at the end of the lessons... there is no meaning of EMI then. We warn them that we don’t assess their English skills, but they prefer listening quietly. We say “you can answer in Turkish” then they answer superficially. Our lessons are like that with ninety percent.”

- making use of visuals and slides in English or using Turkish whenever needed as L2 suggested;

“The student generally asks questions in Turkish although the teacher speaks in English... and from those questions, it is understood that she hasn’t comprehended what I have taught... therefore, the course materials and slides can be presented in English... this is even an ease for us but, while explaining the content, not using Turkish makes things hard.”

- choosing simple words and simple sentences meticulously like L6:

“... students’ level of comprehension forces us to use simple words and we have to make simple sentences. Some students want to take the same course in TMI groups, I dont want to let them, but they act as they wish.”

- asking questions based on figures so that students would not deal with much linguistic data as L7 practised:

“... If I kept asking verbal questions in exams, half of the class would fail... I say “ask in Turkish, I will answer in English”. the same lecturer acknowledged another strategy he used in exams that “I ask questions based on numbers so that the question would be understood.”. Sometimes, I give Turkish course materials- although it is not my habit-so that students would read and comprehend the content- as a last remedy.”

It can be inferred from the experiences stated above that lecturers have to change their teaching style due to the diverse student profiles.

Suggestions and possible solutions to EMI problems by lecturers: Lecturers uttered some solutions to the aforementioned problems and gave recommendations to students so that they could overcome at least some of the challenges.

L4 suggested creating an intercultural setting by means of foreign students and lecturers so that EMI could reach the anticipated objectives.

L4: “It is perceived that EMI will not meet the objectives. Foreign students and faculty members would create a synergy among students and this will increase the tendency towards English and success of linguistic production.”

On the other hand, L6 recommended students to make use of a Turkish course book with the same content of the course delivered via EMI so that they could better understand the new notions introduced in English.

L6: “I think, they can support EMI course with studies through a Turkish course book at the same time. In an EMI course, they get familiar with English terminology.”

Lastly, the same lecturer (L6) implied to administer EMI courses in an organized and disciplined manner in order to see the desired end.

L6: “If we keep it tight and force students without compensation, it will reach its aim.”

In this section, findings from data analyses of student questionnaires, focus group interviews and lecturers’ interviews were presented. The following section presents the discussion of findings, conclusion and suggestions.

CHAPTER V: DISCUSSION OF FINDINGS, CONCLUSION AND SUGGESTIONS

This chapter presents the discussion of findings and interpretation of the results by revisiting the research questions and referring to the previous research. The discussion of findings is presented according to the order of the research questions. The chapter finally presents conclusion, implications and suggestions for further research.

5.1. Review of Research Questions

The aim of the present study was to investigate the perceived effectiveness of the implementation of partial and full English medium higher education programs through the perspectives of engineering students and lecturers in content courses. In the light of two main research questions, this chapter presents the discussion of findings.

The research questions having been investigated are as follows:

1. What are the attitudes and perceptions of engineering students and lecturers at a state university in Turkey towards using English as a medium of instruction (EMI) at tertiary level in an ‘English as a Foreign Language’ (EFL) setting?
 - 1a) What are the similarities and differences between partial (30%) and full (100%) EMI students in terms of their;
 - attitudes and perceptions towards EMI
 - perceived self-competence in English
2. What are the perceived effects of English medium instruction on;
 - 2a) students’ learning process of the content courses
 - 2b) lecturers’ instructional process of the content courses

5.2. Discussion of Findings

5.2.1. Attitudes and Perceptions towards using English as a Medium of Instruction at Tertiary Level in an ‘English as a Foreign Language’ Setting

The first main research question in the present study attempted to shed light on the issue of students’ and lecturers’ attitudes and perceptions towards using EMI at tertiary level in Turkey which is an EFL setting.

5.2.1.1. Students’ Case

The analysis of the questionnaire addresses to the two main aspects regarding the attitudes and perceptions of students towards using English as a foreign language (Part II) and English medium instruction at higher education (Part III.1. General Attitude and Perceptions).

The findings regarding the analysis of the second part of the questionnaire reveal that learning English as a foreign language is considered to be a requisite by a great majority of students. Approximately 95% reflect that learning a foreign language, especially English is necessary for them. Furthermore, students seem to believe in the importance of learning English at an early age, beginning at primary school (78.2%) and following at secondary school (82.3%). During tertiary education, they desire language education to be maintained in an obligatory nature (73.7%).

Learning English is not satisfactory for the citizens of today and engineers of tomorrow; therefore, it is essential to learn English at advanced level according to 88.2% of students. Moreover, being exposed to English at higher education is considered to be favourable by 76.4%. Having compulsory English language education in every phase of educational life is also appreciated by the majority of students. Almost all students taking part in the survey are found to be aware of the advantages English proficiency would bring forth. Being the lingua franca among people all over the world, English comes forth as being very popular in the eye of the students as well and they have an insight that everyone in Turkey should be able to use English effectively. With such popularity, English is deemed as a prestige factor

for 65.8% of the students. It is also revealed by the student responses that the widespread use of English has a positive impact on the culture of a person.

With respect to the degeneration of the native language due to the foreign language medium of instruction, half of the participant students (51.5%) display an optimistic point of view, indicating that one's native language cannot be negatively affected by the medium of instruction and use of a foreign language as an instructional medium does not impede the use of mother tongue.

Students' further opinions at the end of the second part in the questionnaire imply the positive attitudes on the point of necessity and importance of learning English, especially for the globalised working life. The remarks of 12 out of 49 students, on the other hand, unfold the dissatisfaction on the obligatory nature of English language education. As for 11 students, education should be conducted in one's native language in order to abstain from the detrimental effects of it on the native language. However, findings obtained from the qualitative analysis of the open-ended question in this part cannot be generalized as a general viewpoint as only few students who might have personal resistance against English seem to state their perspectives.

Results of the questionnaire were supported with the results gathered from focus group interviews with students, which helped for the interpretation of findings. The findings obtained from the qualitative analysis of focus group interviews validate the results of the quantitative strand. Approving of the results of the questionnaire analysis, students involved in focus group interviews highlighted the points of the necessity and importance of learning English. On the basis of the findings the focus group interviews revealed, students are generally of the opinion that they need to and have to learn English. Having a favourable attitude towards the active use of English at tertiary level, almost all students acknowledge that it is necessary and important to learn English in today's world due to the following reasons: globalisation of English, being a business partner in international companies, having experiences abroad and attaining to original sources written in English. Therefore, it can be interpreted that globalisation of English language has influenced students' field of study in that resources are generally produced in English

and they are required to comprehend them for their academic accomplishments. Furthermore, an experience abroad and taking part in international business grounds urge for a need to possess English competence.

The results of both quantitative and qualitative data can be attributed to the fact that engineering students hold positive attitudes in relation to using English as a medium of instruction in an EFL setting. As prospective engineers, they seem to appreciate the indispensable role of English in their professional life.

Attitudes and perceptions of engineering students on the aspect of EMI at tertiary level are more deeply interpreted when their answers to the third part of the questionnaire are considered. With regard to this, answers of students seem to concentrate on holding positive attitudes towards EMI at tertiary level. Given the fact that a considerable number of students approve the advantages of having EMI in higher education, EMI is beneficial for them owing to the fact that it activates cognitive development, provides social prestige by granting the chances of lucrative job prospects and preparing students for a life of high quality. According to these findings, it can be an accurate interpretation that students recognize EMI to be challenging for their apprehension which in turn contributes to their mental development and predict they will gain prestige in their prosperous working life due to having graduated from an English-medium higher education institution. On the other hand, more than half of the participants (57%) seem to accept that EMI is an effective method to learn English. Hence, they seem to pursue their English language education at tertiary level since EMI provides an active context for English practice.

Besides, EMI does not seem to constitute an impediment for students' academic creativity, learning of the subject matters, and scientific and academic developments. These findings indicate that having their content courses via a foreign language does not seem to have an adverse effect on students' efficiency and productivity in science and academia.

According to the findings gathered from the quantitative data, the number of students who are in favour of EMI surpasses the number of students supporting Turkish as the medium of instruction. Two items in the questionnaire attempted to

inquire students' preference for the medium of instruction. As for the item "III.1.2. Medium of instruction at tertiary level should be Turkish, not a foreign language.", it is revealed that almost half of the students (44.9%) appear to favour a foreign language, English as the medium of instruction at tertiary level whereas 32.2% prefer TMI. Another item assessing students' preference for the instructional medium was "III.1.3. There should not be English medium instruction at higher education." The result of this item indicates that there is a remarkable tendency towards EMI at higher education. This finding can be attributed to the fact that 60.8% of engineering students support EMI. The findings gathered from the qualitative data regarding students' own preference for the medium of instruction verify the results of the quantitative data. As can be seen in Table 4-85 in the previous chapter, majority of students seem to be contented with the implementation of partial EMI in their specific departments while a small number of students prefer their content courses to be provided completely in English. To illustrate these findings in numbers, out of 30 students having participated in the focus group interviews, 15 favours partial EMI whereas 4 students have a tendency towards full EMI. The other 11 students appear to adopt TMI. Hence, it can be interpreted that a majority of engineering students tend to continue having EMI courses in their major areas. The profile of students favouring partial EMI concentrates on industrial engineering department and students of civil engineering department seem to appreciate native language medium of instruction more than students of other departments.

When the findings of the present study with regard to the attitudes and perceptions of engineering students towards using EMI at tertiary level in an EFL setting were compared with the results of the related studies focusing on the same aspect, it was revealed that the findings gathered from the study by Arkin (2013) are parallel with the findings of the present study in many facets. In his study, EMI is considered to be necessary for the academic and professional life by the participants who are also concerned about the adverse impacts of a lack of linguistic competence on their disciplinary learning in the university setting. Another study which has a similar purpose conducted by Atik (2010) yielded complementary results in that it was also found that students have positive attitudes towards the implementation of EMI at tertiary level by also stating that they experience some challenges in their content courses. Another study in Turkish context conducted by Tarhan (2003)

investigating the perceptions of students in secondary education towards EMI contravene with the results of the present study regarding the differences between students' perceptions towards the use of English in education. In the case of Tarhan (2003), however, the target population was students of secondary education whereas in the case of the present study, the participants were university students, which can lead to the interpretation that perceptions of students in secondary education might contradict with the ones in tertiary education. Nevertheless, there is one common point regarding the findings of all these studies including the current study; that is, participants in each study assert EMI contributes to their competence in English.

With regard to the findings of the related field research conducted in Spanish context by Fortanet (2008), it was revealed that they are consistent with the results of the current study as participants of each study favour the implementation of EMI at tertiary level.

5.2.1.2. Lecturers' Case

The analysis of lecturer interviews indicates that students and lecturers adopt similar attitudes and perceptions towards EMI in Turkey which is an EFL setting. As in the case of students, the responses of lecturers to interview questions appear to concentrate on the necessity and importance of English language. Validating the reasons of students for favouring the active role of English in their academic and personal life, lecturers think that it is crucial to use English in a great deal of stages in life. They attribute these stages to students' educational life in that according to them, when students need to review the world literature on their field of study, they will be obliged to use and comprehend the notions and terms in English. Moreover, the scarcity of supplementary materials in Turkish leads them to engage materials in English and students have to apprehend those resources in their original language and support their general knowledge on their particular field of study.

Among the three options based on the medium of instruction in their university setting, lecturers also seem to favour partial EMI due to the reasons that; it is more advantageous than full EMI since students are able to acquire the Turkish and English versions of the same terminology in engineering (according to L1), it is a stimulating factor for students to reach and comprehend resources on engineering

written in English and pursuing a full EMI course is more challenging for students (according to L3). This result can be attributed to the interpretation that lecturers seem to be convinced of the partial implementation of EMI and that using a foreign language as a medium is not considered to be an impediment in their conduct of a subject matter. Regarding the aforementioned reasons, they are found to appreciate partial EMI not for themselves but for the benefit of their students.

The findings gathered from the qualitative analysis of lecturer interviews suggest that there are a great deal of problems in the practicality of EMI regarding the input to feed the student and the output to obtain the feedback from the student. It is implied by the lecturers that they do not feel certain about whether students have properly acquired the subject matter or not. They also state that students may sometimes have confusion about the medium of instruction of the course they have attended. Yet another finding with regard to the disadvantages perceived by the lecturers is the issue of degeneration of the native language, which might indicate that due to their frequent use of the target language, lecturers seem to be dissatisfied with the adverse impact of English on their native language performance in daily life conversations (according to L7).

Regarding the results of the other studies investigating the lecturers' attitudes and perceptions towards EMI, it was revealed that they seem to overlap with the answer of the research question in the present study concerning what the lecturers' perspectives on EMI are. To illustrate, lecturers' reasons for favouring EMI, which were explored in the study conducted by Zare-ee and Gholami (2013), are in the same direction with the ones stated by the lecturers in the present study. The lecturers in both studies have their justifications to rationalize their preference for EMI (partial EMI in the case of the present study). The status of English as a global language, the loss of original content in translated resources, reaching original course materials are some of the underlying reasons for their positive attitude towards EMI. These reasons pointed by lecturers were also found to be the findings of another study carried out by Somer (2001). That is, the participants in that study also believed in the necessity of learning English with regard to the previously stated reasons. Moreover, validating the results of the present study, it also presents the findings concerning the lecturers' viewpoints that English language education should be

provided to students additionally at tertiary education until they reach an advanced level of proficiency before the content education in English.

On the other hand, the findings of the studies conducted by Güler (2004) and Kılıçkaya (2000) seem to be inconsistent with the research findings of the present study. That is, lecturers whose perceptions on EMI were explored in these studies reflected a negative attitude towards the issue of EMI. Considering the challenges it presents for students, lecturers believe in the importance of using the native language as an instructional medium. The findings of the present study, however, suggest that lecturers possess optimistic perspectives regarding the impact of EMI on Turkish language as they think using English as the medium of instruction has more advantages than disadvantages as long as it is applied properly. Regarding this change in the approach of lecturers, one might make an interpretation that attitudes and perceptions of lecturers implementing EMI at tertiary level have changed overtime as they are surrounded with the realities of the internationalized university setting in the globalised world.

The findings of the present study regarding the attitudes and perceptions of both students and lecturers support the findings of the previous research conducted by Splunder (2010) in Flemish context. In that study also, the attitudes of students and lecturers were found to be practical rather than ideological. That is, students and lecturers in both studies seem to accept the notion of EMI in their university setting due to the pragmatic reasons such as using English as a lingua franca with specific or academic purposes. In spite of the fact that EMI might be considered to be a threat for the effective use of one's mother tongue, the findings of both studies suggest that English is not perceived as a threat for the native language. On the other hand, a study whose findings contradict with the results of this study was carried out by Kayaoğlu and Sağlam (2010). They reported that students and lecturers do not favour the idea of English medium instruction in the departments although they agree on the essentiality of English preparatory school education. One of the reasons why they oppose to EMI is attention-grabbing as students have a lack of belief in whether they might need English in the future, which emerged to be the concern of only few students in the present study as a great majority acknowledge the necessity and importance of English.

5.2.1.3. Comparison of Partial and Full EMI Students in terms of Attitudes and Perceptions towards EMI

A sub-query of the first main research question of the present study was to seek the common and contrasting points in the attitudes and perceptions of partial and full EMI students. Thus, students were requested to shed light on their perceived frequency of English use in their EMI courses; afterwards, they were asked to point out their own preference for the frequency of English use in their content courses, selective content courses and selective courses. The findings gathered from the quantitative analysis of the related items reveal that partial EMI students seem to be contented with the partial status of English in their content courses and they demand those courses including selective content courses to be conducted partly in English. It also emerged that full EMI students suggest a complete fulfilment of EMI in all of their content courses.

With respect to the perceptions on the frequency of English use in EMI courses, answers of the students in partial and full EMI programs reflect an overall difference in that content courses in full EMI programs are covered ‘always’ and ‘mostly’ in English whereas Turkish language is widely used in partial EMI engineering programs. On the other hand, students’ perceived frequency of English use in selective content courses seems to reflect a parallel result in that they are generally conducted via English in full EMI programs but ‘sometimes’ in partial EMI programs. Similar to content courses, Turkish language could also be used in partial EMI departments. As for the selective courses, it emerged that Turkish language can be used in both partial and full EMI departments.

According to the findings gathered from students’ answers regarding their preference for the frequency of English use in the previously stated courses, students of both programs vary across departments. However, the overall agreement of partial EMI students is found to be on the preference for partial EMI in all types of courses. A great number of students of full EMI engineering departments prefer EMI in their content courses and selective content courses; however, they do not have a particular preference for EMI in selective courses, which is open to discussion in that students who already study in full EMI programs seem to be contented with being delivered their major area courses via English and they especially demand EMI in these

courses. These students appear not to attach much importance to selective courses; therefore, according to them, those courses may not be taught via English.

On the other hand, the findings revealed by the analysis of quantitative data suggest that attitudes and perceptions of partial and full EMI students have a parallel direction in that their answers to almost all items reflect a similar perspective. Their attitudes and perceptions seem to dissent only on two items which are, 'I have difficulty in understanding my teachers during EMI courses.' and 'Having exams in English negatively affects my academic success.' With regard to the former item, contrary to partial EMI students, students studying in full EMI departments seem to comprehend the subject matter delivered by their lecturers more easily. As for the latter item, having exam questions written in English and the obligation to answer those questions accordingly seem not to affect full EMI students' academic success in a negative way. However, students in partial EMI departments generally feel the adverse impact of this situation on their overall accomplishments in the major area courses.

Regarding the findings revealed by the students' answers to the other items in the questionnaire, it can be said that students of partial and full EMI do not reflect much difference in terms of their attitudes and perceptions towards EMI.

5.2.1.4. Comparison of Partial and Full EMI Students in terms of Perceived Self-competence in English

Identifying the similarities and differences between partial and full EMI students with respect to their perceived self-competence was another focus of the present study. The findings of the quantitative data reveal that there is no significant difference between engineering students in two different programs in terms of their perceived level of English proficiency. They have different variances regarding the reading and listening skills as the Chi-square value of these items was found to be $<.05$.

With reference to the reading skill, while majority of partial EMI students have a perception that their reading skill is either good or average, students in full EMI departments generally feel that their reading skill is good, and even excellent (according to 27%). That is, students in full EMI departments can be said to have better reading skills than partial EMI students. Likewise, as for their perceptions

about their listening skill, partial EMI students mostly think that they are not very good at listening whereas majority of full EMI students suppose their listening skill is good. A similar inference could be attributed to this finding that full EMI students have more confidence in their listening skill than the students of partial EMI departments. On the other hand, students of both programs do not reflect much difference in terms of their writing and speaking skills and the other features of language such as grammar and vocabulary usage. Having a value of $p > .05$, their answers to these items seem to be in line with one another.

In the light of these findings, it can be inferred that engineering students in full EMI departments feel that they have more competence in reading and listening than partial EMI students. In terms of the other skills, both sides think their speaking and writing skills need to be improved and that they have a moderate degree of grammatical and vocabulary knowledge. That is, these findings display that students generally have difficulty in productive skills as they feel obliged to use their limited grammar and vocabulary while speaking and writing in class or during the exams.

Another aspect having been investigated was whether students' linguistic skills are affected by the use of English as an instructional medium. According to the findings obtained from the analysis of the related quantitative data, EMI holds a positive attribution on the improvement of listening, reading, writing and speaking skills in respect to their rank order by students. In addition, students seem to accept that EMI improves their grammatical competence as well as granting the opportunity to reach as many resources as possible related to their particular field of study.

With reference to the impact of EMI on their acquisition of language skills, both partial and full EMI students reflect similar findings in that they appreciate EMI as an effective factor in terms of improving their language skills. In other words, it is clear that students regard the process of EMI as beneficial due to the fact that it creates them a real academic context for making use of linguistic features of the target language. In the course of EMI, they have to listen to the subject matter delivered via English, to their lecturers explaining the content in English and their classmates' question and answer sessions conducted in English, which would contribute to the improvement of their listening skill. As they listen to the participants of EMI process, they will find themselves interacting with their lecturers

and peers in class, which may enhance their speaking performance. Similarly, they need to read materials and the notes provided by the lecturers, which can help their reading skills improvement. During the exams or while taking notes in class, they have to manipulate the words in a written way, respond to questions and have considerations on how to express themselves coherently in an exam paper, which will advance their writing skills. Thus, it can be concluded that engineering students studying in partial and full EMI departments seem to have obtained this awareness as they accept that EMI positively affects their language competence by providing students with the opportunity to perform in the target language.

These findings seem to be parallel with the findings reported by Atik (2010) as she also reported that EMI is a contributing factor to the improvement of target language and that students perceive EMI as effective for the acquisition of those skills. Another study whose findings overlap with the findings of the present research with regard to the impact of EMI on the perceived improvement of language skills was conducted by Arkin (2013). That is, his research also displayed that EMI tends to contribute more to one's receptive skills rather than the productive skills, especially speaking.

5.2.2. Perceived Effects of English Medium Instruction

The second main research question sought an answer to what the perceived effects of EMI are regarding students' learning and lecturers' instruction of the subject matters.

5.2.2.1. Perceived Effects of English Medium Instruction on Students' Learning Process of the Content Courses

The quantitative data analysis of the last part (Part III.2. Instructional Process) in student questionnaires revealed the findings based on the perceived effects of EMI on students' learning process of the subject matters via English.

In spite of the fact that students possess affirmative attitudes towards EMI, when it comes to actual implementation of it in their classroom environment, they seem to find it challenging to pursue the content courses and that EMI causes a decline in their overall academic attainments. More than half of the students (65%)

opt for an additional English language education so that they could be able to have more linguistic competence in order to pursue EMI courses without much difficulty.

Students' answers to the items in this part appear to address the negative impacts of EMI on their comprehension of the lesson content and participation level. The result can be attributed to the fact that engineering students can neither ask questions relevant to the subject matters nor participate in the classroom activities due to their linguistic barriers. Even though they have less difficulty giving written answers to questions directed to them, giving verbal reactions simultaneously is considered to be a challenge for the majority of students. Yet another interesting point of discussion is that almost 70% demand for explanation or summary of the subject matter in Turkish at the end of each lesson. Owing to the fact that EMI impedes students' learning process in many aspects, more than half of the participant students (52.4%) appear to memorize their subject matters in order to be successful in exams. In spite of all these, acquisition of the engineering terminology both in Turkish and English in EMI courses is presumed to be beneficial for 43.3% of students.

As in the case of the previous research question, the findings obtained from qualitative data overlap with the results of the quantitative data. Regarding the interpretation of qualitative data analysis based on the perceived effects of EMI on the learning process of students, it can be argued that negative impacts of the current implementation of EMI in the state university in Turkey overshadow the possible advantages it may bring forth. The findings reveal that students studying at various departments with partial and full EMI programs seem to have a great deal of problems they have to overcome before reaping the benefits of EMI process. Both partial and full EMI students consider EMI to be disadvantageous due to the fact that EMI loads much burden on their shoulders as it requires a great deal of additional time and effort. In the light of these findings, it can be claimed that since students possess diverse types of educational background and have all received TMI in their primary and secondary education as revealed by their answers on 'the type of high school' segment on the demographic part of the questionnaire, they appear not to be acquainted with the procedure and implementation of EMI.

When the underlying reasons for the disapproval of EMI were analysed, it was found that students do not feel linguistically ready for the English-medium courses. The findings reveal that students' comments concentrate mostly on the quality of English language education at the school of foreign languages. Almost all students claim that the pre-condition of an EMI process is to prepare students linguistically; only after that, they will be able to internalize the disciplinary knowledge entirely. It was found that students' proficiency level in English has not developed well enough in the preparatory school and that they have not obtained the prospective competence as for a smooth implementation of the department courses which are held in English. According to these results, it can be claimed that academic success in a setting where the medium of education is a foreign language can be attained on condition that students are equipped with the fundamental components of the language. Given that they do not have sufficient practice in speaking and writing and relevant vocabulary knowledge in English, they have difficulty in giving satisfactory answers to the questions or uttering their thoughts properly during the lessons or exams, which in turn adversely affect their disciplinary learning and overall, the success rate in their bachelor studies.

The findings obtained from the answers of students also reveal that their lack of linguistic preparedness leads to emotional barriers for students. That is, students tend to lose their enthusiasm and interest in EMI content courses and abstain from participating in classroom activities. The apprehension of students that both lecturers and classmates are Turkish native speakers seems to create a lack of attention for an attempt to perform in the target language.

The rationale behind these barriers appears to stem from the perceived lack of English competence. However, these findings emerge to contradict with the ones about the perceived self-competence of students in English as is revealed by the quantitative data analysis. When students' perceived level of proficiency in English was questioned, it was found that a good deal of students considered their reading, listening, writing skills; and grammar and vocabulary knowledge to be good or intermediate (average) level. This finding reveals that the only skill students perceive to be at low level is their speaking skill. However, what emerged from the findings gathered from the qualitative analysis of student answers is that almost all students

perceive the necessity of four skills improvement including a support for grammar and vocabulary in order to pursue EMI courses. That is, they do not seem to have enough competence to use their linguistic skills in practice.

Yet another finding revealed by the qualitative analysis of student interviews was that students had adaptation problems due to a lack of standardization regarding the implementation of EMI among departments. According to students, each lecturer has their own style of manipulating the EMI process. That is, while one lecturer in the department of mathematical engineering covers the lesson by reading through a material as he cannot properly explain the content, another lecturer in the same department who has a 'decent accent' (according to S27) is able to express himself fluently. Likewise, according to S19, a great proportion of the content courses in partial EMI program of civil engineering department are covered in English whereas according to S21, being the student of the same department, only one lecturer uses English in EMI courses. It can be inferred from these examples that even in the same program of a particular department, different styles of EMI application can be encountered. The findings also reveal that one lecturer from industrial engineering department does not permit students to respond in Turkish whereas a lecturer of civil engineering department allows them to ask complicated parts of the subject matter in Turkish. Furthermore, students' motivation and process of learning through EMI appear to be influenced by their lecturers regarding their choice of vocabulary, grammatical usages, pronunciation or accent.

These results can lead to the interpretation that having observed both the desired and undesired model during the implementation of EMI in classroom environment, students demand for a standardized type of a teaching style. By teaching style, they allude to the performance in the target language and lecturers' determination in covering the content course thoroughly in English. In spite of the fact that no one can expect lecturers to be in the same standardized type of an instructor, students seem to anticipate a consistent approach towards themselves and the process of EMI.

Given the fact that students encounter a variety of problems in their learning process through EMI, their responses to interview questions indicate that they have

developed some strategies in order to overcome these difficulties. Some of those strategies are; taking photos of the slides their lecturers use as teaching materials so that students could study afterwards, attending to Turkish-medium content courses in order to consolidate the incoherent parts of the English-medium courses, downloading related materials in English and trying to understand the content by translating into Turkish. Students also appear to be cognizant of the supportive manner of their lecturers who also apply basic strategies in class for the convenience of students.

Although it was not one of the main focuses of the present research, the findings revealed the possible solutions and suggestions that students offer to decrease the problematic stage of EMI. The findings signify that first and foremost commentary is on the basis of a revision on the language education system of preparatory school education at university. A large number of students claim that the underlying reason for their learning problems during the process of EMI is based on their incompetence in English language. Hence, EMI could only reach its objectives on condition that foreign languages school obliges them to acquire more linguistic features of English by not graduating students before they are ascertained to be proficient in the target language. Therefore, they appear to urge for a change in the education plan of the foreign languages school.

According to this solution provided by the majority of students, it can be interpreted that students seek more challenges at preparatory school so that they do not have much difficulty handling the EMI courses in the departments. They also suggest having vocational English at preparatory school education, which will contribute to their fields of study as they will begin to take EMI courses by having been already equipped with the related terminology of engineering in English.

These findings seem to be consistent with the previous research in that EMI brings challenges and burdens along with it regarding the acquisition of the academic content although it is perceived to be effective for the acquisition and improvement of language skills and that linguistic readiness is the first step for the implementation of EMI. Thus, the findings gathered from the studies conducted by Tarhan (2003),

Sert (2008), Atik (2010) and Arkin (2013) validate the results of the present research in that EMI poses a negative impact on the learning of the subject matters.

5.2.2.2. Perceived Effects of English Medium Instruction on Lecturers' Instructional Process of the Content Courses

Another aspect of the second research question of the present study was to find out the perceived effects of EMI on the instructional process of lecturers. The findings obtained from the lecturer interviews reveal that their responses mostly comply with the student responses in that both stakeholders seem to be affected by the same underlying factors in their motivation and distraction. However, in the case of lecturers, linguistic challenges are generally confronted by students rather than themselves. Contrary to the commentary of students that lecturers also have some difficulties while conducting the English-medium courses, lecturers only utter that they feel more comfortable in the native language.

The impacts of EMI on the instructional process of the lecturers mostly stem from students rather than lecturers' being involved in the implementation of EMI itself. According to the lecturer responses, EMI does not bear satisfying results for students and that lecturers cannot observe short-term favorable outcomes in their teaching period. The fact that their students encounter diverse problems during this phase seems to have an influence on the attitude of lecturers toward EMI; and therefore, on their implementation of the course.

Regarding the negative impacts of EMI, their focus seems to be on the students' learning process, which returns as an impediment to their instructional process. This finding can be attributed to the fact that through the perspective of lecturers, students' linguistic and emotional barriers lead to inefficient outcomes for their motivation to maintain EMI courses. Even though lecturers (L5, L7) think they are able to teach the lesson fluently by means of jokes and anecdotes in English, they sometimes feel like their message cannot be conveyed to their addressees, which distracts their attention to pursue the lesson. They also claim that they have to code-switch between two languages and cover even full EMI courses partly in English as students whose speaking skill has not developed well enough may ask questions or give responses in Turkish language which they feel more comfortable with. In spite

of the fact that they would prefer to teach the lesson completely in English, they seem to feel the necessity to assist the students who ask for explanations or summaries in the native language and need to comprehend the subject matter in the frame of that particular lesson. This finding is parallel with the one from student interviews in that students express their affirmations of this necessity and ask for a favour from their lecturers to get permission in order to ask questions or give responses in Turkish and that they are in need of being given the Turkish summary of the subject matter after each lesson.

Validating student responses, lecturers also argue that students develop emotional barriers due to their lack of linguistic competence, which retain them from actively participating in classroom activities. The findings reveal that students feel shy or introverted and abstain from responding when they are directed a question during the lesson. That is, they feel reluctant to be the owner of their learning process since they have weaknesses in the manipulation of the target language.

The findings from lecturer interviews indicate that lecturers also adopt some strategies to cope with the EMI-related problems. To illustrate, they make use of visual aids or slides so that their students could follow the lesson more easily. They choose their words and phrases meticulously while explaining the content in order for their students to be able to understand the subject matter in the target language. Yet another ease they provide for their students is to ask questions based on numbers or figures so that students do not need to deal with the verbal aspect of the language. Using the native language whenever needed is also another strategy lecturers use as a favour and endeavour to solve their problems in the short term.

Another aspect which was beyond the scope of the research questions of the present study was the acknowledgement of possible solutions and suggestions by the lecturers for the aforementioned problems encountered during EMI. Having a good number of mutual points with the students, their answers also concentrate on the regulations on the system of preparatory school education, which would improve the proficiency level of students. Having a student profile which has a variety of distinct linguistic proficiency levels, lecturers invite the foreign languages department to compensate students' linguistic level and welcome a more challenging foreign language education for the benefit of students and for the betterment of EMI process.

Although it was not in the framework of the present research, another finding emerged from the qualitative analysis of lecturer interviews is that lecturers appear to be concerned about the deterioration of their native language because of the active use of English in their academic life. As L7 pointed out, they are in the position of delivering the lecture ‘half in English, half in Turkish’, which adversely affect the effective use of both languages.

According to the findings regarding the additional solutions offered by lecturers, having a lack of standardized implementation of EMI, the setting where the lecturers work might create the synergy among students and faculty members from diverse nationalities; then, students would find it more meaningful to exert their energy for the implementation of EMI. Lecturers recommend that students could be provided with a supplementary Turkish coursebook in order to consolidate their studies and reinforce the possible outcomes anticipated from EMI. Furthermore, lecturers seem to be aware of the condition that if they implement EMI by having control of the process firmly and pushing students forward, EMI can reach its objectives.

The research findings offered by Somer (2001) regarding the effects of EMI on the lecturers’ instructional process overlap with the results of the present study as it also indicated that lecturers feel the necessity of using both English and Turkish in EMI courses because of the fact that students encounter comprehension problems which stem from their inadequate level of English proficiency. It also emerged that the findings reported by Tarhan (2003) seem to be parallel with the results of this research as it revealed that teachers think EMI has a negative effect on the instructional process especially for the students’ learning process. The results reported by Wilkinson (2005) in his research focusing on the impact of language on the teaching content are also in line with the findings of the present study as it reflected that lecturers need to alter their instructional methods in EMI courses in order to enhance content learning. The lecturers in that study also state that they tend to apply code-switching as their students need explanations of the subject matter in their native language. Arkin (2013) presented similar findings from an in-depth investigation of EMI classes that although the lecturers deliver the content course by lowering their teaching pace, students still have difficulty pursuing the lesson.

5.2. Conclusion and Implications

The purpose of the present study was to investigate the perceived effectiveness of the implementation of partial and full EMI programs in engineering departments of a state university in Turkey, through the perspectives of its stakeholders- students and lecturers. A mixed-method research design was adopted in order to collect data that would constitute as answers to the research questions. After the data from the quantitative and qualitative strands of the study were analysed and findings were presented, the data were integrated in accordance with the purpose of the study.

Based on the findings gathered from quantitative and qualitative analyses, it can be concluded that students and lecturers hold positive attitudes towards the use of English as a foreign language supporting that learning English at advanced level is a requisite in today's world where most of the business deals are conducted with international partners, established companies might have foreign employers and employees, academia is surrounded by researchers from diverse backgrounds, most of the publications need to be translated into English as it is acknowledged to be the lingua franca and universities have become a universal ground welcoming students from all around the world. This reality encompassing students and lecturers seems to have affected the perceptions regarding the use of English as an instructional medium at tertiary level as their responses suggest content courses in higher education can be provided in English due to the necessity and importance of being competent in a foreign language, especially English. The attitude of students and lecturers towards EMI can be regarded as a reflection of the fact that they both appreciate EMI as a notion.

In terms of the preference for the instructional medium among the three options which are full (100%) EMI, partial (30%) EMI and TMI, students who were quantitatively analysed seem to favour English medium instruction in general. When their perceptions were analysed qualitatively, students' responses revealed that partial EMI is the most reasonable and feasible as it is more practical under their circumstances in which they do not feel linguistically ready for a complete implementation of EMI. Thus, it can be concluded that partial EMI is considered to

be more favourable by the students and lecturers as it provides an authentic context to get acquainted with the related terminology in Turkish and English on their field of study and that students do not stay completely away from an English-speaking environment. Another reason that makes partial EMI more preferable seems to be students' linguistic unpreparedness for the implementation of full EMI. Thus, participants of the study urge the school of foreign languages in their university to have regulations on the education plan of preparatory school and put them into practice in order that EMI programs could reach their objectives. The administrators may increase the passing grade of the proficiency exam taken by students at the end of each semester so that students would feel under more pressure and study harder to pass, or they may change the existing curriculum by including a more purposeful content serving the needs of the engineering students regarding their content courses in the departments. According to Flowerdew and Peacock (2001, p. 177), there are some vital steps to be taken into consideration for a smooth flow of the fulfilment process of EAP curriculum. The first one is to analyse the unique needs of EAP students; another one is defining a detailed description of the nature of the EAP teaching and learning process; and the third step is acceptance of the differentiation of EAP in terms of methodologies and approaches from that of ESL's. Among these steps, the most essential one seems to be conducting a needs analysis regarding students' different levels of proficiency before preparing the content of the 'English for specific purposes' curriculum focusing on and serving the needs of students' academic studies and prospective business life. Responses of both students and lecturers concentrate mostly on such an overhauling of the curriculum. For instance, Basic English education can be given in the first semester and engineering terminology can be provided in the second semester to students who are categorized according to their field of study so that each group can be instructed by means of materials with related content and technical terminology being of use in major area courses. These findings and implications indicate that students necessitate a more proper and challenging language preparatory education so that they could be equipped with the required competences in order to be involved in a complete EMI process, which in turn might positively affect their attitudes and perceptions towards a full implementation of EMI.

Another focus of the present study was to offer the common and divergent points between the students of partial and full EMI programs. The findings revealed that students who are exposed to two different implementations seem to possess similar perceptions towards EMI in that both sides consider it as a natural process and that partial EMI students seem to be in favour of partial EMI and full EMI students generally possess positive perceptions towards full EMI. Only on the points of understanding the lecturers during EMI courses and the effect of EMI on their academic success, they reflect a contrasting approach in that students of partial EMI programs seem to have more difficulty than full EMI students. This was not a surprising result as partial EMI students are expected to have a more limited proficiency level in English, which in turn leads to more hardships in the comprehension of the subject matters.

As for their perceived self-competence in English, there seems to be no significant difference between the students of partial and full EMI departments. Both sides seem to agree on the point that EMI improves their acquisition and improvement of language skills. While their degree of perceived self-competence tends to be parallel in terms of speaking and writing skills and also grammatical and vocabulary knowledge, full EMI students reflect that they feel more competent in reading and listening skills in comparison to partial EMI students.

Yet another main concern of the present study was to identify the perceived effects of EMI on learning and teaching process. One might conclude from the relevant findings that EMI does not prove to be effective enough for content learning of students and teachers' performance while lecturing. Although students and lecturers seem to approve the adoption of English as the medium of instruction at tertiary level, when it comes to its actual implementation in classroom environment, they encounter a great deal problems which seem to stimulate one another. These problems can either be solved by the alterations in the education policy of the university or remedied by individual endeavours. Thus, their reaction seems to prove that implementation of EMI in the university setting is not impeccable and that having a pre-dominance in education, English can stand as a detriment for the linguistic cognition of the large majority of students. So (1987, cited in Pennycook,

2002, p. 196) had reported long before that ‘There is much evidence indicating that English medium instruction has created learning problems for many students’.

Participant students in the interviews were mostly partial EMI students who appear to be dissatisfied with their academic performances as EMI impedes their overall attainments. The results of the present study reveal that students have difficulty comprehending the content courses and following their lecturers during the lesson. Because they cannot fully understand the content, they abstain from participating in classroom activities and cannot be active participants of the lesson, which eventually has a negative impact on their academic success. They have an extra burden to study for EMI courses individually. EMI also leads to rote learning and memorization as students are not able to master the academic content due to the linguistic and emotional barriers. These findings appear to constitute a response to the curiosity of Linder and Airey (2007) regarding ‘whether problems encountered in EMI are more serious in contexts where students have more limited language skills and whether there is a higher risk of surface learning or misunderstanding of disciplinary content’. Furthermore, these findings justify the concerns offered by Demircan (1988) and Sinanoğlu (2004) regarding the lack of quality education due to FLMI.

Lecturers, on the other hand, seem to be distracted by the students’ approach during EMI courses. They have to change their teaching habits in order to contribute to their students’ comprehension of the subject matter. According to the findings, students’ lack of English competence is considered to be the basic underlying reason for the negative influences of EMI on the educational and instructional process. At this point, there emerged a chain reaction like the domino effect in that when students are linguistically incompetent, it affects their comprehension level of the course materials, self-confidence in the participation into classroom activities, motivational factors to pursue the lesson, success rate in the exams and eventually their attitudes and perceptions towards EMI. When those impacts are inclined to be negative in nature, the whole educational period in tertiary level would be bound to fail.

EMI is a process in which all the stakeholders should do their best. EMI content teacher should teach the lesson with the fulfillment of English skills and

students should first have the preparedness and capacity to pursue an EMI course. As suggested by Wong (2009), forcing students who have already been involved in an EMI process to perform in the target language would bear positive results in that when they are allowed the choice of using their native language, students do not struggle to use English because of peer pressure or face issues. The adoption of 'English-only' policy seems to be required in order to decrease the adverse effects of EMI on the learning process. Flowerdew (1994) offers two ways to strengthen comprehension level of non-native students of EMI courses. One of these ways is to alter the form of the lectures by providing students with the opportunities to interact and lead them to ask questions, and to alternate the input so as to make the content more comprehensible. Second, students should be given the opportunity to develop themselves linguistically in order that they can pursue the lectures with minimum problems. Lecturers in the present research seem to struggle for accommodating the difficulties students face by circumventing those challenges with their own strategies and adopt the responsibility of EMI learning as students. For the academicians lecturing in English, a training project can be proposed to help them consolidate such challenges and facilitate their students' learning. Furthermore, lecturers in language and engineering departments should cooperate and collaborate in order to guide the students to adopt the required language skills and learning strategies. When it is already challenging to learn the academic content in their field of study, students are exposed to one more challenge by learning that content via a foreign linguistic medium. First of all, that tool should be excellent enough to reap the fruits of the EMI process as it can help students cross the bridge between themselves and the lecturers.

It also seems that the apprehension of EMI by the majority of the participants overshadows the concerns regarding the degeneration of the native language. In the previous research, although the stakeholders of an EMI process seem to believe that EMI is a hindrance factor for the effective performance in one's native language, the present study reflects that this apprehension has changed as participants think that EMI does not adversely affect their performance in Turkish. This might be because of the fact that notion of the world has even more shrunk, evolving from a global village into a global street that everyone is a neighbour to one another, who has been introduced through social media; knocking on the door of each other's profile,

watching the same scenes, shopping from the same sellers, consuming the same products, being exposed to the same content of life stories and even has similar dreams. It can be claimed that when everyone appears to be in the same ship, they seem to attribute more significance to their practical concerns in order to save themselves in the competitive landscape rather than the nationalistic values.

In conclusion, the significance of using a foreign language effectively, especially English, is crystal-clear for both students and lecturers. The analyses of the quantitative and qualitative research tools showed that students have awareness on the importance and necessity of learning a foreign language and English education. However, implementation of a full and fruitful EMI program in an EFL setting does not seem to be easily applicable in practice as it is suggested in theory. Students' demands appear to concentrate on the necessity of English for specific purposes so the basis for that should be prepared for learners in order to ease the workload of content teachers. They both agreed on the issue that EMI could be put into practice properly as long as Basic English education and relevant terminology are provided to students in the preparatory year and their level of English proficiency is equalized and idealized. Hence, it can be suggested that school of foreign languages revise its education plan in the light of this feedback as a macro policy behind EMI. For these reasons, the result of this study proves the fact that the implementation of EMI has preconditions which have to be actualized if the targets are expected to reach their outcomes.

The curriculum of the preparatory classes should be designed according to the needs of the students by being modified from English for general purposes to EAP or ESP, which might increase students' motivation as they will observe the relevance of their linguistic preparation to the academic courses.

5.3. Suggestions for Further Research

This study may pave the way for diverse research topics. For instance, the comparison of students' perceptions of the teachers' performance and teachers' perceptions of the students' performance might be a subject for a further research. In-class and/or exam performance of students in EMI courses can be researched. EMI implementation between two universities can also be contrasted. Additionally,

learning strategies of non-native students and lecturing strategies of non-native teachers involved in EMI can be a proper research topic. A study investigating students and lecturers' language proficiency with a focus on testing and assessment can also contribute to the literature. EMI is also a subject of research which allows for longitudinal studies such as the evaluation of students' EMI performances from the freshman year to senior year at university.



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APPENDICES

Appendix A: Questionnaire

ANKET

Değerli öğrencimiz, elinizdeki sormaca / anket, bilimsel bir çalışmada veri tabanı olarak kullanılmak üzere düzenlenmiştir. Çalışmanın temel amacı yabancı dilde (İngilizce) eğitim yapılması bağlamında sizlerin sahip olduğu tutum ve görüşleri saptamak ve bunları değerlendirmektir. Bu bakımdan size verilen sormacayı duyarlılıkla istendiği biçimde yanıtlamanız, çalışmanın geçerlik ve güvenilirliğini artıracaktır.

Şimdiden yardımlarınız için teşekkür eder, çalışmalarınızda başarılar dileriz.

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I. BÖLÜM: Kişisel Bilgiler

1. Cinsiyetiniz: Kız Erkek
2. Uyruğunuz: TC Diğer: (Belirtiniz) __
3. Fakülteniz: _____
4. Bölümünüz: _____
5. Sınıfınız? Bir İki Üç Dört
6. Mezun olduğunuz lise türü:
Devlet Lisesi Özel Lise Anadolu Lisesi
Anadolu Öğretmen Lisesi Meslek Lisesi Anadolu Meslek Lisesi
Diğer: (Lütfen belirtiniz) _____
7. Bu üniversiteyi tercih nedeniniz:
Kaliteli bir eğitim almak
İngilizce'yi daha iyi öğrenmek
Yabancı dilde öğrenim görmek
Ailemin isteği
Diğer (Lütfen belirtiniz) _____

İngilizce Bilgisi

8. Kaç yıldır İngilizce öğreniyorsunuz? _____
9. İngilizce öğrenmeye ne zaman başladınız?
İlkokul Ortaokul Lise Üniversite

10. Bölümünüze başlamadan önce İngilizce Hazırlık Okulu'nda okudunuz mu?

Evet Hayır

11. En son girdiğiniz İngilizce yeterlilik sınav türü (Proficiency, ELT, IELTS, TOEFL, KPDS, vb.) ve aldığınız puan nedir?

Sınav türü: _____ Puanınız: _____

12. İngilizce'deki kendi yeterlik düzeyinizi her bir dil becerisi için aşağıdaki kutucuklara bir (✓) işaret koyarak belirtiniz.

Dil Becerisi	Çok iyi	İyi	Orta	Zayıf	Başlangıç
Okuma					
Dinleme					
Yazma					
Konuşma					
Dilbilgisi					
Sözcük Bilgisi					

İngilizce Kullanımı

13. Aşağıdaki tablodan bölümünüzde aldığınız dersler için, ilgili kutucuğu işaretleyerek (✓) şimdiye kadar ders anlatımı bakımından İngilizce kullanılma durumunu belirtiniz.

Ders	Her zaman İngilizce	Çoğunlukla İngilizce	Zaman zaman İngilizce	Her zaman Türkçe
Bölüm Dersleri				
Alan Seçmeli Dersler				
Seçmeli Dersler				

14. Aşağıdaki tablodan bölümünüzde aldığınız dersler için, ilgili kutucuğu işaretleyerek (✓) şimdiye kadar sınavlarda İngilizce kullanılma durumunu belirtiniz.

Ders	Her zaman İngilizce	Çoğunlukla İngilizce	Zaman zaman İngilizce	Her zaman Türkçe
Bölüm Dersleri				
Alan Seçmeli Dersler				
Seçmeli Dersler				

15. Aşağıdaki tablodan bölümünüzde aldığınız dersler için, ilgili kutucuğu işaretleyerek (✓) bu derslerde İngilizce kullanımının hangi yoğunlukta olmasını dilediğinizi belirtiniz.

Ders	Her zaman İngilizce	Çoğunlukla İngilizce	Zaman zaman İngilizce	Her zaman Türkçe
Bölüm Dersleri				
Alan Seçmeli Dersler				
Seçmeli Dersler				

II. BÖLÜM: Yabancı Dil ve Yabancı Dil Olarak İngilizce

Aşağıdaki tümceler sizin “yabancı dil” ve “yabancı dil olarak İngilizce” hakkında görüşlerinizi saptamak için yazılmıştır. Her tümceyi dikkatle okuyarak, verilen derecelendirme ölçeği üzerinde sizin için en uygun seçeneği (✓) işaretleyiniz. Lütfen cevapsız ifade bırakmayınız. Ölçek belirteçleri:

- (5) Tamamen katılıyorum (4) Katılıyorum (3) Fikrim yok
(2) Katılmıyorum (1) Kesinlikle katılmıyorum

YABANCI DİL ve YABANCI DİL OLARAK İNGİLİZCE	Tamamen katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum.
1. Yabancı dil öğrenmek ülkemizdeki herkes için gereklidir	5	4	3	2	1
2. İngilizce öğrenmek ülkemizdeki herkes için gereklidir.	5	4	3	2	1
3. Yabancı bir dil öğrenmek benim için gereklidir.	5	4	3	2	1
4. İngilizce öğrenmek benim için gereklidir.	5	4	3	2	1
5. İngilizce öğreniyor olmak memnuniyet vericidir.	5	4	3	2	1
6. İngilizce bilmek bireye toplumda saygınlık kazandırır.	5	4	3	2	1
7. İngilizce’yi çok iyi düzeyde öğrenmek önemlidir.	5	4	3	2	1
8. Yabancı dille eğitim/öğretim, anadilin yozlaşmasına sebep olmaktadır.	5	4	3	2	1
9. İngilizce’nin yaygınlaşması bireyin kültürünü olumlu yönde etkiler.	5	4	3	2	1
10. İngilizce bilmek bireye avantaj sağlar.	5	4	3	2	1
11. İlköğretimde İngilizce zorunlu ders olarak okutulmalıdır.	5	4	3	2	1
12. Ortaöğretimde İngilizce zorunlu ders olarak okutulmalıdır.	5	4	3	2	1
13. İngilizce, zorunlu yabancı dil olarak üniversite düzeyinde devam ettirilmelidir.	5	4	3	2	1
14. Yükseköğretimde İngilizce dışında başka diller de seçmeli ders olarak okutulmalıdır.	5	4	3	2	1
15. İngilizce’nin yaygın kullanımı Türkçe’yi olumlu yönde etkiler.	5	4	3	2	1
16. Yabancı dille eğitim/öğretim, anadili kullanımını engelleyici bir unsurdur.	5	4	3	2	1

Yukarıdaki tümceler ile ilgili olarak eklemek istediğiniz görüşlerinizi kısaca belirtiniz.

.....

III.BÖLÜM: Yabancı Dilde (İngilizce) Öğretim

1. Genel Tutum ve Görüşler

Aşağıdaki tümceler sizin üniversitelerde bölüm derslerinin yabancı dilde (İngilizce) öğretimine ilişkin genel tutum ve görüşlerinizi saptamak için yazılmıştır. Her tümceyi dikkatle okuyarak, verilen derecelendirme ölçeği üzerinde sizin için en uygun seçeneği (✓) işaretleyiniz. Lütfen cevapsız tümce bırakmayınız. Ölçek belirteçleri:

- (5) Tamamen katılıyorum (4) Katılıyorum (3) Fikrim yok
(2) Katılmıyorum (1) Kesinlikle katılmıyorum

YABANCI DİLDE (İNGİLİZCE) ÖĞRETİM: GENEL TUTUM ve GÖRÜŞLER	Tamamen katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1. Üniversitelerde derslerin İngilizce öğretilmesi yararlıdır.	5	4	3	2	1
2. Üniversite düzeyinde öğretim dili, bir yabancı dil değil, Türkçe olmalıdır.	5	4	3	2	1
3. Yükseköğretimde İngilizce öğretim yapılmaması gerekir.	5	4	3	2	1
4. Yabancı dille eğitim, kişisel olarak sosyal saygınlığımı artırmaktadır	5	4	3	2	1
5. İngilizce yoluyla öğretim yapılan derslerde, hocalarımı anlamakta güçlük çekiyorum.	5	4	3	2	1
6. Alan dersinin İngilizce olması sınıf içi aktivitelere katılmama engel değildir.	5	4	3	2	1
7. İngilizce yapılan öğretim, üniversite öğrencilerinin bölüm derslerindeki başarısını olumsuz etkiler.	5	4	3	2	1
8. İngilizce öğretim yapmak yerine, o dilin etkin bir biçimde öğretimi daha uygun olur.	5	4	3	2	1
9. Üniversite eğitiminin anadilde yapılması doğal bir süreçtir.	5	4	3	2	1
10. Yabancı bir dilde öğretim, öğrencilerin zihinsel gelişimini olumlu etkiler.	5	4	3	2	1
11. İngilizce öğretim yapan bir üniversiteden mezun olmak, bireye daha iyi iş olanağı sağlar.	5	4	3	2	1
12. Mezuniyet sonrası meslek hayatında İngilizce bilgisine ihtiyaç vardır.	5	4	3	2	1
13. Alan derslerinin İngilizce öğretilmesi, mezunların mesleklerinde başarılı olmalarını sağlar.	5	4	3	2	1
14. Alan derslerinin İngilizce öğretilmesi, öğrencilerin akademik çalışmalarında başarılı olmalarını sağlar.	5	4	3	2	1
15. Yabancı bir dilde öğretim, öğrencilerin akademik yaratıcılığını sınırlar.	5	4	3	2	1
16. Yabancı bir dilde öğretim, öğrencilerin alan bilgisi hakimiyetini sınırlar.	5	4	3	2	1
17. Yabancı bir dilde öğretim, yabancı dili öğrenmek için etkili bir yöntemdir.	5	4	3	2	1
18. Yabancı bir dilde öğretim, anadilin bilimsel ve akademik gelişimini olumsuz etkiler.	5	4	3	2	1

Yukarıdaki tümceler ile ilgili olarak eklemek istediğiniz görüşlerinizi kısaca belirtiniz.

2. Öğretim Süreci

Aşağıdaki tümceler aracılığı ile öğrenim gördüğünüz bölümünüzde yabancı dilde (İngilizce) öğretim sürecine ilişkin görüşleriniz ve deneyimleriniz hakkında bilgi toplamak istiyoruz. Her tümceyi dikkatle okuyarak verilen derecelendirme ölçeği üzerinde sizin için en uygun olanı lütfen (✓) işaretleyiniz.

(5) Tamamen katılıyorum (4) Katılıyorum (3) Fikrim yok
(2) Katılmıyorum (1) Kesinlikle katılmıyorum

a. Ders İçeriğini Öğrenme

YABANCI DİLDE (İNGİLİZCE) ÖĞRETİM: ÖĞRETİM SÜRECİ	Tamamen katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1. Bölüm derslerinin İngilizce olması derslerdeki başarımla olumlu yönde etkiler.	5	4	3	2	1
2. Derslerin İngilizce anlatılması anlamamı engeller.	5	4	3	2	1
3. İngilizce anlatılan dersin Türkçe özetinin verilmesi gerekir.	5	4	3	2	1
4. Derslerde İngilizce olarak soru sormakta zorluk çekerim.	5	4	3	2	1
5. İngilizce sorulara sözlü cevap vermekte zorlanırım.	5	4	3	2	1
6. İngilizce sorulara yazılı cevap vermekte zorlanırım.	5	4	3	2	1
7. Öğretmenin sorulara verdiği İngilizce cevapları anlamakta zorlanırım.	5	4	3	2	1
8. İngilizce işlenen bir dersin özetini kendi cümlelerimle İngilizce olarak yazabilirim.	5	4	3	2	1
9. İngilizce işlenen bir dersin özetini kendi cümlelerimle İngilizce olarak anlatabilirim.	5	4	3	2	1
10. Kullanılan İngilizce ders kaynaklarını anlamakta zorluk çekerim.	5	4	3	2	1
11. Derslerde terimlerin hem İngilizcesini hem Türkçesini öğrenmek bana fazladan yük getirir.	5	4	3	2	1
12. Derslerin İngilizce olması yeni öğrenilen terimlerin akılda tutulmasını zorlaştırır.	5	4	3	2	1
13. Derslerin Türkçe ya da İngilizce olmasının önemi yoktur; her iki dilde de kendimi iyi ifade edebiliyorum.	5	4	3	2	1
14. Derslerin İngilizce öğretimi ezberciliği artırır.	5	4	3	2	1
15. İngilizce öğretim, alanım ile ilgili bilgi kaynaklarına ulaşmamı kolaylaştırır.	5	4	3	2	1

16. Sınavların İngilizce yapılması başarımı olumsuz yönde etkiler.	5	4	3	2	1
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b. Dil Becerileri

	Tamamen katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
17. Derslerin İngilizce yapılması İngilizce dilbilgimi geliştirir.	5	4	3	2	1
18. Derslerin İngilizce yapılması İngilizce dinleme becerimi geliştirir.	5	4	3	2	1
19. Derslerin İngilizce yapılması İngilizce okuduğunu anlama becerimi geliştirir.	5	4	3	2	1
20. Derslerin İngilizce yapılması İngilizce yazma becerimi geliştirir.	5	4	3	2	1
21. Derslerin İngilizce yapılması İngilizce konuşma becerimi geliştirir.	5	4	3	2	1
22. Derslerin İngilizce yapılması Türkçemi olumsuz etkiler.	5	4	3	2	1
23. Derslerin İngilizce yapılması akademik Türkçemin gelişimini olumsuz etkiler.	5	4	3	2	1

Bölüm derslerinin İngilizce yapılmasının olumlu yönleri sizce nelerdir? Lütfen maddeler halinde yazınız.

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Bölüm derslerinin İngilizce yapılmasının olumsuz yönleri sizce nelerdir? Lütfen maddeler halinde yazınız.

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Bu bölümdeki tüm tümcelere ek olarak belirtmek istediğiniz görüşlerinizi lütfen yazınız.

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TEŞEKKÜRLER

QUESTIONNAIRE

Dear participant, this questionnaire was designed for data collection in a scientific study. The main purpose of the study is to investigate and evaluate your attitude and perceptions on English medium of instruction. For that reason, your answers to this questionnaire are of great value for the validity and reliability of the present study.

Thank you in advance for your time and contribution; and wish you the best for your studies.

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PART I: Personal Information

1. Gender: Female Male
2. Faculty: _____
3. Department: _____
4. Year of Study? First Second Third Forth
5. High school you graduated from :
General High School Private high school Anatolian high school
Anatolian teacher training high school Labor school Anatolian labor school
Other: _____
6. Reasons for preferring this university:
 Having a quality education
 Having a better foreign language (English) education
 Foreign language medium of education
 Choice of my family
 Other _____

Knowledge of English

7. When did you start learning English?
 Primary School Secondary School High School University
8. Have you studied at Preparatory School before you start your department?
Yes No
9. Which language proficiency test you have had last (Proficiency, ELT, IELTS, TOEFL, KPDS, etc.) and what is your grade?
Type of test : _____ Grade: _____

10. Check the level of your proficiency on English for each language skill with a sign of (✓).

Language Skill	Excellent	Good	Average	Poor	Beginner
Reading					
Listening					
Writing					
Speaking					
Grammar					
Vocabulary					

Use of English

11. Check (✓) the appropriate blank in the table below to indicate the frequency of English use in courses that you have taken.

Class / Lesson / Course	Always English	Mostly English	Sometimes English	Always Turkish
Content courses				
Selective content courses				
Selective courses				

12. Check (✓) the appropriate blank in the table below to indicate the frequency of English use in the exams that you have had.

Class / Lesson / Course	Always English	Mostly English	Sometimes English	Always Turkish
Content courses				
Selective content courses				
Selective courses				

13. Check (✓) the appropriate blank in the table below to indicate your preference for the frequency of English use in the courses that you have taken.

Class / Lesson / Course	Always English	Mostly English	Sometimes English	Always Turkish
Content courses				
Selective content courses				
Selective courses				

14. Your grade point average (CGPA): _____

PART II: Foreign Language and English as a foreign language

The statements below were written to identify your perceptions on “foreign language” and “English as a foreign language”. Reading each statement carefully, check (✓) the most appropriate option on the given rating scale. Do not leave statements unchecked, please.

Scaling factors: (5) Strongly Agree (4) Agree (3) No idea (2) Disagree (1) Strongly Disagree

FOREIGN LANGUAGE AND ENGLISH AS A FOREIGN LANGUAGE	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. Learning a foreign language is necessary for everyone in our country.	5	4	3	2	1
2. Learning English is necessary for everyone in our country.	5	4	3	2	1
3. Learning a foreign language is necessary for me.	5	4	3	2	1
4. Learning English is necessary for me.	5	4	3	2	1
5. It is pleasing to be learning English.	5	4	3	2	1
6. Knowing English makes one gain prestige in a society.	5	4	3	2	1
7. It is important to learn English at advanced level.	5	4	3	2	1
8. Foreign language medium instruction leads to degeneration of the native language.	5	4	3	2	1
9. The spread of English positively affects the culture of a person.	5	4	3	2	1
10. Knowing English is advantageous for a person.	5	4	3	2	1
11. English should be taught as an obligatory course in primary school.	5	4	3	2	1
12. English should be taught as an obligatory course in secondary school.	5	4	3	2	1
13. English should be carried on as an obligatory foreign language at tertiary level.	5	4	3	2	1
14. Languages other than English should be taught as selective courses at higher education.	5	4	3	2	1
15. Common use of English affects Turkish in a positive way.	5	4	3	2	1
16. Foreign language medium of instruction prevents the use of native language.	5	4	3	2	1

Please state briefly if you have further opinions on the statements above.

.....

PART III: Foreign Language (English) Medium of Instruction

1. General Attitude and Perceptions

Statements below were written to identify your attitude and perceptions on foreign language (English) medium instruction in content courses at higher education. Reading each statement carefully, check (✓) the most appropriate option on the given rating scale. Do not leave statements unchecked, please.

Scaling factors: (5) Strongly Agree (4) Agree (3) No idea (2) Disagree (1) Strongly Disagree

FOREIGN LANGUAGE (ENGLISH) MEDIUM OF INSTRUCTION: GENERAL ATTITUDE AND PERCEPTIONS	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. Teaching content courses at higher education in English is beneficial.	5	4	3	2	1
2. Medium of instruction at tertiary level should be Turkish, not a foreign language.	5	4	3	2	1
3. There should not be English medium instruction at higher education.	5	4	3	2	1
4. Foreign language medium of instruction increases my social prestige.	5	4	3	2	1
5. I have difficulty in understanding my teachers during the English medium instruction courses.	5	4	3	2	1
6. Content courses in English do not prevent me from participating classroom activities.	5	4	3	2	1
7. English medium instruction negatively affects the success of university students in their content courses.	5	4	3	2	1
8. It would be better to teach English effectively rather than English medium instruction.	5	4	3	2	1
9. It is a natural process to have higher education in one's native language.	5	4	3	2	1
10. Foreign language medium of instruction positively affects students' cognitive development.	5	4	3	2	1
11. Being a graduate of a university with English medium instruction provides better job opportunities to a person.	5	4	3	2	1
12. There is a need for English knowledge in working life after graduation.	5	4	3	2	1
13. Teaching content courses in English helps graduates to be successful in their working life.	5	4	3	2	1
14. Teaching content courses in English helps graduates to be successful in their academic life.	5	4	3	2	1
15. Foreign language medium of instruction restricts students' academic creativity.	5	4	3	2	1
16. Foreign language medium of instruction restricts students' command of content knowledge.	5	4	3	2	1
17. Foreign language medium of instruction is an effective method to learn that language.	5	4	3	2	1

18. Foreign language medium of instruction negatively affects the scientific and academic development of a native language.	5	4	3	2	1
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Please state briefly if you have further opinions on the statements above.

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2. Instructional Process

By means of the statements below, it is aimed to gather information about your opinions and experiences on the instructional process of foreign language (English) medium. Reading each statement carefully, check (✓) the most appropriate option on the given rating scale. Do not leave statements unchecked, please.

Scaling factors: (5) Strongly Agree (4) Agree (3) No idea (2) Disagree (1) Strongly Disagree

a. Learning the content course

FOREIGN LANGUAGE (ENGLISH) MEDIUM OF INSTRUCTION: INSTRUCTIONAL PROCESS	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. Having content courses in English affects my academic success in a positive way.	5	4	3	2	1
2. Having content courses in English prevents me from understanding the lesson.	5	4	3	2	1
3. It is essential to have a Turkish summary of the content course that is taught in English.	5	4	3	2	1
4. During the lessons, I have difficulty in asking questions in English.	5	4	3	2	1
5. I have difficulty giving verbal answers to the questions in English.	5	4	3	2	1
6. I have difficulty giving written answers to the questions in English.	5	4	3	2	1
7. I have difficulty understanding the teachers' answers in English.	5	4	3	2	1
8. I can write the summary of an English-medium course in English.	5	4	3	2	1
9. I can give a verbal summary of an English-medium course in English.	5	4	3	2	1
10. I have difficulty understanding the sources in English.	5	4	3	2	1
11. It is an extra burden to learn both Turkish and English terminology in the courses.	5	4	3	2	1
12. Having content courses in English makes it difficult to keep the terminology in mind.	5	4	3	2	1
13. It doesn't matter if the lesson is given in Turkish or English; I can express myself well in both.	5	4	3	2	1
14. Having content courses in English increases memorization.	5	4	3	2	1
15. English medium instruction helps me reach sources in my department more easily.	5	4	3	2	1

16. Having exams in English negatively affects my academic success.	5	4	3	2	1
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b. Language Skills

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
17. Having content courses in English improves my grammatical knowledge in English.	5	4	3	2	1
18. Having content courses in English improves my listening skills in English.	5	4	3	2	1
19. Having content courses in English improves my reading skills in English.	5	4	3	2	1
20. Having content courses in English improves my writing skills in English.	5	4	3	2	1
21. Having content courses in English improves my speaking skills in English.	5	4	3	2	1
22. Having content courses in English affects my native language (Turkish) in a negative way.	5	4	3	2	1
23. Having content courses in English affects the development of my academic Turkish usage in a negative way.	5	4	3	2	1

What are the positive sides of having content courses in English?

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.....
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What are the negative sides of having content courses in English?

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.....

Please write any additional opinion on the issue of foreign language (English) medium of instruction.

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THANK YOU

Appendix B: Focus Group Interview Protocol

ODAK GRUP ÇALIŞMASI SORULARI

Fakülte / Bölüm:

Tarih:

- 1) Üniversitedeki bölüm derslerini öğrenme dili olarak en etkili olanı sizce hangisidir? Neden?
- 2) Üniversitenizde kısmi ve tamamen İngilizce öğretim yönteminin benimsenmesinin avantajları ve dezavantajları nelerdir?
- 3) İngilizce'nin yabancı dil olarak kullanıldığı bir ortamda, yabancı dilde öğretim programlarının uygulanması ve hedefine ulaşım ulaşmaması hususunda düşünceleriniz nedir?
- 4) Yabancı dil beceriniz ve akademik başarınız arasında bağlantı olduğunu düşünüyor musunuz? Yabancı dil bilginiz dersi anlamamanızı kolaylaştırıyor mu?
- 5) Yabancı dilde öğretimin bölüm dersi öğrenimindeki etkileri nelerdir?

STUDENT (FOCUS GROUP) INTERVIEW QUESTIONS

Faculty/ Department:

Date:

- 1) What is the most effective medium of instruction for content learning? / Why?
- 2) What are the advantages and disadvantages of partial and full EMI in tertiary level?
- 3) What do you think about the implementation of EMI in a setting where English is used as a foreign language? Do you think EMI can reach its objectives? Why?
- 4) How do you perceive the connection between your level of English proficiency and academic success?
- 5) What are the effects of EMI on your content learning?

Appendix C: Lecturer Interview Protocol

ÖĞRETİM GÖREVLİSİ ANKET SORULARI

Fakülte / Bölüm:

Tarih:

- 1) Üniversitedeki bölüm derslerini öğrenme dili olarak en etkili olanı sizce hangisidir? Neden?
- 2) Üniversitenizde kısmi ve tamamen İngilizce öğretim yönteminin benimsenmesinin avantajları ve dezavantajları nelerdir?
- 3) İngilizce'nin yabancı dil olarak kullanıldığı bir ortamda, yabancı dilde öğretim programlarının uygulanması ve hedefine ulaşım ulaşmaması hususunda düşünceleriniz nedir?
- 4) Yabancı dilde öğretimin bölüm dersi öğreniminde ve öğrenimindeki etkileri nelerdir?
- 5) Öğrencilerinizin İngilizce seviyesi ve akademik başarısı hakkında ne düşünüyorsunuz? Öğrencilerinizin sınıf içi performanslarını nasıl değerlendirirsiniz?
- 6) Yabancı dilde öğretim üzerine deneyimlerinizi paylaşır mısınız?

LECTURER INTERVIEW QUESTIONS

Faculty / Department:

Date:

- 1) What is the most effective medium of instruction for content learning? Why?
- 2) What are the advantages and disadvantages of partial and full EMI in tertiary level?
- 3) What do you think about the implementation of EMI in a setting where English is used as a foreign language? Do you think EMI can reach its objectives? Why?
- 4) What are the effects of EMI on the way you teach the content course and on your students' content learning?
- 5) What do you think of the connection between your students' level of English proficiency and their academic success? How would you evaluate their performance in class?
- 6) Could you please share your experiences of EMI?

Appendix D: Transcripts of Focus Group Interviews

1. Odak Grup Çalışması

1.Soru. S1: Biyomühendislik. %30- Alan derslerimi Türkçe almayı tercih ediyorum konuları daha iyi anlamak için, İngilizce anadilim olmadığı için ve de bölümüm zor-Türkçe anlamakta bile zorlanıyorum. Bu bölümü tercih ederken diline değil de alan olarak isteyip istemediğime baktım. Hazırlıkta daha iyi bir İngilizce eğitim görmüş olsaydım şu an zorlandığım kadar zorlanmazdım.

S2: Biyomühendislik. %30- Ben de özellikle bölüm derslerinin Türkçe olmasından yanayım, çünkü sınavlarda hem İngilizce anlayıp Türkçe'ye çevirip tekrar İngilizce yazmaya çalışıyoruz, bir de %30 olduğumuz için %100'ler kadar işlemiyoruz. Hazırlık konusunda çok iyi olduğumu düşünmüyorum. 60 ile geçtim, sınava girerken hazırlık okuyacağımı düşünüyordum ama geçtim o notla. Çoğu İngilizce eğitim veren üniversitelerde hazırlıkta zorluyorlar, bizde de öyle olmalı. Bu da bir şartlama oluyor.

S3: Metalurji-malzeme Mühendisliği. %30- Eğitimin tamamen Türkçe olmasından yanayım ben. Türkçe alan bilgisini verip, İngilizce terimleri de öğrenmemiz gerektiğini düşünüyorum. İşimiz Türkçe öğretilmeli bize çünkü kendi dilimiz bu, İngilizce ne kadar anlatılmaya çalışılsa da zaman kaybı oluyor hem hocalar hem bizim için. Hoca ne kadar performanslı olursa olsun bizim anlama kapasitemiz bir yere kadar. Ben de hazırlık okudum, hazırlık bir şeyler katıyor ama yeterli değil; özellikle mesleki açıdan hiç yeterli değil. İngilizce dersleri sırf kredimiz dolsun diye alıyoruz, yönelmek istediğimiz alana da yönelemiyoruz, bize bir katkısı olmuyor.

S4: Biyomühendislik. %30- Hazırlık okudum, hazırlıktan ziyade benim kendi faaliyetlerim dilimi geliştirmeme yardımcı oldu. Bazı dersleri İngilizce almak yararlı oluyor, Türkçe anlamak tabii ki daha kolay ama ileride stajlarımız olacak, bölümümüz yurt dışında daha etkin. Bu gibi sebeplerden dolayı %30 ideal geliyor bana.

S5: Biyomühendislik. %100- Bütün derslerim İngilizce, bu öğrenme ve öğretme boyutundan çıkıyor bence. Hocalar da kendi öğretme stillerinin dışına çıkıyorlar, biz de İngilizce düşünemiyoruz, öyle olunca da dersi anlama kapasitemiz derse katılımımız düşüyor. Bilim dilinin anadil olması lazım, onu öğrendim ben. Çok zorlanıyorum. Türkçesi olsa yüzde 100 lük başarı sağlayacakken böyle olunca 60'ta kalıyor. Bu da her türlü geleceğime yansıyacak. Ayrıca, temelde bir sorun olduğunu düşünüyorum; ilkokul... lisede çok iyi bir eğitim alsak buradaki olay da hedefine ulaşacak ama bu şekilde ne yapacağımızı bilemez halde oluyoruz bazen.

S6: Biyomühendislik. %30- Keşke %100 olsaydı benim bölümüm. Üniversite öğrencilerinin buraya gelmeden önce İngilizce bilmeleri lazım. Eğer büyük

hedefleriniz varsa iş hayatında bu illaki karşımıza çıkacak, sonuçta İngilizce uluslararası bir dil.

S5: Kesinlikle katılıyorum ama bunun yöntemi bu değil. Bu şekilde bize hiçbir şey öğretilmezler, biz sadece terimleri ezberliyoruz. Ben buna kafa yormaktan çok yoruldum, büyük bir problemim oldu İngilizce.

S6: İngilizce kendi çabamızla olacak bir şey, çalışmak ve konuşmakla. Bütün ülkelerde öğrenenler kendileri öğrenmiş, okulda sistem çok iyi olmayabilir. Fransa'da da öyle, okulda çok az öğretiyorlar ama kendileri konuşabiliyor, öğrenmişler.

S5: Öyle bir sistem var ki biz sadece sınava hazırlanıyoruz; daha iyi bir okula gidelim, daha iyi bir üniversite kazanalım, bölüm odaklı düşünüyoruz, İngilizce'yi değil. Üstünkörü bir eğitim de alınca burada sıkıntı çekiyoruz doğal olarak.

2.Soru. S1: %100 İngilizce okuyan arkadaşlar bile zorlanıyorlar; avantajı, uluslararası bir dil olduğu için, okul adını duyurmak için bizi dış dünyaya hazırlamaya çalışıyor belki ama bu okulda bir dezavantaj. Kendi çabamla aldığımı düşünüyorum İngilizce dersleri hazırlık eğitimimle. Lisede aynı seviyede olduğum arkadaşlarım... biri ODTÜ biri İTÜ'de, şu an İngilizce seviyeleri benden çok daha üstte, kendimde bir problem olduğumu düşünmüyorum; okul bizi hazırlamalıydı.

S2: İyi bir hazırlık olduğu sürece %100 İngilizce okumayı tercih ederdim. Şu an proje dersi alıyoruz biz, verilen kaynaklar daha çok İngilizce, benim onu çevirmem lazım ki o kadar İngilizce ve vaktim yok diğer derslerle birleştğinde. Dezavantajları... komple dezavantaj. İş yükü oluyor bize.

S3: Bize göre avantajı yokmuş gibi geliyor ama belki okul için Erasmus adına avantaj sağlıyor olabilir. Kesin bilgin yok, belki o yüzden bu İngilizce eğitime geçmeye çalışıyorlar. Mühendislik alanında tüm kaynaklar İngilizce tamam ama anadilde eğitim hakkı istiyoruz biz. Anadilde eğitim varken neden İngilizce öğreniyoruz, dolaylı yoldan öğrenmeye çalışıyoruz. İngilizce'nin yeri yadsınamaz tabii ama bence seçmeli olmalı, üçünden bir tercih yapabilmemiz lazım ya da %30'u kaldırıp Türkçe ya da İngilizce bir tercih hakkı doğmalı öğrenciye. Çünkü herkesin amacı farklı, bu amaçlar doğrultusunda herkes kendi yolunu çizmeli bence.

S4: İngilizce bize bağlı ama artık hepimiz İngilizce bilmeliyiz, şirketlere gireceğiz, herkes bizden İngilizce bekliyor. Bunu okulda görmemiz lazım, burada öğreniliyor çoğu şey, herkes kursa gidemez. Kendimizi geliştirmeliyiz bu kadar büyütmemeliyiz İngilizce'yi. Hatta %100 İngilizce olmalı, %30 olsun ortalama yükselsin rahatlık olsun istiyordum ben- burada İngilizce'yi tam öğrenelim. Okulumuzdaki hazırlığı güçlendirmeliler.

S5: Katılıyorum, okul hazırlıkta daha zorunlu kılsa...yani bir senede ne kadar halledilir ondan da emin değilim ama illa ki bir katkısı olacaktır bizim için. Bana da pek bir katkısı olmadı hazırlığın ama – çok doğru bir şey söyledi- dolaylı olarak

İngilizce öğretilmeye çalışılıyor şu anda gerçek İngilizce'yi bilmeden akademik İngilizce'yi öğrenmeye çalışıyoruz, tabii ki pratikte çok güzel avantajları var; bilim yapmak adına doğru bir şey. Temeli sağlam tutup üstüne koymak çok daha doğru bir hareketmiş gibi geliyor bana.

S6: Bence eğitimin %30 ya da 100 İngilizce olmasının avantajları dezavantajlarından daha çok. Tamamen Türkçe olursa öğrenciler İngilizce'yi hiç öğrenmez, böyle en azından bir çaba sarf ediyorlar, zorlanıyorlar. Kendileri sorun yaşıyor gelecekte.

3.Soru. S1: İyi bir hazırlık eğitimi verildiği sürece mümkündür. Okulumuzun bu hedefe ulaşacağını düşünmüyorum. Benim çektiğim çileyi sonradan gelecek arkadaşların da çekeceğini gösterir hazırlığın bir ilerleme kaydetmemesi. %100 iyi bir İngilizce eğitim veremeyeceklerse, beni İngilizce derse tabi tutmamalarını isterdim, çünkü ben bu sefer akademik olarak verim de alamıyorum.

S2: Öğretmenlerin de Türk olması biraz sekteye uğrattıyor tabii, hocalar yabancı olsa daha iyi olabilirdi. Diğer okulların yabancı dil eğitimi daha iyi olduğu için yurt dışından hocalar geliyor ve ortam zaten yabancı-Türk karışımı oluyor. O hocaların telaffuzu ile bizim hocaların telaffuzu arasında fark var, bu da büyük etken. Ortam, öğrenciler, hocalar daha uluslararası olsa daha iyi olurdu.

S3: Öğrenen Türk- öğreten Türk, dolaylı yoldan diyalog farklı bir dilde oluyor. Hoca da bu dili sonradan öğrenmiş sonuçta. İngilizce iş gibi, kullanırsak yaşarsak hedefine ulaşır yoksa hedefine ulaşmaz.

S4: Bizim hocalarımız kendileri de biliyor dersi İngilizce anlatacağını ve gayet iyi İngilizceleri, hatta dersleri normalde Türkçe anlatmamış insanlar. %30 İngilizce olduğunu bilerek geldim, bence hedefine ulaşır.

S5: Kesinlikle hocaların yabancı, öğrencilerin de uluslararası olması, İngilizce'nin gerçeğe dökülmesi anlamına gelir. Daha çok pratiğe dökülür, illa İngilizce konuşmak zorunda kalırız, Erasmus havası oluşur. Yabancı arkadaşlarımız var ama Türkçe konuşuyoruz. Geçen sene Yunan bir hocamız vardı, çok verim almıştık ondan. Çok iyi anlamıştım dersi tek kelime Türkçe geçmemesine rağmen.

S4: Çünkü beklenti içine düşmüyoruz, hoca zaten Türkçe biliyor, sorsak Türkçe anlatsa diye düşünmüyoruz. Onu anlamak zorundasın zaten.

S5: Ama hocanın üzerindeki rahatlıkla da ilgili bir şey yani Türk hocalarda o yok.

S1: Aynen, ter basıyor bizim hocaları.

S5: Türkçe bölümdekilerle konuştuğumuzda o hocanın çok iyi ders anlattığını söylüyorlar ama bizim derste slayt okuyor ya da bize okutuyor. İllaki bir etkisi oluyor ders akışında hocanın.

S6: Ben tam tersini düşünüyorum, çünkü mesela bizim bir hocamız 3-4 saat İngilizce konuşuyor yorulmadan, diğer hocalar da öyle.

S2: Bizim bir hocamız kendisi de dedi, İngilizce ders anlatırken ben de ek çaba sarf ediyorum, ben de yoruluyorum sonuçta dedi.

S5: Ve konuşmak ve öğretmek arasında fark olduğunu düşünüyorum...bildiğini aktarmak konusu farklı bir şey.

S6: İngilizce konuşan hocalarımız Amerika'da ya da Avrupa'da eğitim almış, zorlandıklarını düşünmüyorum.

4.Soru. S1: Zorlaştırıyor, sıfır değilim, İngilizce'm var, not ortalamam da iyi ama ben fazla çaba sarf ediyorum. Daha iyi bir eğitim alıp her şeyin daha kolay akmasını tercih ederdim. Aslında bütün sorulara cevabım, buradaki hazırlık eğitiminden memnun kalmamamla alakalı. Evet, hoca büyük etken, aynı hocanın hem Türkçe hem İngilizce dersini aldım ama Türkçe dersten daha çok verim aldım, hocanın yetkin olması çok da büyük bir değişken değil benim açımdan. Hatta bir gün ses kaydı yapmıştım, evde dinlemek için- hocanın cümlelerinin sonu yok- kendi de zorlanıyor- ağır bir konu işliyor çünkü. Aynı hoca iki derste de farklı, Türkçe anlatırken süper ama.

S2:İngilizce eğitimim sıfır değil, Türkçe olunca daha fazla verim alıyorum. Hoca ne kadar iyi anlatırsa anlatsın sınıfta dersi anlama yüzdesi düşüyor. Dersi anlamam zorlaşıyor.

S3: Olumsuz etkiliyor, çünkü bazı şeyleri kendi dilimizde öğrenmemiz gerekiyor. Bu alanda ilerleyeceksem eğer dilimi geliştirmem gerektiğini biliyorum ama şu aşamada lisans düzeyinde alan bilgimizin temelleri atılıyor, hangi alana yöneleceğimizin belirlenmesi gerekiyor.

S4: Eğer yeterli bir şekilde öğretilirse biz de elimizden geleni yaparsak şu anki yetersiz seviyemiz iyileşir.

S5: Ders içinde çok büyük konsantrasyon gerekiyor, ders dışında çalışırken de daha fazla efor gerektiriyor.

T: Nasıl ders çalışıyorsunuz?

S5: Önceden, İngilizce öğrenip, daha sonra Türkçe çalışıyordum. Şu anda İngilizce yazıp okuma alışkanlığı edindim. Sürekli okuyup yazarak, Türkçe düşünmemeye çalışarak. Diğer türlü iki kat zaman demek, yorucu.

S6: İkisi de aynı benim için. Fark etmiyor.

5.Soru. S1: Kimi hocadan gerçekten verim alabilirken, kimi hocanın dersine bile gitmek istemiyorum. Çünkü hoca slayttan okuyor ya da bize okutuyor. Evde çalışıyorum, İngilizce olarak kötü anlatan hocaların dersini evde çalışmayı tercih ediyorum, çeviri yaparak. İngilizce kaynaktan ister istemez ezber yapmak zorunda kalıyordum, sonra bıraktım İngilizce kaynaktan çalışmayı. Türkçe kaynaktan okuyup

anlayayım ki onu ifade etmeye çalışayım daha basit bir şekilde. Başka türlü işin içinden çıkamamıştım.

S2: Bazı hocalar alıp okuyor notu sadece, bazıları İngilizce anlattıktan sonra Türkçe'sini veriyor ve ben bağdaştırabiliyorum bu sefer İngilizce ile. Diğer türlü telefon elimde sözlükten anlamaya çalışıyorum, hoca okuyup geçiyor. Sayısal dersler İngilizce ise soruları ezberliyorum, uygulamadan çok ezbere dayanıyor benim için.

S3: Dil bilgisi çok iyi olan hocalarımız var, dışarda eğitimini almış, Japonya'da yaşamış ama İngilizce açılan dersi İngilizce anlatmıyor çünkü o da görüyor karşısındaki öğrenci profilini. Ayrıca, eğitimin Türkçe olması gerektiğini düşünen hocalarımız da var, mesleki eğitim bu sonuçta. Türkiye'de bu mesleği yapacak olan yine bizleriz. Sunumu İngilizce yapıp Türkçe anlatıyor, terimleri bize öğretmek adına. O sınav yine İngilizce olmak zorunda olduğu için, son gece açıp slaytlara bakarım, orada bir iki anahtar kelime bulmaya çalışırım, sınavda doğaçlama yapmaya çalışıyorum. 65 alıyorum bu tarz çalışarak, hocalar da ona göre soruyor sınavda, kolaylaştırıp da.

T: Sınav sorularına Türkçe cevap verdiğiniz oluyor mu?

S5: Ben yapmıştım mesela, hoca da ona göre diyor ki- soruya İngilizce cevap verirseniz 10 üzerinden, Türkçe cevap verirseniz 5 üzerinden puan veririm.

S3: Geçen dönem bir hocam vizeyi İngilizce yaptı, sonra finalde İngilizce yazmaya çalışıyordum hatta Türkçe yazabilirsiniz dedi- o şekilde yardımcı olan hocalar oluyor.

S1: Benim yaptığım oldu ama puan alıp almadığımı bilmiyorum gidip de kağıda bakmadım.

S2: Bizim bir hocamız kendi İngilizce'miz ile yazmamızı isterdi sınavlarda ya da ödevlerde, hatta bize soruları verip çıkmıştı herkes internetten açtı yazdı ama kimseninkini kabul etmedi çünkü biliyordu onlar bizim cevaplarımız değil, kağıda kendi cümlelerimizi yazmamızı istiyordu.

S6: Bizim bir hocamız tıpkı İngiliz gibi konuşuyordu, iyi olduğunu düşünüyorum hocaların.

S5: Ses konusunda sıkıntılarım var. Ders hem İngilizce hem sessiz işlenince daha bir sıkıcı oluyor. Aktif olarak ders işleme yok zaten, öğrenciler pasif, hoca da çok sessiz anlatınca ya da okuyunca tamamen fiyasko oluyor.

S4: Bizim normal İngilizce derslerimizde bile İngilizce konuşurmak çok zor. Öğrenciler aktif olmayınca hocalar da bundan olumsuz olarak etkileniyor. Çok iyi hocalarımız da oldu ama herkes öğretemiyor. Pek derslere giren bir öğrenci değilim kaldıramıyorum. Ama arkadaşlarımdan yorumlar var: therefore, you know

kelimeleriyle yıl boyunca ders anlatmış hocalarımız var, zaten öyle olunca sınıfça imza topluyoruz, o hocaları derse almıyoruz.

S5: Bir hocamız yıl boyunca pri much dedi sürekli, dönem boyunca onu düşündük-
ne demeye çalıştı acaba diye. Pretty much diyormuş meğer.

T: Peki neden sormadınız hiç hocanıza?

S5: Çekincelerimiz oluyor, soramıyoruz. Bir de hocalarımızın yurtdışı deneyimleri sınıf içi dil kullanımında da etkili oluyor bence.

II. Odak Grup Çalışması

1.Soru. S7: Endüstri Mühendisliği. %100- Bence lisans eğitiminin %100 İngilizce olması, diğer ihtimallere göre çok daha iyi. Çünkü İngilizce'nin dünya çapında ortak lisan haline dönüşmesi bizim akademik eğitimimizi İngilizce almamızı daha mantıklı kılıyor, çünkü biz akademik eğitimi İngilizce aldığımızda bütün dünyada yetkinliğe sahip bir kişiye de dönüşebilirsiniz yani bu hakkıyla yapıldığı takdirde. Başka ülkelerde de çalışma potansiyeliniz olacak, ayrıca İngilizce literatür Türkçe'ye dönüştürüldüğünde yıpranıyor, İngilizce terimlerin kullanılması çok daha anlaşılır ve üzerine çalışması daha kolay bir ortam yaratıyor. Türkçe'ye çevrilmiş bir şeyi anlamakta zorlanıyorum asıl yazılan ağızdan uzak kaldığı için, İngilizce çok daha zevkli.

S8: Endüstri Mühendisliği. Bence % 30 ki ben de öyleyim zaten, şöyle ki biz mesleki dersleri İngilizce görüyoruz, bu bize mesleki olarak yetiyor ama mesela Matematik, Fizik bunları İngilizce görmeye gerek yok bence. Bunları da Türkçe görüyoruz zaten mesleki hayatımızda kullanmayacağız, o yüzden %30 diyorum ben.

S9: Endüstri Mühendisliği. Bence de %30 çünkü sonuçta düşününce bir Endüstri Mühendisi için en azından Matematik, Fizik, Kimya ilerde işimize yaramayacak, çünkü üretimde çalışacak insanlar değiliz. Genelde İşletme mezunu gibi çalışacağımız için Matematik vs'nin yurt dışında da sana katacağı pek bir şey olmuyor yani, ama ileriki senelerde belki mesleki derslerde %100 İngilizce olmadığımız için pişman olabiliriz, ya da o dersleri İngilizce almaya çalışırız.

S10: Endüstri Mühendisliği. Bence de %30 olması daha iyi çünkü terimleri en azından İngilizce öğreniyoruz, tamamen Türkçe olsa biraz eksik kalırdı.

S11: Bence de %30. İngilizce'min yeterli olduğunu düşünmüyorum %100 İngilizce için. Ama yeterli olsaydı kesin öyle isterdim.

S12: %100 Türkçe zaten olmaz da benim de İngilizcem yeterli olsaydı %100 İngilizce derdim. İngilizce eğitimi ya üniversiteye gelmeden önce halledeceksiniz yoksa derslerden bir şey anlayamazsınız. %30 orta seviye İngilizcesi olanlar için ideal.

2.Soru. S7: Okulumuzda ve İstanbul'daki gibi diğer devlet üniversitelerinin İngilizce öğretimi için yeteri kadar çaba harcamadığını düşünüyorum, gerek akademik kadronun gerek üniversite yönetiminin. Yabancı dilde öğrenim görmek bana politik olarak da artı katacak ama okulumuz için bir eksi, onlar daha çok teknik bilgiyi vermek istediklerinden kolayca kaçıp Türkçe anlatıp geçmek istiyorlar ayrıca bunun için çok çaba gerekiyor, üniversite biraz disiplinsiz bu konuda.

S8: İngilizce benimsenmeli bence tüm ülkede görülmeli eğitim olarak. Bence yeterli değil bizim okulda.

S9: Eğer konu hocaların derste ne kadar İngilizce konuştuğu falansa bu hocadan hocaya değişiyor. Ben henüz iki ders aldım mesleki ve İngilizce olarak genelde sınıfta İngilizce konuşulmaya dikkat ediliyor sınıfta Erasmus öğrencileri olduğunda, ama olmadığında Türkçe'ye kayma oluyor, çünkü hoca da görüyor öğrenci dersten uzaklaşıyor sırf İngilizce olduğunda. Bazı hocalar da tamamen İngilizce işliyor, Türkçe cevap vermene bile sinirlenen biri. Bu onun için iyi bir şey tabi ama biraz da insanın İngilizce'sinin anlaşılabilirliği de önemli, hoca İngilizce'yi de dersi de çok iyi biliyor olabilir ama anlatamıyorsa bizim için dezavantaj olabiliyor maalesef.

S7: Bence lise eğitimlerimiz de farklı, farklı illerden farklı tür liselerden geldik. Çoğumuz kalitesiz eğitim aldık, hocaların da telaffuzları bize yabancı gelebiliyor. Bizim çok farklı ağızlardan İngilizce eğitimi almamız, gelip bir hocayı hepimizin anlaması pek olası değil.

S10: Avantaj ya da dezavantaj olup olmadığını kendimiz belirliyoruz. Mesela kimse %100 İngilizce seç diye bize dayatmıyor, kendimiz seçip geliyoruz. İlk başta %100 İngilizce istiyordum ama onu seçmediğim için mutluyum, çünkü doğduğumdan beri Türkçe konuşuyorum ve doğrudan İngilizce olunca kavramam zor oluyor. %30 olması avantajlı bir şey.

S12: Derslerde hoca anlatabildikten sonra her türlü avantajlı tabii tamamen İngilizce görmek ama bazı arkadaşlarımızın da dediği o ki hoca bile zorlanabiliyor ve bırakıp Türkçe anlatmaya devam ediyor. O yüzden şu durumda dezavantaj olarak görüyorum, ne biz tam olarak anlayabiliyoruz, ne de hoca anlatabiliyor.

S11: Bence İngilizce işlemekteki sıkıntı daha çok öğrencilerde hocalarda değil. Mesela, hoca İngilizce işlemek istese bile öğrenciler ısrar ediyor Türkçe olması için. Hocalar Türkçe konuşmak zorunda kalıyor.

3.Soru. S7: Herkesin Türk olduğu bir ortamda yabancı dilde öğretim tabii ki mümkün. ODTÜ, Boğaziçi, İzmir İleri Teknoloji örnek buna. Öğrenciler, hoca İngilizce biliyorsa, hayatımızda İngilizce'ye her anlamda yer veren insanlar olsak mümkün.

S8: Uygulanması mümkün, örnekleri var ülkemizde. Boğaziçi ile karşılaştıracam mesela. Okulumuzda oradaki gibi hedefine ulaşacağını düşünmüyorum açıkçası. Hazırlığı yeterli değil buranın. Ben hazırlık okumadım ama karşılaştırdınca zorluk

açısından fark olduğunu söylüyorlar. Hazırlık okumadım ama okuyan arkadaşların da söylediği çok bir değişiklik olmadığı, okuyunca da İngilizce ilerlemiyor burada.

S9: Akademisyenlerin İngilizce anlatabilme yetisi var ve bunun onayını alıp dersi anlatabiliyorlar. Ama öğrenciler açısından düşününce hazırlık olsun önceki İngilizce eğitimimiz olsun hiçbir yeterliliği olmadığı için biraz sıkıntı oluyor, bizim ülkemizde sorun var zaten İngilizce söz konusu olunca. İlkokuldan itibaren İngilizce görüp bizim yaşımızda gene aynı İngilizce seviyesinde oluyor ki bu kadar vakitte bunu öğrenememek bizim ülkemize özgü bir durum. Okulun hazırlığı dikkate alması ve öğrencinin çabasıyla mümkün olabilecek bir şey bu bizim durumumuzda.

S10: Mümkün elbette. Ama bizim okulda biraz zor. Diğer üniversitelerden arkadaşlarımla konuştuğumda hazırlık sınavlarında çok zorlandıklarını ve kaldıklarını söylüyorlar ama bizim sınavımızdan ben bile geçebildiğime göre bir sorun var demektir. Bence biraz daha önem verilmeli, ölçücü değil.

S11: 8. Sınıf bilgimle ben buradaki hazırlık sınavını geçebildim ama alan dersine girdiğimde çok zorlandığımı görüyorum. Hazırlıktaki öğretim seviyesinin artırılması lazım.

S12: Hazırlık o kadar boş geçiyor ki anlatamam, sınavdan bir gün önce çalışıp yüksek notlar alabiliyorsun, sene kaybı bizim için hazırlık. Hazırlık böyle olduğu sürece bu üniversitede böyle bir eğitim uygulanamaz.

4-5.Sorular. S7: Aslında %100 İngilizce olduğum için ve derslerde de çan uygulandığı için ve herkes de İngilizce’de problem yaşadığı için ben o dersleri verebiliyorum İngilizce’de sıkıntı çekmediğim için. %100 İngilizce ler arasında öyle bir öfke var ki İngilizce’den olabildiğince uzak durmaya çalışıyorlar başarılı olanlar bile İngilizce yüzünden takılabiliyor. Ama çan olduğu için ortalama çok düşük oluyor ve derslerden geçiyoruz. İngilizce bilen için o kadar da sıkıntı olmuyor tabii geçmek, ben haksız yere geçtiğimi düşünüyorum mesela, derse katılmıyorum-okuyup anlayarak geçiyorum; ama herkes İngilizce’den nefret ettiği için bilseler bile dersin içeriğini, bir şekilde başarısız oluyorlar.

S8: Yabancı dil becerim akademik başarıyı etkiler tabii ki, iyi olsaydı notlarım daha iyi olurdu ama çok da gerekli değil. Mesela bir ders aldım ben slayttan çalıştım gittim, hiç bilmesem bile çevirir geçirdim. Derste karşılaştığım sorunlar... hoca çalışma notu vermezdi, elime anlattığı şeyleri vermesi gerekiyor.

T: Kendiniz İngilizce not alamıyor musunuz?

S8: Hayır. (%30lar) genelde slayttan anlatıyor zaten oradan çalışıyoruz.

S7: Bizde almıyor, öğrenci isterse alır.

S8: Hocaların performansını değerlendirsem tabii bir yerden sonra Türkçe'ye dönüyorlar, benim işime geliyor da. İngilizce seviyesi olarak ben hocaları beğeniyorum, çoğu zaten yurt dışında çalışmış.

S9: İlk dönem servis derslerini İngilizce gördük, bunların dille çok da alakalı olduğunu düşünmüyorum. Bölüm derslerinde İngilizce'miz iyi değilse sıkıntı çekiliyor tabii ki. İlk dönem mesela not aldık, elimize doküman verildi ama şu anki hocamız vermiyor, vermediğinde ya gizlice fotoğraf çekiyoruz slaytı ya da not almaya çalışıyoruz ama o da nereye kadar. Hocanın anlatım yetkinliği iyiye bile aldığım notları Türkçe bile alsan ileride bunun sınavda İngilizce'si çıkacak, nasıl olacak? İngilizce not almaya çalışırken acaba bunun Türkçe'sini de yazsam mı diyorsun, ikisini birlikte nasıl yapacaksın? O zaman İngilizce not alman gerekiyor, eve gidip ayrıca Türkçe'sini de yazacaksın o zaman... bu kadar da çalışkan insanlar değil yani.

S10: Bağlantılı tabii. Geçen dönem giriş dersinde bayağı zorlandığımı hatırlıyorum.

S11: Bana kolay gelmiyor hocaların anlatımı ve anlamak, İngilizce'm yeterli olmadığı için.

S12: Ben zorlanıyorum derslerde. Öğrencilerden kaynaklı olarak anlamayınca hocalar da Türkçe'ye dönmek zorunda kalıyorlar.

T: Sınavlarda durumunuz nasıl?

S9: Fena değil, genelde test olduğu için yapıyoruz yine de.

III. Odak Grup Çalışması

1.Soru. S13: Endüstri Mühendisliği. %30 iyidir hocam. %100 almak sakıncalı. İngilizce dünya dili çünkü İngilizce'yi her türlü almak zorundayız. Tamamen İngilizce olması da güzel olur ama benim gibi dilde sıkıntı çeken insanlar için Türkçe de açıklama yapılmalı. Şimdiye kadar aldığım İngilizce derslerden sadece İleri İngilizce'den geçtim, diğerlerinden kaldım. Tamamen İngilizce işliyordu hoca. Dersi sürekli takip ettim, sonuç olarak İngilizce dersi görmüyoruz orada, teknik olarak bilmediğimiz terimler ve onların direkt karşılığını öğrenmek tabii ki yordu.

S14: Makine Mühendisliği %30. Fizik, Kimya, Matematik gibi servis dersleri İngilizce alınmalı diye düşünüyorum. Sayısal derslerin hepsi İngilizce alınmalı, sözeller de alınabilir tabii, onlar biraz daha zor. Sayısal dersler bence evrensel, çok az kelime var. Ben bu dönem bütün derslerimi İngilizce almayı düşünüyordum, kontenjan doldu, alamadım. Ben mesela MatLab dersini İngilizce aldım, bizim hoca derse girdiğinden itibaren full İngilizce konuşuyordu ve anlardım yani. Ben hiç zorlanmadım o konuda. Ama MatLab yazılım dersi, çok da zor kavramlar yok zaten sayısal ders olduğu için. Ondan sonra derse de girmedim, Türkçe kitaptan çalıştım ama İngilizce olarak neler çıkabileceğini düşündüm, onları da ayrı not aldım, kavramlara sınava girmeden çalıştım ve İngilizce açıklamasını sınavda yazdım yani.

S15: Endüstri Mühendisliği %30. Bölüm derslerim arasındaki en kötü dersler İng olan derslerdi. İng olunca anlayamıyorsun tabii ki, bence bölüm dersleri Türkçe olmalı. Mesela benim arkadaşlarım var Ege Üniversitesi'nde Kimya mühendisliği okuyor. 4.sınıf, 4 yıldan beri sürekli İngilizce işliyorlarmış derslerini ama çok iyi bir İng. si yok. O 4 yıldır ing görüyor ben 1 yıl hazırlık okudum, benim ing.ce'm onunkinden daha iyi. Bence dil daha çok merakla ilgili bir şey. Bölüm derslerinin İng olmasının insana pek bir şey kattığını düşünmüyorum. Önemli olan o istek olduktan sonra internet var bir sürü yer var dil kullanabileceğimiz. Alan derslerinin ing olması notu düşürüyor bence. İngilizce olan derslerim, ing olmayan derslerime göre daha düşük. Benim görüşüm, bölüm dersleri ing olmamalı çünkü anlama sıkıntısı oluyor mutlaka.

S16- Endüstri Mühendisliği: %30 Şimdi derslerin Türkçe olması, en etkili yoldur bence, çünkü anadilimiz sonuçta. Sonradan öğrendiğimiz bir dille öğrenmek daha zordur bana göre, bir de genel olarak yorumlarsak, İngilizce eğitimle öğrenilecek bir şey değil, bir noktaya kadar gelinebilir eğitimle. Yani o dili tam anlamıyla öğrenmek için o toplumun içinde yaşamak gerekiyor bir süre. Çok ileri seviyeye ulaşacağımızı sanmıyorum. Bize verdikleri eğitimde üzerime düşeni tam olarak yaptım mı?- yapmadım hani, ben de yapmadım eksiklerim de var ama- dediğim gibi bence eğitimle bir noktaya kadar gelinebilir yabancı bir dil öğreniminde. Tamamen Türkçe olsun demiyorum aslında. İleride hepimiz iş hayatına atılacağız. İngilizce öğrenmek zorundayız, uluslararası alanda iş yapacağız belki, yabancılarla muhatap olacağız. Bölüm derslerinin İngilizce olması İngilizce'ye bir aşinalık sağlar ama dediğim gibi eğitimle belli bir noktaya kadar gelinir.

S17: Mekatronik mühendisliği %100. Bana kalırsa başlı başına bir sıkıntı bu okulda İngilizce öğretim, çünkü hazırlık seviyesi 60. 60'ı geçen hazırlığı geçiyor ve sen artık hazırsın diyorlar ve İngilizce ders almaya başlayabilirsin diyorlar. %100 İngilizce bölümüm ve 60'ı geçtim 61 ile geçtim, ucu ucuna ve dersler tamamen verimsiz. Ben okula gelmiyorum doğru düzgün. Geldiğim zaman da zaman kaybı zaten. Okulda 5 saat geçirmişsem, o 5 saatte öğrendiğim bilgiyi evde kendi başıma oturup çalışsam belki yarım saatte öğreneceğim Türkçe kaynaklardan. Onları da İngilizce'ye çeviririm, 1 saatte hallederim. Verim acayip düşüyor. Evet, anlayan arkadaşlar var, ama çoğu arkadaş benim gibi. Hocanın ağzından çıkan 10 kelimedен 9'unu anlayabilsem eyvallah tamam ama ne güzel İngilizce'miz gelişir mesleki açıdan da geliřiriz ama öyle bir dünya yok yani. Çoğu arkadaşım hocanın kurduđu cümlelerin yarısına yakınını anlıyorsa amenna diyor.

T: Peki neden bu bölümü seçtin?

S17: Çünkü bölümü seçerken böyle olacağını bilmiyordum, hazırlığı geçtikten sonra dersleri anlayabilecek düzeyde olacağımı, derslere girdikçe de adım adım yükseleceğimi düşünerek bu bölümü seçtim. Çok iyi bir İngilizce ile de mezun olacağımı düşünüyordum ama öyle değil hazırlık bitiyor, liseden hiçbir farkı olmadan geçiyorsunuz, derslere giriyorsunuz, anlamıyorsunuz, anlamadığınız derste

uyuyorsunuz, başka şeylerle ilgileniyorsunuz ya da evde daha fazla çalışmanız gerekiyor. Alan derslerinde de hocalarımız acımıyor, Türkçe konuşmuyorlar. Servis derslerinde yine bir nebze, Türkçe'ye dönebiliyorlar bazen. Hocaya göre de değişiyor. Belli bir kural da yok, gemiyi yürüten kaptandır diyorlar. Her gelen hoca, kendi İngilizce'si ile ya da kendi Türkçe'si ile anlatıyor. O da ayrı bir mesele, belli bir karar alınmış ama kararı da hocalar kafalarına göre uyguluyor. Hazırlık okudum, tatil gibiydi. Ya hazırlığı çok zor yapacaksınız, 60 değil de 80 yapacaksınız geçme notunu. O hazırlıktan geçen adam, buraya sıraya oturduğunda hocanın dediğini anlayabilsin, yoksa hazırlığın bir anlamı kalmıyor.

S18: Mekatronik Mühendisliği %30. Bence tamamen Türkçe olmalı, çünkü derslerin bir kısmının veya tamamının İngilizce olması bize fayda sağlamıyor bence dersler konusunda ayak bağı oluyor. Biz dersi idrak edemiyoruz İngilizce olduğu zaman, sınavdan birkaç gün önce biraz göz gezdirip, kelimeleri çevirip sadece ezber bab'ında sınava giriyoruz. Tamamen Türkçe olsa idrak ederek geçeceğiz. Çoğu arkadaşım benim gibi yani bölümde. İngilizce kağıtla kelime çalışarak öğrenilecek bir dil değil, bence yurtdışına çıkmadan orada bir süre yaşamadan tam olarak öğrenilemez. Türkiye'de biz yıllardır İngilizce dersi görüyoruz, İngilizce'de belli bir seviyeye geliyoruz, ondan sonra ilerlemiyor. Yani biz hazırlıkta tamamen 1 yıl İngilizce eğitim gördük, yine değişiklik olmadı benim açımdan. Yani tamamen Türkçe, bölümümü idrak ederek almalıyız alan derslerimizi, sonra yurtdışına giderek dilimizi geliştirebiliriz. İngilizce mecbur, kariyer olarak ilerleyemezsin, maaşın artmaz, mecburiyet İngilizce bizim için. Ama bölümde buna maruz kalarak, bölüm derslerimizde İngilizce'miz de ilerlemiyor, notlarımız da düşük oluyor.

2.Soru. S13: Ben İstanbul Üniversitesi'nde kontrol otomasyon okudum 2 yıl, sonra bu bölüme geçtim. Bir dikey geçişli olarak ciddi bir sıkıntı çektim, bütün derslerde temel zayıf, zaten meslek lisesi çıkışlıyım, hiçbir bilgim yokken geliyorum ve yani normal bir öğrenciden daha fazla yük oldu bana bu %30 İngilizce. Tamamen dezavantaj benim gibi birisi için, nitekim çoğu dikey geçişli arkadaşım okulu bırakmanın eşliğinde şu anda. Kısmi İngilizce bizim için yine biraz daha iyi, en azından derslerin çoğunu Türkçe alabiliyoruz. Bir şeyleri idrak edebiliyoruz, arkadaşım dediği gibi.

S14: Ben aslında bütün dersleri İngilizce almak istiyordum, alamadım, kontenjan kalmadı. Önceden 3. 4. Sınıflar seçtiği için bize gelene kadar bütün dersler doluyor. Öncelikle bu konuda okulumuzu eleştiriyorum yani İngilizce ders almak istiyorum ama alamıyorum. 2.si, okulumuzun hazırlığı kötü yani, bütün arkadaşların söylediği şey, tabiri caizse yatış yeri yani ben mesela Sabancı'da okuyan bir arkadaşım var onunla konuştum, ben ona deyince hazırlık böyle böyle diye, o bana kızdı biraz, bana birkaç kelime söyledi öğrendikleri, hayatımda ilk kez duyduğum kelimelerdi. Dedim tamam, biz yatalım siz okuyun (!) Kaliteli bir İngilizce eğitimi olduğunu düşünmüyorum. Yaz tatilinde son gün çalıştım ve 69 alıp geçtim, İleri İngilizce'den de 1 puan ile kaldım zaten. Kolaydı sınav, seçici değildi. %30'um ama tüm derslerimi İngilizce almak istiyorum ama alamıyorum, bu konuda kızgıyım yani.

S15: Hazırlığın eğitimi tamam çok iyi olmayabilir ama öğrenciye bağlı: %70 öğrenciye %30 eğitimin kalitesine bağlı bir şey bu. Çünkü mesela liseden bir arkadaşım var, adam Türkiye derecesiyle ODTÜ'ye girdi iyi bir puanla, hazırlık okudu ama bir türlü geçemiyor, 2. Senesi hazırlıkta. Yani, bence bu iş çoğunlukla öğrenciye bağlı. Eğitim iyi ODTÜ'de ama kesinlikle öğrencide bitiyor. Hazırlıkta iyice çabalasaydık İngilizce'yi iyi seviyede öğrenebilirdik bence. Bölüm dersleri de seçmeli hem Türkçe hem İngilizce açılmalı, dersin içeriğine göre yani. Mesleki İngilizce mesela. İki farklı ders biri Türkçe biri İngilizce açılıyor bizde, bana göre aynı dersin hem İngilizce'si hem Türkçe'si olmalı.

T: Peki sen neye göre İngilizce ya da Türkçe seçerdin dersleri?

Ben Endüstri mühendisi olacağım ilerde, mesela sunum yapma ile ilgili bir ders var, İngilizce seçebilirim, mesleğe kendimi hazırlamak gibi bir şey olur. Ama teori odaklı bir dersi İngilizce değil de Türkçe seçerim, çünkü anlaması daha kolay oluyor.

S16: Şimdi, İngilizce eğitimin avantajları: ilerde dediğim gibi iş hayatına atıldığımız zaman İngilizce zorunlu kalıyor. Eğitim sistemimizin amacı da bu aslında, bölümde İngilizce'ye bir aşinalık olsun, mesleki İngilizce geçsin ve başarılı olunsun ileriki iş hayatında. Ama gördüğümüz kadarıyla geldiğimiz nokta ortada. İlk soruda da dediğim gibi sadece eğitimle olacak şey değil yani bu, 3.sorunun da cevabı oldu aynı zamanda bu. Yani insanların içinde bir süre yaşamak şart. Yani dil, insanların anlama kapasitesi ya da eğitim seviyesiyle çok da alakalı değil, arkadaşım dediği gibi yes/no bilerek bile gitseniz sadece yurtdışına temelden öğrenip gelebiliyorsunuz. Dili öğrenmenin en etkili ve zorunlu bir yolu o ortamda yaşamaktır bana göre.

S17: Avantajı, uluslararası firmalarda falan kendini gösterecek büyük ihtimalle ve aynı zamanda araştırma konularında, yani ben daha 1.sınıfım. Çok mesleki bir bilgim falan yok ama birkaç şeyi merak ettiğimde google'da arama yaptığımda cidden Türkçe kaynağın çok az olduğunu fark ettim. Yani daha 1. Sınıfım, ne biliyorum da ne arayacağım, ona rağmen Türkçe kaynak sıkıntısı var. İngilizce tıkladığımda sayfalarca döküman bulabiliyorum mesela. O yönden İngilizce'nin acayip katkısı olacağını düşünüyorum, yurt dışında çalışma konusunda da yararlı olacaktır. Aynı zamanda şu sıkıntı da var. Tamamını İngilizce alınca, Türkçe'de de sıkıntı olabiliyor bazı insanlardan da o yönde yorumlar duyuyorum. Ben İngilizce okudum bölümü, öyle mezun oldum ama gelgelelim fabrikada ustabaşıyla konuşurken, benim kullandığım terimi o bilmiyor diyor. Çünkü Türkiye'de farklı bir şey onun adı mesela hani, Türkiye'de çalışırken sıkıntı çektiğini söyleyenler var ama çok da büyük sıkıntı olacağını sanmıyorum, bir kere de öğrenilebilecek şeyler.

S18: İlk soruda dediğim gibi tamamen Türkçe'yi destekliyordum ama bu soruya da cevap vermek gerekirse yani benim kısmi görüşüm, mesleki İngilizce olsa daha faydalı olurdu yani herkes kendi alanına göre hazırlıkta mesleki terimlerini İngilizce görmüş olsaydı bölümde sıkıntımız daha az olurdu. İngilizce'yi bize tamamen veremedikleri için bölümde de dezavantaj olarak görüyorum.

3.Soru. S13: Okulumuzda uygulanan yabancı dile eğitimin hedefine ulaşacağını düşünmüyorum, çünkü bu kadar çelişkiyi bir araya getirince iyi şeyler çıkmaz ortaya. % 60 başarı oranıyla gelip full İngilizce'ye kitlemek biraz sakıncalı tabii ki. Ben sıfır İngilizce ile geldim buraya, yani %20 sallayıp B kurundan girdim. Hazırlık seviyesinden bahsedecek olursam, benim anlayabileceğim seviyede olduğu için hoşuma gitti açıkçası. Pre-intermediate'tan sonra zorlandım. Başka bir okulda da bu şekilde uygulansa yine buradaki gibi tepki alır.

S15: Seviyesi iyi olan bir arkadaş tabii ki sıkıntı çekmez %100'de ama bazı insanlar tercih hatası yaparak geliyor buraya. Onlar neyin içine düştüğünü sonradan anlıyor. Dil seviyesi düşük olan bu gibi insanlar tabii ki sıkıntı çeker % 100 de.

S17: %100 öğrencisi olarak sıkıntı çekiyoruz tabii, çekmeyen arkadaş az.

S15: İşte bu yanlış tercihten dolayı, madem güvenemiyorsun, o zaman seçmeyeceksin yani.

S17: Güvenememekle alakası yok, zaten seçim yaparken liseden sonra, ben oraya gideceğim, hazırlığımı okuyup İngilizce öğrenip bölüme başlayacağım diye seçim yapıyorsun. Ben lisedeyken İngilizce'yi çok iyi öğrendim, o zaman ben %100 okuyayım, sen az öğrendin o zaman sen yazma diye bir şey yok.

S14: Ben bu olayı iki şarta bağlıyorum. Bence ilki, hocaların iyi İngilizce bilmesi, ikincisi de öğrencilerin iyi İngilizce alana kadar bölüme geçirilmemesi. Hazırlıkta bırakılıp iyice kavrayana kadar tutulmalı. Hoca konusunda iki örnek vereceğim, bence örneklerden de anlaşılacaktır. Şimdi ben Matlab dersini x hocadan aldım, mükemmel İngilizce'si vardı, bildiğiniz İngiliz gibi akıcı gayet güzel. Başta zorlandık tabii ama sonra çok alıştık. Sonra başka İngilizce ders alan bir arkadaşımın yanına derse gittim, adamın bir kapı söyleyişi vardı door diye ben gülmekten kendimi zor tutmuştum, yani böyle hocalar da var. Üniversitenin hocayı okula alırken de seçici olması gerekiyor, ilk şarta giriyor bu. Dediğim gibi hazırlığın amacı İngilizce'yi tamamen öğretmek, geçme şartını mesela zorlaştırabilirsiniz.

S15: Hazırlıktaki hocaların da biraz daha donanımlı olması gerekiyor bence en azından bir yüksek lisansını falan tamamlamış olması, daha verimli olmaya çalışması gerekiyor bence. Bu şekilde olursa hazırlıktaki eğitimi de iyileştirebilirler.

Türkiye'de pratik yapmak gerçekten zor, bunun için de en iyi yöntem yurt dışı. Biz kendimizi internette film, dizi, ted tarzı şeyler izleyerek geliştirebiliriz, ancak o da sadece tek taraflı oluyor, dinleyerek, konuşma imkanı olmuyor.

T: Peki, derste hocalarınıza İngilizce tepki verebiliyor musunuz, sorulara İngilizce cevap verebiliyor musunuz?

S15: Hocanın sorduğu soruyu anlarım ama cevap vermek istediğim şeyi pratik eksikliğinden dolayı söyleyemem.

S16: İnsanın bazı şeyleri başarması için o şeyi yapmak zorunda olması gerekiyor, yani şimdi bu dönem başlayalı 1 ay kadar oldu, İngilizce'yi sadece bu derste kullanıyorum. Onun dışında aldığım İngilizce ders yok başka, şimdi bir hafta geçecek yine derse katılacağım, bir konu olacak, o konu hakkında bir şeyler söyleyebilmek için kendimi zorlayacağım, üzerinden bir hafta geçtiği zaman tekrar zorlanacağım. İngilizce'yi kullanamıyoruz. Dizi, film izliyoruz İngilizce, altyazılı oluyor, anlıyoruz ama konuşmaya geldiği zaman öyle olmuyor. Zaten konuşma da İngilizce'yi en çok geliştiren şeydir, çünkü bütün kelimeleri zihninizden geçiriyorsunuz, zorluyorsunuz kendinizi. Ama asıl hayatta kullanacak imkan olmadığı için ilerleyemiyoruz.

S17: Bence hiçbir yere gidemez bu şekilde eğitim, tamamen zaman kaybı olduğunu düşünüyorum ben. Biz aradaki çöp olan nesil gibi bir şey olduk. Zaten öğrencilerin çoğu 18 yaşında, reşit olmuş, şehir değiştiriyor falan hazırlık, zaten ooh, 60 ile geçiyorsun.. sorular çok kolay. Rahat. Böyle bir rahatlıkla bölüme geçiyorsun, bölümde de sorun oluyor vakıf olamadığın için İngilizce'ye. Dersler verimsiz oluyor.

S16: Hocam bir şey eklemek istiyorum, hazırlıkta 60 alarak geçiyoruz, siz hazırsınız diyorlar ama zorlanıyoruz, burada bir tezatlık var. Madem hazırız neden zorlanıyoruz bölümde, madem zorlanacağız neden geçtik diye soruyoruz bu sefer.

S15: %100 ile %30'un geçme notu da farklı olmalı bence. %100 zaten maruz kalacak tamamen, daha iyi öğrenmesi lazım. 100 üzerinden en az 80 olmalı. Kolay falan diyoruz ama hatırlıyorum, girdiğimiz sınavda, öğrencilerin başarısına bakarsak 3500 kişiden 1750'si geçmişti, 500-600 kişi hazırlıktan kalmıştı. Geçme notu 60 ama ona rağmen geçen öğrenci sayısı da düşük. Öğrenci kalitesi düşük diye sınav notunun düşük olmaması lazım.

S16: Ben burada amacın, öğrencileri İngilizce bakımından bölüme hazırlamak değil de geçirmek olduğunu düşünüyorum, çünkü bir şekilde geçiyorsunuz. Bir de şu var, meslek alanında öğrenmemiz gereken bir sürü şey varken coral reefs öğrendiğimi hatırlıyorum, ne gerek var bu kelimeye, işime yarayacak şeyleri öğretmeleri gerekiyor.

S15: Bence hazırlık bölüme göre öğrencileri ayırarak ihtiyaçları olan mesleki İngilizce'yi öğrencilere vermeli. İlk dönem temel İngilizce, ikinci dönem mesleki olursa çok daha verimli olur bizim için.

S18: Yabancı hocayla ders işlemek farklı oluyor, karşınızda bir kültür oluyor, öğrenmeniz daha eğlenceli ve verimli oluyor. Her iki tarafın Türk olduğu durumda biraz daha zor tabii.

4.Soru. S13: Kesinlikle var. Zaten sıfırdan başlayıp ilerliyorsunuz. İngilizce'de de öyle gidiyor. İngilizce konuşulanı anlasak bile karşılık vermek zor oluyor. Dersleri anlamıyorum.

S14: İlerde Alman firmasında çalışmayı düşünüyorum ben. Almanya'da yaşamayı bile düşünebilirim. Benim gibi düşünenler için tabii ki akademik başarı dil başarısını gerektiriyor ama Türkiye'de çalışacaksanız yabancı dile bence çok da gerek yok. O yüzden bu sizin tercih ettiğiniz yola bağlı. Onun dışında yabancı dil bilgim dersi anlamamı kesinlikle kolaylaştırıyor. Mesela Statik dersine giriyorum, hoca yaşlı, anlatamıyor yani, youtube'a yazdım ve sadece bir iki tane Türkçe kaynak buldum, gerisi İngilizce. Çinli iki kişiden aynı dersi internetten İngilizce dinledim ve mükemmel anlatıyorlar, çok iyi anladım. Aksanları güzel ve bunları dinleyerek konuyu anladım. Altyazısız da anladım yani. Benim şahsen İngilizce fena değil o yüzden çok da sorunum olmuyor.

S15: İngilizce mühendislikte yönetici kısmında çalışacağımız için çok önemli. Ders çalışırken Türkçe kaynak bulmamız zor, İngilizce olumlu bir etki yapıyor.

S16: Yabancı dil becerimiz haliyle doğru orantılı. Mesela Endüstri mühendisliği'ne giriş dersinin finalinde iki tane klasik soru sorulmuştu bize 40 puandı toplamda, çok fazla kelime eksikim olduğunu gördüm. Bu sorunla çok karşılaşıyorum. Dersteki kelimelere çalışsam bile, sınavda mutlaka bir kelime çıkıyor yani bilmediğim. En büyük sorunum bu.

S17: Kesinlikle doğru orantılı. Dersi anlamamızı sağlıyor, dersi anlayıp sınavda yapamadığımız oluyor. Konuyu biliyorsun, kelimeleri de az çok biliyorsun ama o soruyu anlamıyorsun ve boş bırakmak zorunda kalıyorsun. Defalarca başıma geldi. Fizik'teki uzun paragraf sorularında, olay anlatılıyor, anlamayıp boş bıraktığım oluyor.

S18: Tabii ki bağlantılı. Türkiye'de çoğu şirket yabancılarla iş yapıyor. İngilizce yatkınlığımız varsa derste başarı oranımız artar. Ben tercih kağıdında mekatronik seçerken %30 İngilizce olduğunu bilmeden geldim, parantez içinde falan yazmıyordu böyle olduğu.

5.Soru. S13: Hocaların performansı iyi, şöyle ki, geçen dönem bir dersim vardı İngilizce, dersin konusu çok basit. Yalın üretim, anlaşılacak nerdeyse hiçbir şey yok. Tamamen İngilizce anlatmak zorunda anlatıyordu sağolsun hocamız da aksan konusu.. yani bir de ıııı lama muhabbeti, ister istemez hem gerici oluyor hem de sınıfı kaybediyor. Sınavlara girdim, adım soyadımı yazıp çıktım, maalesef iyi değildi o hoca. Ama başka bir hocamız da İngilizce anlatıyordu ama benim dile tam hakim olamamam sorun yaratıyordu onda da.

S14: Belli başlı efsane hocalar var, onlardan ders almak kesinlikle iyidir. Fizik dersimizden memnun değildim, hocanın anlatamadığını düşündüğüm için. Evde telafi ediyordum kendi çabamla. Hocaların performansını genel olarak beğenmiyorum, o yüzden evde çalışıp yapılabilir diye düşünüyorum.

S15: Bence İngilizce %60-70 iyi seviyede, bazıları, arkadaşların dediği gibi aksan konusunda kötü. O konuda da herkes İngilizce'yi çok iyi konuşabilecek diye bir şey yok ama bölüm hocalarının çoğu yeterli seviyede İngilizce biliyorlar bence.

S16: Geçen dönemde 2 tane İngilizce dersim vardı. Bir hocamız Amerika'da yaşamış ve derste çok iyi anlatıyordu. Bir başka hocamızın derste zorlandığını hatırlıyorum. Kötü değil iyiydi, ama birinin yurt dışında yaşamışlığı kendini belli ediyordu yani. Aslında dediklerimin hepsi de aynı kapıya çıkıyor.

S17: Bence fena değiller.

S18: Hocaların aksanını pek eleştirmiyorum, Allah vergisi. Bizim giriş dersinde aynı ses tonunda konuşurdu. Hocanın tarzıyla ilgili kişilikle alakalı, İngilizce faktörü daha az bence. Hocanın pozitif olması İngilizce hedefini daha da güzelleştirir.

IV. Odak Grup Çalışması

1.Soru. S19: İnşaat Mühendisliği % 30. %100 Türkçe olmalı bütün bölümler, çünkü daha anlaşılır olur. İş olanaklarından dolayı bu bölümü tercih ettim.

S20: İnşaat Mühendisliği % 30. Bence tamamen Türkçe olmalı, eğer eğitim alıyorsak bunu iyice anlamamız lazım, İngilizce bizi ezberle zorluyor, mantıklı düşünmemizi engelliyor. Matematik, Fizik'te ezberle bir yere varamayız.

S21: İnşaat Mühendisliği % 30. Ders kredilerinin kişiye bağlı olması lazım, %30 diye değil. Ben %10 kredilik İngilizce ders almışım diplomasında öyle yazar, bir başkası %90 alır, öyle yazar diplomasında.

T: Bir standart olmaması demek ama bu?

S21: Yine bir standart yok şu durumda da. Ben %40'lık İngilizce ders seçmişimdir, ama diplomada %30 İngilizce bölümden mezun yazıyor her halükarda, diğerleriyle aynı diplomayı alıyorum. Biz %100'e kadar İngilizce ders alabiliyoruz seçebildiğimiz sürece.

S22: İsteğe bağlı olmalı, isteyen İngilizce isteyen Türkçe almalı. Zorunluluk olmamalı. Okula kayıt zamanında belirlenebilir. Diploma aldığımızda hazırlık okumadı yazabilir mesela. Ben zaten büyük bir şirkette çalışmak istemiyorum, tamamen Türkçe olsun isterdim, şu an sadece diploma önemli, onu alınca işim bitiyor. İngilizce gereksiz kalıyor benim için.

S23: Tamamen Türkçe olmalı, dersin anlaşılabilirliği gitgide azalıyor, yoksa sıkıntılı bir süreç bu.

S24: %30 olsun. Diğer türlü de tam olarak öğrenilmiyor zaten.

2.Soru. S19: Avantajı ya da dezavantajı yok, çünkü İngilizce dersinde kimse İngilizce konuşmuyor tamamen, normal ders gibi, sadece sınavda sorular İngilizce

yazılıyor o kadar. İngilizce cevaplamak zorunda da değilsin sınavda zaten derslerin %90 'ı sayısal, bir açıklama yapmak gerekmiyor.

S20: Üniversitede bu tam olarak benimsenmedi, fakat hocalar bunu yapmaya çalışıyor. Yapanların da zaten öğrencilerinde sıkıntı oluyor, Fizik ya da Matematik' te örneğin sorunlar yaşıyoruz. Krediyi doldurmak zorunda olduğumuz için almak zorunda oluyoruz sayısal dersleri, İngilizce açısından daha kolay geliyor çünkü. Bu da dersleri geçmemizi olumsuz yönde etkiliyor. Hiçbir avantajını görmüyorum.

S21: Şu anki İngilizce öğretim sistemi tamamıyla okulun egosuyla ilgili. "Benim mezunlarım İngilizce bilir egosu" var bence. Öğrenciye İngilizce öğretmek değil, çünkü üniversiteden mezun olan biri bence akıcı bir şekilde İngilizce'yi kullanamıyor. Ayrıca dersleri de verimli bir şekilde anlayamıyorsunuz. Statik dersini İngilizce alıyorum, hiçbir şey anlamazken o derste, Türkçe anlatılan sınıfta dinliyorum aynı dersi, çok kolay şekilde anlayabiliyorum.

S22: İngilizce bilenler için avantajlı, şöyle ki büyük şirketlerde çalışmak isteyenler daha çok akademik şekilde hayatını ilerletmek isteyenler İngilizce öğrenerek terimleri avantaj sağlar, bizde de şu anda bir yabancı hayranlığı var ya zaten. Ama aksi yönde, bu belli bir standardın altında,%80 lik bir kısma dezavantajlı oluyor bu durum, dersleri anlamıyoruz.

S23: 30 ya da 100 olsun dersler tamamen anlaşılamiyor İngilizce olunca, yaptığımız işin en iyisi olmamızı engellediğini düşünüyorum. Avantajı da büyük şirketler ya da yurtdışı imkanı olabilir, bunun da kısmi İngilizce öğretim ile olacağını sanmıyorum.

S24: Yabancı dil hepimiz için zor ama bizim için çok faydalı. Kısa sürede çok fazla şey bekleniyor bizden, hazırlıkta bir senede bizden İngilizce'yi tamamen öğretme diye bir şey olamaz. Avantaj; iletişim için gerekli- yabancı kız arkadaşım var mesela, yurt dışına gitme şansım var okul bitince.

3.Soru. S19: Uygulanması kesinlikle mümkün değil çünkü hocalar da öğrenciler de İngilizce'ye tam olarak vakıf değil. Genelde Türkçe anlatıyor hocalar, İngilizce anlatana da soru soruyorlar hoca zorlanıyor İngilizce cevaplarırken. İyi konuşan hocalar da gördük ama çoğu İngilizce konusunda sıkıntı yaşıyor bizim gibi.

S20: Zaten hocalar buraya gelirken belli bir sınava tabi tutuluyorlar, sınavda da yazılı şeyler soruluyor onlara da konuşmaları ölçülmüyor. Bunun için Türkçe anlatan hocalar var, sınıfın profiline değil de kendisi pek bilmediğinden açığa vurmak istemiyor. Türkçe konuşulan bir ortamda İngilizce eğitimle pek bir şey anlaşılmaz bence. Ben ilkokula başladığım zaman ben de Türkçe bilmezdim, ama etrafımdaki herkes Türkçe konuşurdu o şekilde Türkçe öğrendim, bu şekilde bir uygulama yapamayacağımıza göre bu okulda, İngilizce zor gelişir, tam olarak hedefine asla ulaşamaz bence.

S21: İngilizce eğitim başlarken yanlış başladı bence, zorunlu olunca öğrenci bunu doğrudan reddediyor zaten, birine zorla dayatma şeklinde verildiği zaman- severek

yediğimiz yemeklerden sevmediğimiz yemeği yerken aldığımız zevk gibi. Severe yapmadığımız için de başarılı olamıyoruz. Başarılı olan 10 arkadaşından 8'i severe yapıyor. Benim gibi sevmeden yapanlar daha geç ve daha zor öğreniyorlar. Bu şekilde de zor.

S22: Fazla mümkün değildir çünkü hocaların da çoğu İngilizce anlatmak istiyor dersi, onlara da biraz daha yıpratıcı oluyor, onlar da belirli bir yaşa kadar hep Türkçe eğitim görmüş, sonradan İngilizce öğrenilmiş, elbette bir zorluk oluyor. İsteksizlik, o zorluktan dolayı iletişim kopukluğu da oluyor derslerde. Bu sebeple mümkün olmasa da uygulanıyor. Şu anki sistemde ulaşması çok zor hedefine, biraz daha yabancı dil boyutunda öğrenciyi hafifletmesi lazım, akademik olarak gramer olarak aşırı bir zorlama var. Bunun yerine daha anlaşılabilir günlük hayatta kullanılacak eğitim verilirse hedefine ulaşır belki.

S23: Aradaki diyalogun İngilizce olması saçma bence. İngilizce dersi anlatılsa uygun ama alan dersini İngilizce anlatmak hem de bir Türk hocanın Türk öğrencilere anlatması gereksiz. İngilizce eğitim gerekli ama isteğe bağlı olmalı. İstekli olmadıktan sonra yararlı olmaz.

S24: İngilizce öğretmen istiyorlarsa alan derslerini değil de 4 sene boyunca İngilizce dersi versinler daha mantıklı.

4.Soru. S19: Üniversiteden sonra yurtdışına çıkacaksa öğrenci orantı olabilir. Şu an için olduğunu düşünmüyorum. Arkadaşıma 4 yıl boyunca İleri İngilizce dersi almak konusunda katılmıyorum, benim İngilizce dersinde öğrendiğim kelimelerin de bölümümle alakalı olması lazım. Her bölüme göre materyallerin hazırlanması gerek ki ilgi çekici ve faydalı olabilsin.

S20: Ters orantı var aslında, İngilizce bilmiyorum buna bağlı olarak başarımla da düşüyor. Fizik AA ile geçebileceğim bir dersken İngilizce'den dolayı DC ile şartlı geçtim. Diğer derslerde de öyle oldu. Hocalar derste İngilizce konuşunca anlamıyoruz, hatta soru soruyorlar tahtaya yazmadan anlayamıyoruz ki cevaplayalım. Biz buraya mühendis olmaya geliyoruz. İngilizce'yi herkese dayatmak doğru değil; isteyen sonradan gidip kendisi öğrenebilir. Ama sırf bunun için kalkıp bir teknik okulda zorla öğrencilere İngilizce öğretmek yanlış- hem geleceğimiz hem şu anki hayatımızı olumsuz etkileyecek. Her açıdan sıkıntılı.

S21: Yabancı dilde kaynaklar yüzlerce katlanabiliyor Türkçe ile kıyaslandığında. Bilmediğimiz bir konuyu bilmediğimiz bir dille öğrenmeye çalışınca verim hemen hemen sifira iniyor.

S22: Akademik bilgiler, kitaplar vs. hepsi yabancı dilde, yabancı kitaplardan çevrilme ve bunların içinde bir iki tane alan dersleri ile ilgili Türkçe kaynaklar var. Yabancı dildeki kitapları anlamak akademik dilde yazıldığı için anlamak hayli zor. Bu zorlamanın sebebi biraz da kendimizden kaynaklanıyor, mesela ben İngilizce'yi hiç sevmiyorum. O yüzden çalışmak da uğraşmak da istemiyorum.

S23: Yabancı dil becerisi ve akademik başarı arasında bir bağlantı yok çok fazla. Yabancı dil bilginiz İngilizce dersleri anlamamızı kolaylaştırıyor tabii ki ama ileride yabancı bir ülkede ya da büyük bir şirkette çalışmayacaksak İngilizce ile akademik başarı arasında çok da bağlantı olduğunu düşünmüyorum. Dersteki notlarımız dikkate alındığında tam ters orantılı oluyor, çünkü her denileni anlamaya çalışırken fazla zorluyoruz kendimizi, yoksa şekilleri anlamaya çalışıyoruz. Statik dersinde hocam yardımcı olmaya çalışıyor tabii ki ama anlamadığım zaman şekillere bakıp kendi problemimi çözmeye çalışıyorum.

S24: Bağlantılı değil.

5.Soru. S19: Dersi genelde Türkçe işliyoruz, bu güne kadar ben sadece bir tane hocanın İngilizce anlattığını duydum. Hoca sınıfa gelip yabancı öğrenci olup olmadığını soruyordu, bir tane çıkıyordu yabancı- Suriyeli ama o da İngilizce bilmiyordu. Sonra diyor ki zaten Türkçe de olsa İngilizce de olsa anlamayacak, Türkçe devam edelim diyor.

S20: Bendeysen arkadaşının tam tersi bir durum var. Hep İngilizce anlatıyor hocalar, hiç Türkçe görmedim şimdiye kadar, çok şanssızım. Bunu hocalara bağlamamak lazım, sonuçta ortam Türk, tek tük yabancı uyruklu arkadaş çıkıyor, hocaların da işine geliyor açıkçası Türkçe anlatmak, çünkü daha rahat anlatabilir, İngilizce’de kısıtlı kelimeyle konuşacak sonuçta- o da bir dezavantaj hocalar açısından. Ama hocalara bağlamamak lazım, onlar da bize bir şeyler katmak için elinden geleni yapıyor.

S21: Bizim derslerin %90’ı İngilizce geçiyor, aralarda çok az Türkçe konuşuluyor ve çoğunluk anlamıyor. Hoca birkaç defa tekrar ediyor, ben mi anlatamıyorum ya da sizden mi kaynaklı diyor- bunun hoca da farkında. Ama Türkçe’ye dönmeyeceğim diyor tamamen bürokrasiden dolayı, okulun sistemi buna zorladığı için, pek verimli değil dersler. Türkçe anlatım da yapmıyor prensibini bozmamak için, ben de o yüzden Türkçe derslere giriyorum. Krediyi doldurmak için İngilizce alıyorum dersi, ama Türkçe sınıfta dinliyorum anlamak için. Hepsinde değil de sözel odaklı bölüm derslerinde yapıyorum. Sayısal olduğu zaman anlamam daha kolay oluyor.

S22: Bu konu hakkında hocalarımın bir kısmını öve öve bitiremem ama kalan kısmını da övemeyeceğim maalesef. Onlar İngilizce’yi zaten tam konuşamıyorlar, anlattıklarını toparlayamıyorlar, kopukluk olunca dersi hiç anlamıyoruz, derse girmek dahi istemiyoruz. Diğer hocalarımızla İngilizce’yi fazla bilmesek bile çok akıcı konuşuyorlar, anlatıyorlar, o sayede dersten kopamıyoruz zaten- ister istemez dersi dinliyoruz.

T: %100 İngilizce bölümdeki arkadaşlarınız ne durumda bu konuda?

S23: Onlar bırakmış yaz okuluna derslerini çok kötü durumda olan da var iyi olan da var. Sadece derslere gidip geldiklerini tam anlamadıklarını söylüyorlar. – Şu an bir tane İngilizce ders aldım, korkumdan alamadım diğer dersleri, çünkü alınca

anlamayacağımı düşündüm. Hocalar dersin %90'ını İngilizce anlatıyorlar- kelime anlamlarını ya da daha zor olan kısımları Türkçe anlatmayı tercih ediyor, bence idare eder durumda.

T: İngilizce soru soruyor musunuz?

S23: Soruyoruz arada.

S22: Türkçe soruyoruz hoca yine İngilizce anlatıyor.

S23: Not alırken de sürekli İngilizce olarak yazıyorum, sayfa sayfa İngilizce, sonra eve gidiyorum böyle bakıyorum, çalışmaya çalışıyorum bir şekilde.

V. Odak Grup Çalışması

1.Soru. S25: Metalurji ve Malzeme Mühendisliği. %30 olması bana daha yakın geliyor. Çünkü derste Türkçe işlediğimiz zaman daha etkin olacağız, daha iyi öğreniriz diye düşünüyorum ama bunun yanısıra iyi bir İngilizce eğitimi de verilmeli.

S26: Matematik Mühendisliği. Bence en etkili yol %100 İngilizce, çünkü iş hayatında İngilizce önemli bir yere sahip olduğu için ben bunu tercih ettim.

S27: Matematik Mühendisliği % 100. Bu konu tartışmaya fazlasıyla açık. %100 bölümlerde bile o şekilde işlenmiyor dersler, ama benim bir hocam var İngilizce'si olağanüstü iyi, o hocama bakacak olursam İngilizce seçtiğime çok memnunum ama diğer hocalarımız için- benden bile kötü olduğunu düşündüklerim var. Zaten verdiği ders zor bir de hoca konuşamayınca anlamamız iyice zorlaşıyor, onun için %30 İngilizce çok daha mantıklı, hocanın İngilizce kapasitesine göre istediğin dersi seçebilirsin.

S28: %30 olmalı, hocanın anlatabilme kapasitesiyle orantılı olarak. İngilizce'si iyi olan hocadan İngilizce almak gerisini Türkçe almak daha mantıklı.

S29: İnsan düşünürken kendi dilinde düşünür o yüzden İngilizce düşünürken biraz zorlanabilir. Bunun yanında İngilizce de lazım bence %30 mantıklı.

S30: Tamamen Türkçe olmalı. Geçen dönem İngilizce aldığım bir dersi bu dönem bir başka arkadaşın sınıfında Türkçe aldım ve anlatılan konularla bizim İngilizce aldığımız ders arasında fark olduğunu gördüm. Mesleki derslerin İngilizce olması ileride sorun yaratır gibi geliyor bana.

2.Soru. S25: İngilizce evrensel bir dil artık, yabancı bir ülkeye gitseniz İngilizce'ye muhtaçsınız. Dezavantaj olarak da kendi alanında etkin olamazsın, yabancı bir dille alanını öğrenmek kısıtlayıcı olur.

S26: Avantaj olarak okula yabancı öğrenciler gelirse, Erasmus'lu öğrenciler için yararlı olacağını düşünüyorum ya da iş hayatında İngilizce'nin şart olduğu meslek grubundan öğrenciler olduğumuz için bize de avantajlı. Dezavantaj olarak görmüyorum.

S27: İnsanın okuduğu bölümün İngilizce terimlerini bilmesinin her türlü avantajı var, sonuçta ileride çalışma hayatında yurt dışı ile olan bağlantılarda özellikle. Ama hocaların İngilizce kalitesi* bunun için hocayı da suçlamak çok doğru değil, hoca iyi İngilizce bilmiyor olabilir, onu İngilizce öğretmek için zorlayan kişilerde hata buluyorum. Hoca iyi bir öğretmen olabilir ama bizim dersimizde İngilizce bilmediği için kağıttan okuyarak anlatıyor. Adam anlatamıyor, ne yapsın, kaç yaşından sonra İngilizce mi öğrenecek?!

S28: İngilizce olması avantaj ama hocaların telaffuz ve İngilizce hakimiyetinin iyi olması lazım; konu hakimiyeti iyi olup da İngilizce'si iyi olmayınca bir anlamı olmuyor hatta bize zararı oluyor İngilizce eğitim almanın. O yüzden İngilizce anlatım biçimine göre hocalar belirlenirse bir avantaj olur. Sadece dil sınavı ile belirlenmez bu, bir standardı olması lazım, hocanın ders anlatım biçimi dikkate alınmalı.

S27: Hocam siz de bizde derse girseniz anlarsınız yani, hoca kağıttan okuyor ama öbürü anlatıyor elinde kağıt falan yok, aksanlar falan. Hepsi öyle olsa, başımız üstüne.

S29: Bence tamamen İngilizce olsa dezavantajları olabilir, anlamayanlar olur. %30 olduğu zaman İngilizce'yi geliştirme imkanımız doğuyor, diğerleri de Türkçe oluyor daha rahat anlayabiliyoruz.

S30: Hazırlık eğitiminin yeterli olduğunu düşünmüyorum. Marmara, İTÜ, ODTÜ hazırlık konusunda daha kaliteli. Hatta bir arkadaşım bizim okulu bırakıp ODTÜ'ye geçti, sırf İngilizce'yi iyice öğrenip meslekte daha etkin olabilmek için, iyi bir pozisyonda işe girebilmek için. %30 olarak düşündüğümüz zaman avantajlı olduğunu düşünmüyorum. Arkadaşların dediği gibi hocalar da İngilizce'ye tam olarak vakıf değiller, birçoğu tahtaya anlatıyor dersi, belli başlı okuttuğu materyal var, tahtaya yazıyor açıklıyor, bunları çalışın yeterli sizin için diyor. Herhangi bir şekilde anlamadığımız yeri Türkçe olarak sormamıza izin veriyor da anlatırken bir şey anlamıyoruz. Sınavda da ezber şeklinde ya da kopya çekmek durumunda kalıyoruz.

3.Soru. S25: Geçen dönem Matlab dersini İngilizce aldım, bizim hocanın verdiği şeyler daha çok temel şeylerdi, Matematik'te öğrenilecek şeyler, ama diğer tarafta Türkçe alan arkadaşlarım vardı- aynı bölümde olmamıza rağmen onlara daha derin anlatıldı. Biz sadece önyüzünü gördük onlar sistemin tamamını kendileri program oluşturabilecek şekilde öğrendi. Bence mümkün değil. İleride ne olur bilemiyorum. Bu şekilde olumlu değil gibi okulun durumu ama hocalar da haklı nasıl anlatacağını bilmiyordur- slaytlar hazırlayıp derste onlardan yardım alıyor. Yurt dışından hocalar getirilip onlardan destek alınabilir.

S26: Hocanın Türk olması sorun değil, daha çok faydası var bize, çünkü kendisi de sonradan öğrendiği için bizim de nasıl öğreneceğimize yardımcı olabilir. Öğrenciler

konusunda da speaking açısından falan yabancı öğrenciler falan olsa iyi olur. Ama şart da değil. Öğrencinin isteğine de bağlı. Hedefine ulaşamaz herkes için.

S27: Şu anki derecede mümkün, biraz daha fazlası olabilir. Mesela özel üniversitelerde Koç, Sabancı, Özyeğin gibi üniversitelerde herkes yabancı değil, Türk hocalar asla Türkçe konuşmaz derste ama burada öğrenciler de hocayı tetikliyor Türkçe için. Öğrencinin hazırlıksız bölüme geçmesinin sebebi de okul. Yabancı dilde öğretimin hedefine ulaşacağını düşünmüyorum.

S28: Olur ama bizim üniversitede biraz zor görüyorum, ODTÜ, Boğaziçi de çoğunluğu Türk hocalardan ibaret ama çok iyi İngilizce eğitimleri var. Bizde galiba hazırlıkta hem öğrenciler hem de kurumun yetersizliği sonucu bölümlere geçtiğimizde bunun sıkıntısını yaşıyoruz, bizim üniversitemizde pek mümkün olduğunu düşünmüyorum.

S29: Bence mümkündür, daha iyi hocalar olursa. İngilizce bilmeyenler var ya da çok iyi İngilizce bilenler var. Hepsinin iyi seviyede olması gerekiyor.

S30: Aynı dil ve ırktan insanların bulunmasının dezavantaj oluşturduğunu düşünmüyorum. İngilizce hazırlık eğitimiyle ya da dışardan İngilizce öğrenilebileceğini düşünüyorum. Bizim okul için hazırlık iyileştirildiği takdirde mümkün, aksi halde değil.

4.Soru. S25: Bence yok, diğer derslerim BA, AA. İleri İngilizce CB. Doğru bir orantı yok. Matlab dersini yüksek puanla verdim, testi ve kolay geldi, bir de ön bilgiyi verdiler sadece, o kadarla sığ kaldığı için başarılı oldum o derste ama bir şey öğrendiğimi sanmıyorum. Yabancı dil dersi aldığımız zaman kelimeleri alan derslerimizle bağdaştırabiliyoruz.

S26: Doğru orantı olduğunu düşünüyorum evet çünkü derslerim İngilizce tamamen. İngilizce becerim kadar anlama sürem ya da çalışma süremi etkiliyor. İkincisi, bu biraz derse ve hocaya bağlı- bölümüm %100 ama çoğu hoca dersi Türkçe falan anlatıyor, o yüzden çok bir önemi olmadığını düşünüyorum, İngilizce'm iyi olmadığı halde yine de bir şeyler anlıyorum. Üçüncüsü, sınavlarda soruları anlamakta zorlanıyorum, bölüm terim bilgilerinde sorun yaşıyorum onda da.

S27: Mesela, aynı soruyu onun İngilizce'si iyi değildir 10 dakikada anlar, benimki iyidir iki saniyede anlarım. Bu da hem vakit hem efor kazandırır. İngilizce seviyesi iyi olan kişi İngilizce aldığı zaman dersi bir adım öndedir. O dersin kendine özgü terimleri var onları bilmek biraz zor, sadece bu sorunla karşılaşıyorum.

S28: Evet olabilir, İngilizce anlamayıp ezberleyip girme ihtimalimiz de var fakat anlama konusunda pek bir bağlantı olduğunu düşünmüyorum. Kolaylaştırır tabi, terimler zaten yabancı dilden gelme. Alan derslerinde de telaffuz konusunda- doğru telaffuz ve anlatım olursa sorun olmaz.

S29: Doğru orantı var, yabancı dil bilgim dersi anlamamı kolaylaştırıyor. Soruna pek rastlamadım henüz, çok derse katılmıyoruz zaten.

S28: Hocalardan da %100 İngilizce anlatan görmedim henüz, aldıklarım arasında.

S26: Çünkü hocalar da görüyor anlamadığımızı. Hocalar kabullenmiş ve Türkçe'ye dönüyorlar bizim yüzümüzden.

S30: Orantılı olduğunu düşünmüyorum. Bazı derslerde İngilizce terimlerde sıkıntı yaşayabiliyoruz, buna ayrı bir çaba sarf etmek gerekiyor.

T: Ayrıca çaba sarf edince yüksek puan alabiliyorum diyorsun?

S30: Türkçe derslere çalışmak yerine İngilizce derslere daha fazla önem veriyorum, geçen dönem olduğu gibi. Notlarım hemen hemen aynı- İngilizce'ye çalışmak için kitaplar indiriyorum- çeviri yoluyla anlamaya çalışıyorum. Böyle çalışarak bir katkısı olduğunu da düşünmüyorum. Türkçe derslerde dinlediğimle sınava giriyorum.

5.Soru. S25: Matlab dersinde örneğin, ilk hafta İngilizce ile girdik konuya, hoca da kekeliyor bizim sizin karşınızda olduğumuz gibi, imm aa- aklına gelmiyor kelimeler, kağıttan bakıyor, bilgisayardan bakıyor, o şekilde geçiyor dersler. İlk iki hafta öyle geçiyor, sonra diğer sınıflardan geri kalıyoruz diyor hoca, Türkçe'ye geçiyoruz yabancı öğrenci olmadığı sürece. Ben bazı hocaların Türkçe'de bile performansını beğenmiyorum, yabancı dilde siz düşünün.

S26: 6-7 ders alıyorum, bunların hepsi İngilizce. Hocalardan 1 ya da 2 tanesini beğeniyorum, diğerleri zaten İngilizce anlatsa da olur, anlatmasa da olur. Hocaları da suçlamamak lazım, derste İngilizce anlatmaya başlıyor, bu sefer öğrenciler bakıyor hocaya bir şey anlamadım diye, hoca da Türkçe anlatmak zorunda kalıyor. Bunu hoca da kabullenmiş, okulun iyi İngilizce öğretmediğini. Sonuçta oradaki öğrenciler ya hazırlığı atlayıp ya da oradan mezun olup geldiler.

S27: Hocaların performansı öğrencilerle doğru orantılı. Adam iki dakika İngilizce konuşuyor, öğrenciler hadi hocam Türkçe anlatın- sonra hocanın İngilizcesi o iki dakika ile kalıyor. Buradaki sıkıntı da işte hazırlık sürecinin çok daha kolay olması, öğrencinin iyi İngilizce ile bölüme gelmemesi, bu da hocaların performansını olumsuz etkiliyor.

S28: Dersi anlamayınca hocalar Türkçe'ye döndüğü için hem hoca hem bizler adına doğru bir şey değil ama- anlamak adına yapıyor maalesef. Hazırlık eğitimi evet biraz daha sıkı olsaydı ve bizler de daha fazla önem verebilseydik sanırım yabancı dilde eğitim çok daha güzel olacaktı. Hocaların performansı da bizden etkileniyor.

S29: Hocadan hocaya değişiyor, çünkü bazı hocaların dili iyi, iyi anlatabiliyor bazıları da anlatamıyor. Bazıları da sadece İngilizce konuştuğu için anlaşılma ihtimalleri çok yüksek. Bazı sınıflarda dersler %100 İngilizce geçmiyor, dersi

anlayabiliyoruz, full İngilizce olunca anlama oranımız düşüyor. Hocaların performansı çok da üst düzeyde değil.

S30: Bazı hocalarda İngilizce konusunda korku olduğunu düşünüyorum. Türkçe anlatırken ses tonu gayet iyi anlaşılırken, İngilizce anlatırken ön sıradaki arkadaşlar dahi zor duyuyor.

T: Çekinceli davranıyorlar- sizde olduğu gibi.

S30: Evet, hem bizde hem hocalarda var. Anlamadığımız yerleri sorduğumuzda da sınavda çıkabilecek yerleri genelde Türkçe anlatıyorlar.

Translated Version of Focus Group Interviews

Focus Group Interview I

Question 1. S1: Bioengineering %30- To be able to comprehend better, I prefer taking content courses in Turkish. English is not my native language. My department is difficult, I find it hard to understand the lesson content even in Turkish... while preferring this department, I didn't check its medium of instruction, but the department itself- whether I like it or not. If I had better prep-education, I wouldn't have this much difficulty in my English medium courses.

S2: Bioeng. %30- I also prefer department courses to be in Turkish because during exams, we try to understand questions in English and translate into Turkish and try to write in English again. And also since we are partial EMI students, we don't have English courses as integrated as in full EMI courses. I don't think this university is effective in terms of prep school education. I pass the proficiency exam with 60 point... when I took the exam, I thought I would study at prep school but I passed it with that point. In many universities, they take prep classes seriously... it should be the same with us. Then it becomes challenging to study harder.

S3: Met-mat. %30- I prefer TME. Content knowledge should be given in Turkish and we should learn English terminology- to my viewpoint. Because it is our native language, our job should be taught in Turkish. EMI is a waste of time, not only for us but for our teachers too. Teacher's performance is... up to a point. No matter what the capacity of the teacher is, our comprehension level in English is limited. I also had prep education, it is beneficial but not enough; especially for our occupation, it is never sufficient. We take English-medium courses just because we have to do so- for our credits. EMI poses no benefit for us.

S4: Bioeng. %30- I studied at prep school; rather than that, my self-initiation helped me improve my language skills. Some courses should be in English, yes. It is obviously easier to understand in Turkish. We are going to have internship in the near future and our department arises voice abroad. Because of these reasons, I think partial EMI is ideal.

S5: Bioeng. %100- All my courses are in English. I suppose this is beyond the limit of learning and teaching. Teachers also go beyond their own styles, we can't think in English. This lowers our participation frequency in the lesson because we don't fully understand it. The language of science should be the mother tongue- I learnt this. I have too much difficulty. If the medium were Turkish, I would have 100% success, but now it stays at 60%. This will be reflected in my future in many aspects. In addition, I think the system of education is faulty... if we had a qualified education at primary, secondary and high schools, EMI would be targeted here. However, we do not even know what to do...

S6: Bioeng. %30- I wish my department would be fully English medium. University students should have learnt English before they came to study here... If you have great goals, you will have to use English sooner or later. English is a universal language.

S5: I strongly agree with this but... the method for that is not this. They can't teach anything to us like this. We just memorize the terms. I am fed up with this, English has posed a big problem in my life.

S6: English learning requires our own effort, by studying and speaking. In all countries, learners do it by themselves... the system at school may not be so efficient. In France also, they teach at a minimum level at school, but students can speak it, learnt it on their own.

S5: There is such a system that we only prepare for exams. We shall study for a better school, we shall win a better university. We think with the focus of department, no one cares about English. And when we have superficial education, we naturally have difficulty here.

Question 2. S1: %100- Even EMI students find it hard. The advantage is... because it is an international language, university wants its fame to be known internationally, it prepares us to the life abroad. But here it is a disadvantage. I pass my EMI courses with my own effort- with prep school education. My classmates from high school- one is studying at METU and the other at ITU; their English level is way higher than me... I don't think the problem is with me, this university should have prepared us for EMI.

S2: As long as there is a better prep. education, I would prefer full EMI. We take the project course now, the sources are mostly in English. I have to translate them to comprehend the course content- I also don't have that much time and English proficiency. The disadvantages are... completely disadvantage. It becomes too much work load for us.

S3: It seems there is no advantage for us but for the college, it may be advantageous for Erasmus. I have no certain information about that, may be that's why they want to have EMI at our university. All the resources are in English in engineering, yes...

but we want education right in our mother tongue. When there is TME, why do we have EMI, why indirect learning? Of course, the importance of English is undeniable but it should be selective. We need to choose among three or they should exclude partial EMI and make it either completely EMI or TME. We all have different aims... in the light of these aims, everyone should find their path.

S4: We all have to know English... we are going to work in companies, things require English. We have to learn it here, as we learn many things. Not everyone can attend courses. We have to develop ourselves and shouldn't overestimate English. It should be even full EMI at the university. I find it relaxing to have partial EMI but we have to learn English here. They should improve the conditions at prep school.

S5: I agree with you... prep education should be more challenging, I don't know to what extent it would meet the demands in one year but it would be fruitful of course. Prep school didn't contribute much to me but- my friend said it very truly- they teach English indirectly to us... even before we know real English, we are exposed to academic English. It has practical advantages for sure, it is true for applying science.

S6: Rather than discussing the advantages and disadvantages of partial and full EMI... we should accept that students have to be exposed to English. If it were completely Turkish medium, they would never learn English. It becomes like a challenge for them now. Otherwise, they would have difficulty in the future.

Question 3. S1: As long as there is an effective prep education, it is possible. I don't think it would meet this target in this university. The fact that prep school has no further improvement is an indication of the same problems for the students in the following years... I would rather not be exposed to EMI if they could not teach me proper English. I have no gain from this academically.

S2: If the teachers were native, it would be better of course... because their education is qualified, teachers from abroad come and teach in other universities. The setting then becomes intercultural- mixed with foreigners and Turkish people. There is a difference between the pronunciation of those teachers and ours, it is also a factor. If the setting, teachers and students were international, it would be better.

S3: The one who teaches is Turkish, the one who learns is Turkish... the dialogue in between is indirectly in another language. The teacher also learnt this language not by birth. English is like work... if we use it, if we live with it, it reaches its target.

S4: Our teachers already knew they would teach via English and their English level is considerably good... they are even the ones who haven't taught in Turkish normally. I knew there was partial EMI in my department... I think it will reach its target.

S5: Surely, teachers' being native and students' being international makes EMI fruitful. It would be more practical... we would have to interact in English, it would be like in the mood of Erasmus. We have foreign friends but we talk in Turkish. We

had a Greek teacher last year, it was very beneficial with him. I had understood the lesson really well although there was no word of Turkish in class.

S4: Because we have no expectation then... teacher doesn't know Turkish, we don't think if he could teach in Turkish. You have to understand what he says.

S5: But this is about the relaxing mood of the teacher also, we do not see this in our Turkish teachers' behaviours.

S1: Exactly, our teachers get exhausted while teaching.

S5: In Turkish departments, the same teacher is told to be very proficient... but in our lessons, he reads on slides or make us read. The teacher truly affects the flow of the lesson.

S6: I think just the opposite. One of our teachers speak in English for 3 or 4 hours, and similarly other teachers too.

S2: One of our teachers said herself, while giving the lesson in English, I also put extra effort, get tired.

S5: And I think there is a difference between speaking and teaching; it is different to convey the lesson content.

S6: Our English speaking teachers had their education either in the US or Europe, I don't think they have difficulty.

Question 4. S1: It makes it harder. My English level makes it hard for EMI although I'm good at English. I would rather have a better English education so that everything would flow easily. In fact, My answer to all questions is about my dissatisfaction at prep school. Yes, the teacher is an important factor... I have taken the same course both in English and Turkish. The same teacher is different in EMI and TME courses. I was much more contented in the Turkish one. To me, teacher's being proficient is not a big issue. Once, I recorded the teacher's speech in class- to listen at home- there is no ending of teacher's sentences, she also has difficulty because the lesson content is hard. This teacher is super in the Turkish course.

S2: My English level is not zero, I get much more efficiency when the lesson is in Turkish. No matter how well the teacher gives the lesson, the percentage of comprehension in class decreases.

S3: It negatively affects, we have learnt basic information in our native language. I know that I have to improve my English level but now our basic knowledge about our department is being constructed, that is why we have to fully understand the content.

S4: If we do our best and they teach very well, our current level will improve.

S5: There needs to be too much concentration in class and too much effort after class.

T: How do you study?

S5: Initially, I used to learn in English and then study in Turkish. Now I acquired a habit of reading and writing in English. By reading and writing continuously, by trying not to think in Turkish... otherwise, time to study is doubled, which is tiring.

S6: Both are the same for me, there is no difference.

Question 5. S1: Whereas I get real efficiency from some teachers, I do not even want to attend to the course of some... because he reads on slides or make us read. Instead, when I dont comprehend the lesson in class, I study at home, by translation. I had to memorize from the English resources, willingly or unwillingly. Then I gave up reading those and began to study from Turkish books so that I could better understand and express myself in a simple way. I couldn't find another way.

S2: Some teachers only read their notes. Some give Turkish summary after they explain in English, this helps me associate both. Otherwise, I listen to the lesson with the mobile phone in hand- to be able to comprehend... teacher just reads. If the math courses are in English, I memorize the questions. It is more like rote learning for me.

S3: There are teachers who are really competent in English. They took their education abroad, one lived in Japan for example... but he resists teaching in English as he sees the student profile himself... Besides, there are teachers who believe in the importance of TME. It is the occupational education, all in all. We are the ones who will put this theory into practice in Turkey. Those teachers deliver presentations in English so as to teach terminology and explain the content in Turkish. The exams have to be covered in English... the night before the exam date, I examine those slides, try to find a few key words and do spontaneously during the exams. I get 65 point by this way of study. Teachers write questions in a simpler and easier way since they know our situation.

T: Have you ever given Turkish answers to questions?

S5: I did once... teacher warns beforehand, if you write in English you will be evaluated out of 10. If it is in Turkish, your point will be out of 5.

S3: Last semester, a teacher of mine required midterm exam to be in English; then in the finals I was trying to write the answers in English. He said we could write in Turkish- some teachers can help as such.

S1: I did but I dont know if I got a point or not because I didnt check my exam paper.

S2: One of our teachers wanted us to write in our own words in English... for exams and homework. She left us with exam questions in class, everyone wrote from the internet and she didnt accept those answers. She knew they were not our words.

S6: One of our teachers spoke like an English native speaker, I think they are good enough.

S5: I have problems with the tone of some teachers. The lesson is already in English, when it is covered in a low tone, it becomes more boring. There is no active participation in class, students are passive... it becomes a fiasco when the teacher is also passive.

S4: In our English language courses, it is hard to make us talk, you know. When students are inactive, teachers get badly affected by that. We have had really good teachers, however... not everyone can teach. I am not a student who attends classes regularly... but there are comments from my friends: there are teachers who cover the lesson throughout a semester with the linking words “therefore, you know”. And we collect signatures and do not have classes with such teachers.

S5: A teacher of mine said “pri much” all the time- throughout a year- and we thought its meaning all semester. It turned out to be “pretty much” later on!

T: Why didn't you ever ask it to her?

S5: We abstain from talking, we cannot. Moreover, their experience of abroad has an impact in their classroom performance, I guess.

Focus Group Interview II

Question 1. S7: Industrial Engineering. %100- To my viewpoint, full EMI is way better than the other options. The fact that English is the common language in the world makes it more meaningful for us to take courses via English. If we take academic education in English, we become universally competent... as long as EMI is applied properly. We will have a potential to work abroad. In addition, when we transfer the literature in English into Turkish, it is degenerated. Terminology in English becomes more understandable and creates an environment where working is easier with English. I have difficulty understanding the translated version of a text because it is not the first mouth to say it. English is more enjoyable.

S8: Ind. Eng. Partial EMI- which I am exposed to. We take content courses in English and this is sufficient for us for our departmental knowledge. However, we do not need to take courses like Math, Physics via English. And these courses are given in Turkish to us as we wont need them in our worklife. That's why, I prefer partial EMI.

S9: Ind. Eng.- I also prefer partial EMI... because for an industrial engineer at least, courses like Math, Physics, Chemisty will be of no use- we are not the people who will work in production stage. Since we are going to work like the graduates of business school, these courses will not contribute to our future abroad... I dont know I may regret not having full EMI in the future.

S10: Ind. Eng. Partial is more preferable because we learn English versions of the terminology. If it were TME, there will be lack of information about that.

S11: Partial EMI- I dont think my English level is advanced enough for full EMI. If it were so, I would certainly prefer full EMI.

S12: There is no point of full TME... similarly, if my English level were good, I would say full EMI. You have to prepare yourself fully before you begin to study at university; for a person whose English level is average, partial EMI is ideal.

Question 2. S7: I don't think the administration and academic people of state universities in Istanbul do their best for EMI. Of course EMI would be advantageous for me in every aspect... but for this university, it is a disadvantage. Technical universities have an aim of giving technical knowledge and therefore want to give it basicly in Turkish- as it is easier to do so. EMI requires more time and effort, the university is undisciplined in that respect.

S8: EMI should be adopted throughout the world. It is not efficient and sufficient in our university.

S9: If the question is about the amount of English speech by the teachers, it depends... I have taken two content courses in English yet; if there are Erasmus students in class, teacher is careful about using English in class. Otherwise, there are code-switchings since both parts know that the other is Turkish. And the teacher observes the distraction of the students at the time of EMI. Some teachers completely cover the course in English, one even gets angry when you react in Turkish. This is power exercise for him, something good- but comprehensibility is also essential. The teacher may know the content and use English very well, if he cannot explain it properly, it turns out to be a disadvantage.

S10: Our educational background is also diverse. We all came from different types of high school and different cities. Most of us had unqualified high school education. Teachers' pronunciation sounds different to us. We were all exposed to different pronunciation types at high school and now we are exposed to a teacher with a different type of pronunciation... it is not plausible.

S11: We define if it poses as an advantage or a disadvantage. For example, no one imposes us to choose full EMI, we do it personally. I used to regret not prefering full EMI, but now I am happy that I didnot choose it... because I speak in Turkish by birth and it becomes hard to comprehend when it is directly in English. Therefore, partial EMI is advantageous.

S12: So long as the teacher can explain the content course, it is all advantageous. However, as some friends said, even teachers have difficulty and skip English and use Turkish medium. So it is disadvantageous under these circumstances; neither we can comprehend, nor the teacher can express the content in English.

S11: Well, the problem with EMI is not about teachers but the students. Even if the teacher has a desire to pursue the lesson in English, students persist having it in Turkish. They have to do so because of students.

Question 3. S7: Of course it is possible to have EMI in a setting where all participants are Turkish native speakers. Examples of it are METU, Boğaziçi, İzmir Advanced Technology. If we were the ones who use English in real life and if teachers are able to use it... why not!

S8: Its application is possible, there are models of it in Turkey. I would compare with Boğaziçi, for instance... Honestly speaking, EMI at this university will not be as successful as it is there. Prep school here is not qualified enough. I haven't experienced prep school but my friends say there is a difference when compared with other universities- in terms of their difficulty level. Although I haven't studied at prep school, I don't think there is a difference between the ones who study and who don't. Our English level does not develop here.

S9: Academicians have a competence of teaching with English medium, only when they get the approval, they can do so. When we think on behalf of students, their English learning background is not shiny; therefore, it becomes problematic. There is a problem in our country when English is in question. Even though we start learning English at primary school, we are at the same level of competence at university. This is specific to our country. The university administration should take prep school education seriously and our own effort would make EMI successful in the long run.

S10: Of course it is probable. But in our school, it is a bit difficult. When I talk to friends from other universities, they say their prep school is really challenging and they fail... but even I could pass in our exam, there must be a problem. Those proficiency exams do not properly assess our level; more importance should be given.

S11: I could pass the proficiency test and did not study at prep school with the knowledge of 8th year at primary school. The level of instruction at prep school should be revised and improved.

S12: I cannot explain how prep education is wasted, it is like leisure time. You can get high marks with a limited study at the night before the exam date. For us, it is like a gap year. As long as prep education is like that, EMI cannot be fully applied.

Questions 4-5. S7: Because I am a full EMI student and there is relative grading system in our department- everyone has a problem with English but I don't- I can pass the exams easily. There is anger among the full EMI students and they abstain from English as much as possible. Even the successful ones can sometimes fail in the exams... thankfully, there is relative grading system and we can succeed in exams. For the ones whose level of English is good, it is not a problem. I sometimes feel that I pass the exams unfairly since I don't participate in the lessons, I just read,

comprehend and succeed. Because most students hate English - although they know the content- they fail.

S8: My language level has an impact on my academic success- for sure. If it were better, I would have higher grades... however, it is not that much essential. For example, by studying through the slides I passed a course; even if I didnot know, I would translate. The difficulties I have during the lesson are... teacher didnot give lesson notes, he should hand out the course content.

T: Can't you take notes in English?

S9: No. Partial EMI teachers generally explain the course content by means of slides. We study those slides.

S7: If students want, they can take notes.

S8: To evaluate teachers' performance... they switch to Turkish after a while, which serves to me. I like my teachers' level of English and their performance in class, most already worked abroad.

S9: In the first semester, we took the service courses in English. I dont think they are much related with language. We have difficulty in content courses if our English level is poor. In the first semester, teacher delivered lesson notes, but this semester he did not. We have to find a way; either take pictures of slides secretly or try to take notes during the lesson. Although teacher is competent in teaching, you take notes in Turkish. And they ask questions in English during the exams, how would it be possible? While taking notes in English, you think if you should write Turkish connotation or not. How would you do both at the same time? Then you have to take notes in English and at home you have to write Turkish meaning of it. And it takes too much time, we are not so hardworking.

S10: It is related of course. I remember having too much difficulty last year in the introduction to department courses.

S11: Because my English level is poor, it is not easy for me to comprehend and follow the lesson.

S12: I have difficulty in courses. When students cannot comprehend the lesson content, teachers have to switch to Turkish.

T: How about exams?

S9: Not bad, because they are generally tests, we make it.

Focus Group Interview III

Question 1. S13- Ind. Eng. Partial EMI. English is the global language, we have to learn it. It would be better to have full EMI but for the ones who have problems with English, there needs to be Turkish explanation too. Among the EMI courses I have

taken up to now, I passed only from “Advanced English I”, I failed others. Teachers cover the lesson completely in English. I attended the courses all the time... All in all, it is not an English course; technical terms were new to us and we had to learn English versions... and it was tiring.

S14- Machine Engineering. Partial EMI. Service courses like Physics, Chemistry and Math should be English-medium. Numerical courses should all be given via English; non-math (verbal) courses can also be EMI but they are harder to follow. There are less words in math courses, which are universal. I was planning to take all my courses in English but there was no contingent. I took Matlab course which was given with EMI... our teacher used to speak in English throughout the lesson and I could comprehend. I had no difficulty in that sense. I think this is because it is a math course and there are not many new notions. I didn't attend the lesson, studied from a Turkish book and I thought what could be asked in exams. I took notes and studied English notions before the exam, and wrote what I knew.

S15- Industrial Engineering. Partial EMI. The worst lessons were EMI ones among the content courses I have taken. You don't understand when it is an EMI course, I think content courses should be Turkish medium. For example, I have friends studying Chemical Engineering at Aegean University. They have been taking EMI courses for 4 years but their level is not so good. I studied at prep school for one year, my English level is better than theirs. I think language is more about curiosity... I don't think EMI content courses do not contribute much to us. The important thing is if we have curiosity, there is Internet to make use of and improve the target language. Content courses being English medium decreases our success rate. The grades of my Turkish courses are higher than EMI courses. My opinion is that content courses shouldn't be given in English, it creates comprehension problems.

S16- Industrial Engineering. %30 Because it is our native language, TME is the most effective way to learn. Generally speaking, English is not something to be learnt by education, it is done to some extent... I mean to be able to learn a language, you should live in that culture and society for a period of time. I don't think we can go further with EMI here. Have I done my best with the given education? ... No, I have inefficiencies. But by education, foreign language learning can be done to some extent. Well, I don't support full TME actually. We will all walk on the paths of worklife. We may have to be exposed to foreigners in international companies, do business with them. EMI content courses can take our English level to a point but to some extent.

S17- Mechatronics Engineering. %100- To me, EMI is a complete failure at our university, because prep school's education level is 60. If you pass the degree 60, they say that you pass prep school and now ready for the department, you can EMI take courses... Mine is a full EMI department and I passed the proficiency test with the grade of 61. Content courses are inefficient. I don't attend the courses, when I

come it is a waste of time. If I spend 5 hours at school, I say to myself go and study at home for half an hour in Turkish sources, you can learn this content that is taught via EMI in class. Then I translate that information into English, it is done... There is no meaningful output. Yes, there are friends who can understand the lesson, but most are like me. If I could comprehend 9 out of 10 words of the teacher, it is OK. But this is not the case. Most of my friends thank God if they can understand half of the sentence uttered by the teacher.

T: Why did you choose this department then?

S17: I didn't know it when I chose this department. I preferred it by thinking that I would be able to comprehend the EMI courses after prep school and as I attend the courses my English level would improve... I thought I would pass the prep school with an advanced degree, but no way! You attend classes, with no comprehension of the courses; when you don't understand you begin to sleep in class or deal with something else. Or you have to study harder and more at home. In content courses, teachers have no mercy, they never talk in Turkish. In service courses, sometimes they can talk in Turkish. It depends on the teacher. There is also no rule, they say the captain leads the ship. Every teacher makes it with their own English or Turkish level. That is another point of discussion... there is a decision but teachers apply it as they wish. I had prep school and it was like holiday. Either you make prep school really hard or grade to pass proficiency test will be 80, not 60... so that the students passing that proficiency test would comprehend the EMI courses; otherwise, there is no point of prep school.

S18: Mechatronics Engineering. %30- I think it should be full TME. The others are not fruitful, rather they are hindrance for our content courses. When content courses are given via English medium, we cannot understand the content. Before the exams, we memorize the terms in English and it becomes rote learning. If it were TMI, we would learn better. Many friends are like me in our department. And, you cannot learn English with papers or by memorizing words. Unless you go abroad and live there for a period of time, you cannot use it properly. We have been taking English courses for years, we have a certain level in English and no more! I mean- in prep school- we had 1 year of English education and there is no difference for me, personally. Completely Turkish medium education. We should internalize our content courses properly. After that, we can go abroad and improve our level of English. English is an obligation for us, you cannot pursue a career or have a promotion without it. But EMI courses here decrease our grades in content courses.

Question 2. S13: I studied Control and Automation Engineering for 2 years at Istanbul university and then chose this department. As a vertical transfer student, I had serious problems with partial EMI courses. Being a graduate of a vocational high school, I had basic knowledge problems already. Now it has become more like a burden on my shoulders. For a person like me, it is a total disadvantage. Many friends are about to drop out. Partial EMI is not that much bad for us, at least we can

take most of the courses in Turkish... we can intake the content at least- as my friend has said.

S14: I wanted to take all courses of EMI. Because of lack of contingent, I couldn't. Junior and senior students choose them before we do. First, I criticize our school for that... I mean I want to have EMI course but I can't. Secondly, prep school here is unqualified. As many friends say, it is like a relaxing place... A friend of mine studying at prep school in Sabancı University got angry with me when I said prep school is so bad. He uttered a few words whose meaning is so unfamiliar to me. Then I reacted, OK you study, we lay down. I don't think this school has a qualified English education. I studied on the last day before the proficiency exam and got 69. I failed the Advanced English course with 1 point. The test was easy. (no capacity to differentiate the good from the bad) I am a student of partial EMI but they don't give me the opportunity to take full EMI courses.

S15: Prep school education may not be good, ok... but it depends on the student: 70 % on the student and 30 % on the quality of education. I have a friend studying at METU, he had a good degree in the university entrance exam, studied at prep school but he cannot pass the proficiency exam. This is his second year at prep school. I mean, it is mostly based on the student. METU has a qualified education, but student's own level of proficiency and success is important. If we had struggled hard at prep school, we could have improved our English level. In content courses, EMI should be left to our preference. To me, the same course should be given both in Turkish and English.

T: According to what, would you choose the lessons?

S15: I am going to be industrial engineer... for instance, there is a course about making presentations, I would choose it as an EMI course- it would be like preparing myself. However, I would prefer a lesson based on theory to be given via Turkish as it is easier to comprehend.

S16: Now... the advantages of EMI are: English is a must in worklife as I said. The aim of our system of education is that... actually, getting acquainted with English in the department. Students get exposed to content knowledge in English so that they can become successful in business life in the future. However, as you see, our condition is obvious. As I said before, the very requirement to learn a language is to live in the setting it is used.

S17: The advantages will show themselves in the future... in the international companies and also research areas. I am a freshmen now, I don't have much vocational knowledge but when I wonder about something, I google it and resources are mostly in English... I realized that Turkish ones are so limited. There are millions of resources in English. Therefore, it will help us understand these sources. EMI will be of use when we go abroad too. On the other hand, there is another problem with full EMI. It degenerated our Turkish usage. I heard it from a friend of mine. She

studied in a full EMI department but in the factory while talking to the workers, they don't know the term that she uses. But this is not a big deal, it could be overcome.

S18: Vocational English would be more useful for us. Each one of us, according to our department, should have learnt the terminology in English at prep school, then we would have less problems now. As they could not teach English properly at prep school, it turns out to be a disadvantage in the department.

Question 3. S13: I don't suppose EMI our university would meet the demands and reach its target... because all these controversies come together, it won't bear good results. Students pass the prep school with 60 % of success and they are exposed to full EMI content courses. It is problematic. My English level was beginner when I start university, my course level was B at prep. Because its level was appropriate for me, I liked the prep school education actually. I had difficulty after pre-intermediate level.

S15: The ones whose level of English is poor have too much difficulty in EMI courses. Some students are here because of preference mistakes, they are like fish out of water.

S17: As a full EMI student, of course we have difficulty. Only few of us would say no.

S15: It is because of this mistake of preference... if you don't trust yourself, you shouldn't prefer EMI departments.

S17: It is not about trust in yourself... after high school, you choose these departments with the expectation that you will have a proper prep school education, you will learn English with a high capacity. You don't say to yourself that I had a qualified high school education, then I shall prefer a full EMI department.

S14: There are two conditions for EMI to succeed. The first is teachers' competence in English and the second one is the certainty of student's competence at prep school. Students should be kept in prep school until they prove themselves in English. I will give two examples to enlighten the situation: I took the Matlab course from X teacher whose English level is excellent. We had difficulty at first but then we got used to his style. Later on, I attended to a course that my friend took. The teacher has such bad pronunciation that you can't stand laughing as he says "door" for example. University administration should select the teachers meticulously. As I said before, the aim of the prep school is to teach English with high standards... you can increase the degree of passing the proficiency test.

S15: Teachers at prep school should be well-equipped... at least they must have a master's degree. Maybe then, they can heal the situation there. It is hard to practise in Turkey, the best way to do that is abroad experience. We can develop ourselves by watching series and films but it is like one-sided. It doesn't provide the opportunity for actual interaction.

T: Well, can you react in English to your teachers in class?

S15: I can understand what the teacher says but I can't express myself because of lack of practice.

S16: To be able succeed in something, you need to have an obligation for that. This semester began one month ago, and I use English only in this lesson. There is no other EMI course that I take. There will be one week gap after this lesson and I have no other setting to use English. We watch series, films with subtitles; we understand yes but when it comes to talking, it is not that easy... Speaking is the real stimulator to improve English since you have to use the words. In real life, however, there is not an opportunity to use and improve it.

S17: I think it will bear no results, I think it is a waste of time . We are the generation that is wasted. Students at the age of 18 change their cities, face the prep school and they pass with a degree of 60- piece of cake! Questions are so easy. Relax! You come to the department with that relaxation mode on, then you fail as you do not have a good command of English.

S16: I want to add something here... with 60 point, they say you pass the prep school, you are ready! If we are ready, why do we have difficulty in our content courses? If we would have difficulty, why did they make us pass it? There is a big contrast!

S15: To my way of thinking, the passing grade of full and partial EMI departments should be different too. Full EMI students would already be exposed to English, their grade should be 80 in order to pass the prep condition. We say the exam is easy but I remember that only 1750 out of 3500 students could pass. 500 or 600 had failed the prep school. The passing grade is 60 but the number of students who succeed is also low. Just because students' level is poor, the passing grade should not be lowered too.

S16: The aim here is not to prepare students to their departments but make them pass... you pass one way or another. Additionally, although there is a lot to learn in relation to my department, I remember learning "coral reefs", why do I need to learn this? They should teach useful things to us .

S15: I think prep administration should separate students according to their department and give the related vocational language education. In the first semester, we can acquire the basic English, in the second it can be vocational.

S18: It is more enjoyable and fruitful with a foreign teacher; there stand a culture before you! It is hard when both parties are native speakers of Turkish.

Question 4. S13: Certainly yes. You already start taking content courses with no background information and in English. Although we understand English, it is hard to respond. I cannot comprehend the courses.

S14: I am planning to work for a German firm in the future. I may even think of living in Germany. For people thinking like me, academic success required language proficiency of course... but if you would live in Turkey, there is not much need for a foreign language. Therefore, it is about your own path. My foreign language competence eases the comprehension level in courses. For instance, in “Static” course, the teacher is a bit old, and cannot teach well. At home, I listened to the same content from two Chinese people whose English is perfect and I understood it really well. My level of English is not bad, that is why I don't have much difficulty.

S15: If we are going to work in management position, English is really essential. It is difficult to find Turkish materials for studying... English has a positive impact.

S16: It is naturally correlated. In the “Introduction to Industrial Engineering” course, we were directed two open-ended questions, 40 points in total. I saw that I need to study vocabulary. This is my problem. Even though I study for the target words in class, at least one word in the exam would become unknown to me... and it makes me fail .

S17: It is completely correlated. It helps us comprehend the lesson. Sometimes we cannot do well in the exam just because we cannot understand the question. It happens to me so often. For the long paragraph questions in Physics, I could not understand the situation and could not answer.

S18: Of course it is related. Our ability for English affects the success level in class. While I preferred Mechatronics department, I did not know that it was partially EMI.

Question 5. S13: Teachers' performance is alright. I had an EMI course last semester, the content is too easy to comprehend- lean production. Teacher has to teach with full EMI, yes he did so but... the problem of pronunciation... mumbling. This lowers the motivation level of students. That teacher was unfortunately bad and I could not do well in the exams. Yet another teacher used to teach well but my lack of competence would pose a problem then.

S14: There are certain teachers who are really professional. I was discontented with my Physics teacher, I compensated at home. Generally speaking, I dislike teachers' performance. That is why studying at home is essential to succeed.

S15: I think the content teachers' level is good up to 60/70 %. As my friends said, pronunciation could be a problem sometimes. Not everyone would speak English like a native though.

S16: Last semester, I took two English courses. One of the teachers lived in the US and could teach really well. Another one had difficulty in class. They were both effective but the abroad experience of the former was reflected in class performance.

S17: They are not bad.

S18: I do not criticize the accent of teachers, this is by nature. A teacher of mine spoke in the same voice tone, this is something about the style of the teacher- not with the English level. Teacher's positivity glorifies the target of English.

Focus Group Interview IV

Question 1. S19: Civil Engineering. % 30- All departments should have full TMI, then the courses would become more meaningful and understandable. Because of job opportunities, I preferred this department.

S20: Civil Engineering. % 30- Fully TME is my preference. We have to internalize the content course. EMI triggers memorization and prevents logical thinking. We go no further with rote learning in Math and Physics.

S21: Civil Engineering. % 30- The credits of the lessons should differ from person to person; for instance, if I take EMI courses with 10% it should be written as such on my diploma. If another one takes EMI courses with 90%, this should be shown on his or her diploma.

T: This means no standardization?

S21: There is still no standardization in this case. I may have taken EMI courses with 40 % degree but on my diploma it is written that I graduate from partial (30%) EMI department. I take the same diploma with others. As long as we can choose, we take full EMI courses with 100%.

S22: It should be optional either Turkish or English. There should be no obligation. It can be determined at the registration period. If we don't study prep school- for instance- it can be written on our diploma. I don't want to work for a big company, therefore I would prefer full TME. Diploma is the only thing of concern to me... English is unnecessary.

S23: It should be completely TMI. The comprehensibility of the lesson decreases day by day. EMI is a problematic process.

S24: I would prefer 30 % EMI.

Question 2. S19: There is no advantage or disadvantage because no one talks in EMI courses... it is like other courses. Only in exams, you have to write in English. You don't even have to write in English, the content is mostly digital... you don't need to give an explanation.

S20: EMI hasn't been adopted at our university yet, but teachers have been trying to apply it. And students of those teachers have problems though... in Physics and Math courses especially. Just because we have to cover the credits, we take math EMI courses... they are much easier to pass. I see no advantage of EMI.

S21: The current system of education is totally about the “ego” of the university. The ego of “my graduate students know English”. The aim is not to teach English to students, because a graduate student cannot speak in English fluently... we also cannot comprehend the courses, they are not fruitful. I take Static course via English; although I understand nothing in that lesson, I can easily comprehend the content when it is given in Turkish in another class.

S22: For the ones who are competent in English, it is advantageous since their aim is to work for international companies and pursue an academic career. They learn the terminology in English. We are a fan of what is foreign to us. But for the 80%, it turns out to be a disadvantage... we cannot comprehend the content.

S23: No matter what the percentage of EMI is, the content course cannot be fully understood if it is in English. I think it prevents us from being the best of what we do... The advantage is... big companies or... creating opportunity for abroad but I dont think it is practical with partial EMI.

S24: Learning a foreign language is difficult for all of us but it is useful for us... in a short period of time, we are required to acquire too much... in prep school it is not applicable to learn English in one year... The advantage is... for communication. I have a foreign girlfriend for instance, I can go abroad after graduation.

Question 3. S19: It is completely inapplicable, because neither the teachers nor the students are fully competent in English. They generally teach via Turkish medium. Students direct questions to the teacher who teach via English and he has difficulty answering. We have encountered teachers who can speak well but... they also have problems with English- like us.

S20: When they are chosen, teachers are also exposed to written exams- they are not evaluated on their speaking skills. It is not about the student profile but the teacher’s own concern directs him to teach in Turkish. When I started primary school, I also didnt know Turkish... as people by my side talk, I internalize it. If we create such an English speaking environment it may be fruitful, otherwise, it won’t.

S21: I think the starting point of English education was faulty because when it is obligatory, students automatically reject it... it is like imposition. Since we do it unwillingly, we fail. The ones who love studying English can use it properly. The ones who dislike English learn it later and much harder.

S22: It is not so possible because most teachers also do not want to have EMI. They also had TME until those ages, learnt English in the later phases of their life, of course they have problems with EMI. It is tiring for them too. That lack of motivation and hardship both parties face, cause lack of communicaiton in class... but it is applied in any case. With the current system, EMI is hard to succeed. There should be less requirement in terms of academic and grammer dimension of English.

S23: It is nonsense to have English dialogue in between. English courses should be given in English, ok. But, content course shouldn't be given via EMI when both teachers and students are native speakers of Turkish. EMI is necessary but it should be optional. It won't be useful when we are not willing to have it.

S24: If they want to teach English, they should give proper English language education for 4 years- rather than teaching content courses via EMI... this makes more sense.

Question 5. S19: If you would go abroad after graduation, there can a relation for students. For now, I don't think it is so. I disagree with my friend in that we should take Advanced English courses for 4 years, their content is also unrelated to my department.. there need to be materials related to each department so that it can attract students and be more meaningful.

S20: I cannot use English efficiently therefore my success level decreases. Physics is a course that I can pass with AA degree but because of EMI I got DC. The same goes for other courses too. We don't understand when teachers talk in English in class, they even ask questions and we can't comprehend it unless they write it on the board. Let alone answering... we are here to be engineers. It is not true to impose English on everyone, whoever wants it can learn it by himself. In a technical school, EMI should not be imposed like this... it affects our current situation and will affect our future... problematic in every aspect.

S21: There are hundreds of sources in English. When we learn the unknown content via an unknown medium, the fruitfulness gets so low.

S22: Sources are mostly in English and they are written in academic language. Therefore, they are hard to understand. This is because of me also as I hate English and I don't want to deal with it.

S23: I don't think there is a connection in between. Of course our competence in English eases our comprehension in the courses... but if we won't work for a big company abroad, there is not much relation then. While we try to comprehend every single thing, it gets really tiring.

S24: It is not correlated.

S19: We generally cover the lesson with Turkish medium, up to now only one teacher has covered the lesson in English. A teacher of mine came to the class and asked if there were foreign student or not... one of us were Syrian and she did not have proper English and he said she wouldn't understand if the lesson was in Turkish or English... and he went on teaching in Turkish.

S20: We have a just reverse situation. Teachers always cover the lesson via English. I am so unlucky that I haven't come across one who speaks in Turkish in class. The

setting is Turkish, all students are Turkish... teachers find it easier to make it in their native language. As a disadvantage, they have limited vocabulary knowledge.

S21: 90 % of our content courses are covered in English, sometimes Turkish is spoken. Most of the time, students donot comprehend, teacher repeats a few more times and asks if it is because of him or us... he is also aware of the situation... however, he insists on EMI just because of the self discipline and school administration. That is why the lessons are not fruitful enough. I attend TME content courses additionally- just because of credit issues I take EMI courses but in reality I attend TME courses. In math courses, my comprehension is better.. I do so for non-math courses.

S22: Some teachers are worth praising in that sense but some are not. They cant even use English properly, cannot express themselves fluently and we have much more difficulty then. We dont even want to attend the courses. With the other teachers who can use English effectively, we have no other choice but to listen. It becomes more fruitful.

T: What about other EMI students?

S23: They left it to the summer school. Some are contented, some are not. They say they just attend classes without full comprehension. I have taken an EMI course up to now, I am afraid of taking more because of my fear of failure. Teachers cover the lesson in English with 90%; they prefer giving the meanings of some terms in Turkish or cover the most difficult sections of the lesson in Turkish.

T: Do you ask questions in English?

S23: Sometimes.

S22: We ask in Turkish, but the teacher responds in English.

S23: I take notes in English, loads of English notes... then I go home and look at my notes. I try to study one way or another.

Focus Group Interview V

Question 1. S25: Metallurgical and Materials Engineering. %30 Partial EMI would be the best... because when we cover the content course in Turkish, we will have a good command of content knowledge as we learn more easily and quickly... but English language education should also be provided to us.

S26: Mathematics Engineering. I preferred full EMI as it is the most effective way and also it is essential for business life.

S27: Mathematics Engineering. %100- This question is open to discussion. Even in full EMI departments, the lessons are not covered with full EMI... but I have a content teacher who has a great command of English- I am happy to have chosen this

program thanks to her... but the other teachers of mine... some are worse than me. The content course is already hard to comprehend, and when the teacher cannot explain it, it gets more tiring and our comprehension gets more complex. That is why partial (30) EMI is more meaningful as you can choose a course according to the English language capacity of the teacher.

S28: It should be 30 % partial EMI... in relation with the teaching capacity of the teacher. You can take EMI courses from the teachers who are competent in English... and the other courses can be Turkish medium ones.

S29: We think in our native language, therefore when we try to think in English, we get lost. However, English is also required for us. 30% partial EMI is the best, I guess.

S30: It should be totally TMI. I have taken an EMI course last semester and I attended the same course which given via TMI and I saw that there are differences between the content of both courses although they are the same. I think that content courses' being EMI will pose a problem in the future.

Question 2. S25: English is a universal language now... you badly need it when you go abroad. As a disadvantage, you cannot be effective in your content area, it is restrictive to learn your own proficiency by means of a foreign language.

S26: As an advantage... if foreign students study here, for Erasmus students it will be useful... or it is advantageous for us since English is a must for our department and business life. I see no disadvantages.

S27: There are lots of advantages of being aware of the English terminology of your own profession... we may have a foreign contact in worklife in the future. But teachers' "English quality"- it is not true to blame the teacher for this though- he may not use English properly... the ones who force him to teach via English are to be blamed. The teacher can be an effective one but when it comes to EMI, he has to read on paper. He cannot explain, what would he do after that age?

S28: EMI is an advantage but teachers' pronunciation and command of English should not be problematic. When they have good command of content knowledge but not English, EMI becomes more like a damage for our learning. Teachers, therefore, should be determined according to their English proficiency level. Then it will be an advantage for us. It cannot be defined with a proficiency test though, there must be a standard; teacher's teaching style should be taken into consideration.

S27: If you were in our class, you would understand, teacher. One is just reading, the other one is explaining fluently- with a proper accent. Each teacher should be effective- then we would accept EMI.

S29: If it were full EMI, there would be more disadvantages. Some would never comprehend the lesson. When it is partial EMI, we have an opportunity to improve it- we take other courses with TMI and can understand way better.

S30: I dont think prep school education is sufficient. Universities like Marmara, ITU and METU are more qualified in terms of prep. One of my friends drop out and transferred to METU just because he wanted to learn English at the highest quality and be more effective in business life. I dont think it would be advantageous when the instruction would be partial EMI. As my friends said... teachers are not also very competent in language skills... most are teaching through the board, they have a particular material in hand, write on the board and say “these are enough for you to study”. They let us ask complicated parts in Turkish, but we cannot understand when he is trying to explain in English. During the exams, we are bound to memorize or cheat.

Question 3. S25: I took EMI Matlab course last semester. Our teacher gave only the basic information that we can learn in Math courses... however, I had friends who took TMI Matlab course- although we are in the same department, the content was explain in more detail to them. We have been taught the superficial part but they are given the whole system that they can even develop the program by themselves. I think it is not possible. I dont know what the future will bring. The condition of our school is not so shiny in terms of EMI... but teachers are also right- they may not know how to explain the content via English. They get the help of slides in class. The administration can hire foreign teachers or the ones who have abroad experience.

S26: Teacher’s being Turkish is not a problem, on the contrary, it is more of use for us... since she also learnt the language, she can help us in class. For students, there can be foreign friends with whom we can have opportunities to improve our speaking skills. But it is all dependent on the students’ own motivation. EMI cannot completely reach its aim for everyone.

S27: Under these circumstances, it is possible- it can be even more. For instance, in private universities like Koç, Sabancı, Özyeğin... not everyone is foreigner... Turkish teachers never speak in Turkish in class but students here provoke the teacher for TMI. The reason for students’ being unprepared for EMI in their department is the university itself. I dont think EMI will bear good results.

S28: It is difficult at this university. METU and Boğaziçi mostly consist of Turkish teachers but they have a good command of English. I think it is because of the inefficiencies of the system and the prep school make it so problematic. I dont think it can be fruitful at our university.

S29: To me... If there are better teachers, it is possible. There are some who are incompetent and some are really competent. They all should be proficient in English.

S30: I dont think it is a disadvantage to have people from the same race who talk in the same native language. I believe by means of prep school or language courses, English language can be improved. As long as prep school education is healed, it is possible. Otherwise, it wont.

Question 4. S25: I think no. My TMI courses' grades are BA and AA. The grade of Advanced English is CB. There is no correlation. I had a high grade from EMI Matlab course since it was easy, based on test... as it was so basic, I was successful but... I have learnt nothing in that lesson.

S26: I think it is totally related yes... because all my courses are in English. My language skills affect the period of my comprehension in class and study time at home. Two... This is more dependent on the content or the teacher- I am a full EMI student but most teachers switch to Turkish in class, that's why I think it is not so important. Although I dont have much competence on English, I can comprehend to some extent. And three... I have difficulty understanding the question during the exams, especially in the terminology of the content courses.

S27: I think there is a correlation. For example, the same question can be understood in 2 seconds by a person as his English level is good, I can understand in 10 minutes because of low level of English. This saves time and effort for him. The one whose language competence is high is one step ahead in EMI courses. Some specific terms are hard to learn- I face with this problem only.

S28: Yes, may be... without comprehension, you can pass the courses by memorization... but I dont think there is a relation about comprehension. It eases of course, terms are already borrowed from English. In content courses, there wont be a problem so long as there is a proper pronunciation and explanation.

S29: My foreign language skill affects the way I understand EMI courses. I havent had many problems yet.

S28: I havent come across teachers who can explain the lesson in English- even in EMI courses!

S26: Because they also see that we have problems with EMI... they accept it and switch to Turkish medium... because of us.

S30: No. In some courses, English terminology creates problems- you have to study more for these, which requires extra effort.

T: So you say you can get high grades with extra effort?

S30: Rather than studying for Turkish medium courses, I spend time with EMI courses... as in the case of last semester. My grades are more or less similar. I download books in English, try to understand the content by translation. I dont think

there is a contribution of this way of studying to me. In TMI courses, I can pass exams with the information I get during the lessons.

Question 5. S25: In EMI Matlab course, for example... teacher started the lesson in English, he also murmurs like we do before you... immm, aa- he cannot remember words, looks at the paper in hand, check the lap top screen... lesson goes on like that. First two weeks are spent in that way, then he says we are left behind when compared with other classes and he switches to Turkish... as long as there are no foreign students in class. I dont even like performance of some teachers in TMI- let alone EMI.

S26: I take 6 or 7 courses, all are EMI courses. Only 1 or 2 are effective teachers, the rest are average. Teachers also should not be blamed, they try to teach in English but then... student look at them with blank eyes. Then he has to explain it in Turkish for students to understand. The teacher has also accepted the inefficiencies of EMI at the prep school. All in all, students in class either passed the proficiency test or graduated from that place.

S27: Teachers' performance is affected by the performance of students. He uses EMI for 2 minutes, then students beg for TMI. EMI is all that for him. The problem here is that... the process of prep school is too easy, students start their department with incompetencies on the language... this badly affects teachers' performance. I gave 3 out of 10 to EMI in our school.

S28: Teachers switch to Turkish when they observe that we cannot follow them in class.- it is not good for us and the teacher, yes but... if only prep school education was more challenging and we had given more importance to our studies then, EMI would be very beneficial for all of us. Teachers' performance is also affected by us.

S29: It depends. Some are really competent, some are incompetent- they cannot explain the course content. And some speak only in English, this is also something negative for us. In some classes, lessons are not fully EMI, we can comprehend. When it is completely EMI, our comprehension level gets lower... teachers' performance is not that high.

S30: I think some teachers have a fear of speaking in English. When they talk in Turkish, they have a high voice tone; however during EMI even friends at front have difficulty hearing.

T: They abstain from it... as you do in class.

S30: Yes, both us and teachers. When we ask complicated parts, they give Turkish explanation of what can be asked in exams.

Appendix E: Transcripts of Lecturer Interviews

L1: Biyomühendislik

1) % 30

2) İkisinde de avantaj çocuklarla İngilizce arasındaki etkileşimi sıcak tutuyor yani kısmide de, %100'de de çocuklar İngilizce terminolojiyi öğreniyor. Kulaklarında teknik terminoloji kalıyor.

%30, % 100'e göre daha avantajlı çünkü çocuklar İngilizce gördüğü derste öğrendiği terimleri bir başka Türkçe derste de gördüğünden karşılaştırma yapabiliyor. Zor olan alan derslerini Türkçe aldıklarında hem İngilizce terminoloji yerleşiyor hem Türkçe. Dezavantaj olarak; bazen çocukların kafası karışabiliyor, hangi ders Türkçe hangisi İngilizce. %70 Türkçe'ye kaçabiliyorlar, netlik olmuyor.

%100 İngilizce'de Türkçe terminolojiye uzak kalıyorlar. Hiç öğrenemiyorlar. Özel sektöre gittiğinde yabancı kalabiliyorlar Türkçe'sini bilmediği için terimin.

3) Tamamıyla ulaşamaz. Öğrencilerin İngilizce seviyesi eşit değil, liseden itibaren iyi gelen için dezavantaj yok ama bir kısım öğrenci için özellikle hazırlık okuyup gelen öğrenci tam giremiyor derse- utanıyor toparlayamıyor. Tam ulaşmıyor hedefine, önce İngilizce bilgisi eşitlensin ki sonrasında bunu tartışalım. Öğrencinin hazırlıktan geçmesi, dersi anlayacağını göstermiyor- %60 barajı. Hazırlık kalitesi artmalı, eşit seviye lazım. 50- 60'ı tutturuyor öğrenci sınav kağıdında, doğru düzgün İngilizce'si olmadığı halde—tiyatro gibi oluyor ders içinde de, içine kapanıyor öğrenci.

Ders sonrasında gelip soruyor, özet istiyor. Sunum yaptırıyoruz mesela ama iyi ifade edemiyor kendini.

4) Özellikle zor dersler, İngilizce olduğu zaman verimli olmuyor. İngilizce dersleri seçerken, sözel dersleri tercih ediyor öğrenci daha çok, alan derslerini zor olduğu için Türkçe tercih ediyor. Eğer bir okul sıfırdan %100 hedefiyle kurulmadıysa- altyapı tam olarak oturamadığı için sonradan geçiş tiyatro gibi oluyor, sanki kendinize ders anlatıyorsunuz. Örneğin, asistanlar ya da hocalar, dersi İngilizce vermek istemiyorlar. İlk başta %30 ya da %100 eğitim verdiği bilinciyle gelseler bu şekilde çelişkiler olmaz.

5) Doğru orantı olduğunu düşünmüyorum. Yüzde 20 etkiliyordu ya da en fazla 30'dur İngilizce'nin akademik başarıdaki payı. Türkçe derste çok çalışkan olan bir öğrenci İngilizce'si kötü olduğu için İngilizce alan dersinde başarısız olabiliyor ya da İngilizce'si çok iyi olan bir öğrenci dersten kalmış olabiliyor bazen. Bazı alan bilgisi iyi olan öğrenciler de İngilizce'leri kötü olsa bile sınavdan yüksek not alabiliyor.

6) Ne kadar yurt dışında yaşamış olursanız olun, dil seviyeniz ne kadar iyi olursa olsun, insanın anadilindeki rahatlığı yakalaması çok zor. YDS 100 olsa bile, kendi dilinizde deyimler daha farklı- mekanik olarak anlatıyoruz dersi ama hissiyat olarak tam verebildiğimizi sanmıyorum.

İngilizce olduğu için çocuklardan sorulara cevap alamıyorum. 10 dakika özet istiyorlar dersin sonunda. Anlamı kalmıyor yabancı dille öğretimin. İngilizcenizi değerlendirmiyoruz burada diyoruz-sonuçta biz de sanatsal değiliz yargılamıyoruz ama sessizce dinlemeyi tercih ediyorlar. Türkçe cevap verebilirsiniz diyoruz bu sefer de yüzeysel geçiyor. %90 bu şekilde derslerimiz. Birçok hoca da aynı görüşte bu konuda. 15 yıl ABD'de yaşamış tamamen İngilizce yapalım diyen de var ama azınlıkta. Hazırlık ağır uygulanmalı- henüz oturmadı alanda İngilizce dersleri. Birçok bölümde ders İngilizce yapılmıyor. Görünürde İngilizce ama Türkçe işleniyor.

L2: Metallurji ve Malzeme Mühendisliği

1) %30 İngilizce

2) Dezavantajları: iki programın bir arada devam ediyor olmasının yarattığı farklı nitelikte mühendis yetiştiriyor olmak algısı, yeterince iyi verilemeyen ve alınamayan eğitim, uygulama açısından zorluklar.

Avantajları: Dünya insanı olmanın gerekli ön şartının iyi İngilizce konuşmak ve anlamak olduğu fikrinin kabul edilmesi, yabancı literatürü takip edebilmek, en azından terimleri ve temel kavramları öğrenmek.

3) Öğrencinin ve hocanın yeterli İngilizce seviyesinde olduğu bir durumda amacına kısmen ulaşabilir ancak aksi durumda, ki bu okulumuzdaki genel durum, sadece terimlerin öğrenilmesi açısından pozitif sonuç verir, derse ilgi azalır, dersin anlaşılabilirliği azalır, ders amacına ulaşamaz.

4) Lisans eğitiminde temel dersleri %100 İngilizce öğretip, alan derslerini Türkçe öğretmenin en iyi yöntem olduğunu düşünüyorum. Yüksek lisans ve doktora ise %100 İngilizce eğitim olması gerektiğine inanıyorum.

Alan derslerinin İngilizce verilmesi yeterince İngilizce bilmeden hazırlık sınıflarını geçerek gelen öğrenciler açısından kesinlikle yararlı değil, sınıf performansları ilgi ve öğrenme açısından düşüyor. Ancak yüksek lisans doktora yeterli İngilizce'ye sahip olmak ve dünyayı takip edebilmek zorunlu diye düşünüyorum.

5) Çoğu öğrenci için doğru orantı olduğunu düşünüyorum çünkü akademik başarılarının sınav biçimi gereği yazarak kendilerini ifade ettiklerinde oldukça yetersiz oluyorlar.

6) Anadildeki kadar rahat ifade ettiğimi düşünmüyorum. Bunu karşıya yansıtmamaya çalışıyorum ancak kendim anadilde daha farklı performans verebileceğimi biliyorum. Sınıfta yaşanan en büyük problem dersi Türkçe yapmak için ya da Türkçe tekrarlar için baskı yapan öğrenciler.

L3: Endüstri Mühendisliği

1- Bence %30 İngilizce ideal bir orandır.

2- Kısmi İngilizce, Endüstri Mühendisliği alanındaki kaynakların ve ders kitaplarının genellikle İngilizce olması sebebiyle bence bir gereklilik. Çocukların İngilizce kitapları takip etmesine teşvik amaçlı olarak kısmi İngilizce'yi savunuyorum. Ancak tamamen İngilizce bir eğitim öğrencilerin dersleri takip etmesini zorlaştıran bir duruma dönüşebiliyor.

3- Hoca İngilizce konuşsa bile genellikle öğrenci soruları Türkçe soruyor. Ve sorudan anlaşılıyor ki aslında İngilizce anlattığınızda konuyu tam anlamamış. Dolayısıyla bence kaynaklar, ders slaytları İngilizce olabilir. Hatta bu hoca için de rahatlıktır ancak dersi anlatırken Türkçe'yi kullanmamak işleri zorlaştırabiliyor.

4- Derslerde öğrencileri de sadece İngilizce konuşmaya zorlarsanız performans kesinlikle düşüyor ve normalden daha yavaş ilerleniyor.

5- Hayır.

6- Hayır. Ben 3 ay Amerika'da kaldım. Kısa sürelerde sempozyum vs. amaçlı yurtdışı ziyaretleri yaptım. Ancak doktorasını yurtdışında yapmamış bir hocanın ana dilde ders anlattığı kadar rahat ders anlatabileceğini düşünmüyorum.

L4: Kimya Mühendisliği

- 1) % 100 İngilizce
- 2) Kısmi İngilizce eğitimde öğrenci İngilizce terminolojiye tam uyum sağlaması ve yabancı dil gelişiminin iyi olması beklenir.
%100 İngilizce programda öğrencilerin dil seviyesinin ders kitaplarını takip etmekte yetersiz olduğu görülmektedir. Ancak, okutulmakta olan ders kitaplarının birebir çevirisi uygun olmamakta bazı bilimsel terimlerin anlaşılması ve öğrenilmesi zor olmaktadır.
- 3) Ulaşabilmesinin zor olacağı öngörülmektedir. Yabancı öğrenci ve öğretim üyesinin olması öğrenciler arasında bir sinerji yaratacağı ve sonuçta dile karşı yatkınlığın ve öğrenmenin artacağı beklenir.
- 4) Mevcut temel bilim kitapları genelde birebir Türkçe çeviri halde olmaktadır. Türkçe ders kaynağı sıkıntısı önemli ölçüde mevcuttur. İngilizce kaynak ve görsellerin son derece iyi hazırlandığı görülmektedir. Ayrıca, internette araştırma yapıldığında İngilizce görsellerin incelenmesi ve değerlendirilmesi bakımından son derece faydalı olacağı öngörülür.
- 5) Öğrencilerimin İngilizce seviyesi ile akademik başarısı arasında doğru orantı olduğunu düşünmüyorum.
- 6) Öğrencilerin İngilizce seviyeleri düşük, dersi ve kitapları takip edemiyorlar.

L5: İnşaat Mühendisliği

- 1) Anadilde öğretim her zaman iyi olan bence.
- 2) Avantajları o dili iyi bilen için binlerce kaynağa erişebilmektir. Fakat dili tam anlamayınca ne yazık ki dersi de anlamıyorlar ve kaynaklar da pek tercih edilemiyor.
- 3) Eğer işi sıkı tutarsak ulaşır bence taviz vermeden öğrencileri zorlarsak olur.
- 4) Bence aynı anda Türkçe kitaplara da bakıp ders pekiştirilebilir İngilizce olarak dersi alınca da terimlere aşinalık olur ve yurtdışı hayalleri olanlar için bu büyük fırsat olur. Sınıf içi performans pek değişmiyor Türkçe ve İngilizce gruplarda.
- 5) Hayır düşünmüyorum çünkü bizim dersler hesaplama üzerine olduğundan pek dilden zorlanma olmuyor.
- 6) Anadildeki gibi ifade edebiliyorum fakat öğrencilerin seviyesi dolayısı ile cümleleri anlamakta zorlanıyorlar ve bu nedenle bazen daha basit cümlelere geçmek durumunda kalıyoruz. Bazen öğrencilerin bazıları Türkçe gruplarda derse girmek istiyor izin alıyorlar bizden... ben aslında pek izin vermek istemiyorum ama öğrenci kolayına geleni yapıyor bazen.

L6: İnşaat Mühendisliği

- 1) Elbette ki anadilde eğitim en etkilidir... eğitimden kasıt öğrencinin iyi yetişmesiye bu böyle. Fakat burada biz anadili İngilizce olmayanlar için bir ikilem var: temel eğitimi kendi dilimizde daha iyi anlayabiliriz ancak ileriye dönük yüksek lisans ve doktora gibi çalışmalarda, iş hayatında, kendimizi bir alanda geliştirmek istediğimizde ister istemez İngilizce ile muhatap olmak durumundayız. Hulasa yabancı dilden kaçış mümkün değil. İdeal olan yetkin bir hazırlık eğitimi neticesinde öğrencilerin İngilizce temel eğitimden de yetişebilecekleri seviyeye getirilmesi. Böylece hem temel eğitim yeterli verilebilecek hem de ilerisi için bir temel atılarak öğrenciye büyük bir kazanç sağlanmış olacaktır. Bu meselenin bir yönü diğer yandan

ise Őu haliyle bu okul gibi yeterli seviyede İngilizce hazırlık eğitimi veremeyen ve öğrencilerini iyi hazırlanmadan İngilizce lisans eğitimine süren okullar için elbette ki anadilde eğitim denilebilir... çünkü hazırlık seviyeleriyle öğrenciler dersi takip edemiyor ve mecburen sık sık Türkçe izahlar yapmak durumunda kalıyoruz ve nihayetinde ders yamalı bohça halinde anadilde eğitime dönüyor zaten. peki olması gereken bu mu? Ciddi anlamda İngilizce eğitim vererek, öğrencilerin hakikaten İngilizce anlayıp mukabele edebilecekleri seviyede yetişmesini sağlayan okullar için ilerisi de düşünöldüğünde %100 İngilizce teknik branşlarda son derece faydalı olmaktadır. Bu konudaki önerim: elbette ki eğitim anadile dönmesin, %100 İngilizce eğitim yeterliliğine (söyleneni, okuduğunu anlayabilen, yazabilen, konuşabilen) sahip öğrenciler yetiştirecek şekilde yabancı dil hazırlık eğitimini revize etsin.

2) Dezavantajı, genel olarak öğrencilerin yabancı dil yeteneklerinin yetersiz olması ve dolayısıyla derslerin pek verimli olamaması. Burada hocalar çok mu yeterli diye bir söylem getirilebilir. Biraz haklılık payı da var(dı) fakat öğrencilerin 1 senelik yetersiz İngilizce eğitimleri ve o şekilde de kalıyor olmaları karşısında gerek yeni kadroların rahatlıkla İngilizce konuşabilenlerle oluşturulması, gerekse de mevcut hocaların nihayetinde çıkıp ders anlatacakları için kişisel olarak gayret etmesiyle kendilerini sürekli geliştirmeye çalışması bu söylemi geçersizleştiriyor. Kısacası, %100 şartıyla beraber eğitim kadrosunun İngilizce ders verebilme yeterliliği gittikçe artarken hazırlıktan gelen öğrencilerin İngilizce ders alabilme vasatlığı devam ediyor. Avantajı... yabancı dilde eğitimden beklenen mezun öğrencinin dünyayı, alanındaki çalışmaları, son olayları takip edebilmesi, uluslararası projelere, iş hayatına katılabilmesi v.b. Bununla beraber okulumuz için Őu haliyle anlamı etiket olması. Kısmi İngilizce olduğunda kısmi etiket, Őimdi %100 etiket olmuş oldu. Elbette ki arzulanana bu deęil.

3) Öğrenciler ve öğretmenler yabancı dilde anlayıp konuşabiliyorsa neden olmasın? takdir edersiniz ki bu zevk meselesi deęil, bugünün gerçekleri bunu gerektiriyor. Elbette ki Türkçe eğitim en alası olurdu ama mezun edilen öğrencilerimiz dünya ile rekabete girecekse, aktif iş yaşamında, globalleşen dünyada alanında yetkin ve etkin olacaksa, okulun vizyonu bunu gerektiriyorsa, hedefimiz buysa, ve bir okul en büyük reklamını başarılı mezunlarıyla yapıyorsa bu böyle olmalı. İngilizce dünya dili olarak damgasını vurmuş bir kere, teknik branşlarda bunun tartışmasını bile yapmak yersizdir kanımca. Yayımlanan makalelerdeki oranı ortada. Sadece akademik manada deęil iş hayatında dahi bu o kadar yerleşmiş ki Türkçe eğitim alıp 4.00 ortalama ile mezun olmuş bir öğrenci, İngilizce eğitim almış ama 2.5 ortalama ile mezun bir öğrenci karşısında dezavantajlı duruma düşüyor. Kısacası İngilizce hazırlık yeterince sıkı tutulursa hem öğrenciler daha yetkin olacak ve hocaları zorlayacak hem de hocalar kendilerini daha geliştirmek durumunda kalacaklar ve karşılıklı etkileşimle bu yerleşecek.

4) Bu soru da öğrencilerim İngilizce yeterliliği ile ilgili. Odtü, Bilkent benzeri İngilizce eğitimin yerleşmiş olduğu okullara da Türk öğrenciler gidiyorlar ve çoęu Türk hocalar ile eğitim neticesinde teknik branşlarda gayet iyi %100 İngilizce ile yetişiyorlar. Demek ki yetkin bir İngilizce hazırlık eğitime tabi tutuluyorlar. Esasında bu tamamen bakış açısıyla ilgili, Őu denilebilir: temel müfredat bir kere anadilde öğrenilsin ki iyice anlaşılsın ama bunun sonu yok ve mezun olduğunda öğrenci bir alanda ilerlemeye başladığında ister istemez yabancı kaynaklara başvurmak, onları okuyup anlamak durumunda kalacak. Neden bu lisans

seviyesindeyken sağlam bir temelle aşılmasın ki? Bu ilerisi için de çok daha kolaylık olacaktır. Öğrencilerin sınıf içi performansı yukarıda belirttiğim gibi vasat bundan dolayı da ister istemez sık sık Türkçe izahat yapmak gerekiyor ama bu ne bizatihi öğrencilerden, ne dersten ne de bizlerden kaynaklanıyor. Öğrencilerin daha iyi bir hazırlık aşamasından geçmesi gerekiyor.

5) Klasik müfredat içi eğitim bakımından çok bir fark yok ama ne zaman ki öğrencinin hakikaten ayakları üzerinde durmaya çalışacağı ve yarı bağımsız araştırarak bir şeyler öğreneceği durumlar olsa mesela dönem ödevi, bitirme ödevi vs. evet yabancı dili iyi olanlar çok daha fazla kaynağa ulaşabildiği için genelde daha başarılı oluyorlar diyebiliriz.

6) Elbette ki anadilim olan Türkçe'de olduğu kadar esnek değilim ama hiçbir derste de İngilizce eğitim beni kendi açımdan zorlamıyor. Gayet akıcı bir şekilde notlara ihtiyaç hissetmeden dersi doğal akışı içinde - konusuyla, anektoduyla, şakasıyla-sürdürebiliyorum. Sadece İngilizce eğitimde öğrencilerin bakışları anlamsızlaşmaya başladığı zaman bu hocada da motivasyon kaybına yol açıyor ve kendi kendine konuşuyormuş, anlatıyormuş hissi veriyor. Bir hocanın en büyük tatmini izah ettiği konunun anlaşılması, sınıftan bu yönde katılım olması ve konuya ilgi gösterilmesidir. Benim rahatsızlığım bu bakımdan. Birbaşka nokta ise iyi kötü İngilizce anlayabilen öğrenciler kafalarına takıldıkları soruları Türkçe sorarak müdahil oluyorlar bu da işleyişi bozuyor ve araya Türkçe kısımlar karışması işte yukarıda bahsettiğim yamalı bohça durumunu oluşturuyor. Bu durum hakikaten %30 denilen durum işte ayrı ayrı derslerin %30'unun İngilizce olması değil bir dersin kendi içinde %30 İngilizce olması durumu. Hulasa hazırlık eğitimi sadece okuduğunu veya duyduğunu anlayabilen değil hiç olmazsa temel konuşma becerilerine de sahip öğrenciler yetiştirmeli.

L7: Mekatronik Mühendisliği

1- Anadil 1, % 100 İngilizce 2, %30 İngilizce 3. %30 biraz anlamsız geliyor bana, çocuk hangi dilde eğitim aldığını bilmiyor. Tamamen İngilizce olduğunda kendini şartlıyor en azından, ama anadil tabii ki özellikle bilim yapıyorsanız. Ünlü quantum fizikçisi Richard Feynman, Brezilya'ya ders vermeye gittiğinde oranın yerel dilini öğrenip o dilde ders vermeye başlamış çünkü insan en iyi kendi dilinde, düşündüğü dilde öğrenir ama % 100 İngilizce ile de öğrenir ama ön şartları var.

2- Dezavantajı çok... öğretim üyesi açısından fazla yorucu. Öğrencimin algı düzeyi çok düşük, bunda öğrenciyi de suçlayamıyorum, hazırlık bölümünü de suçlamıyorum. Bu bir felsefe, 3500 tane öğrenciyi, öğretim üyesi sıkıntısıyla yetiştirmeye çalışıyor hazırlık da. Benim kardeşim Boğaziçi mezunu, %100 İngilizce okudu, ODTÜ'deki arkadaşlarım öyle. ODTÜ ve Boğaziçi gibi üniversitelerde bu iş oluyor, bu okulda mı olamayacak?! Anadilde eğitimi savunuyorum ama 4. Sınıfa geldiğinde öğrenci teknik alanda su gibi İngilizce konuşacak, kendi alanıyla ilgili her şeyi İngilizce okuyup adapte edebilecek, dışarı çıktığında bir sorun yaşamayacak. Buradan yetişen adamın nitelik olarak İTÜ'den pek de farkı yok ama iş görüşmesinde İngilizce'den çıkıyor maalesef.

Avantajlı bir yanını göremiyorum İngilizce ders anlatmanın, dezavantajı çok- siz İngilizce anlatıyorsunuz diye bölümde bütün dersler sizin üzerinizde kalıyor. Haftada

18 saat ders anlatıyorum, İngilizce ders yoğunluğu aşırı yorucu. Mühendislik dili standarttır, anadilde düşünmeyi de çok fazla etkilediğini düşünmüyorum. Öğrenciler konuşmaktan utanıyor sınıfta, istekli olsalar da. Artık Türkçe sorun İngilizce cevaplayayım diyorum; hiç dinlenemiyorum. 10 dakika ders arasında Türkçe anlatıyorum dersi bir de. Bazıları dersten hiçbir şey anlamadan sadece İngilizce'sini geliştirmek için beni dinliyor. Zamanla tane tane konuşmaya başladım, visual olsun diye şekilden şekle giriyorum. Tek avantajı ben pratik yapmış oluyorum dilde.

3- Ulaşır, örnekleri var ülkede. Ereğli'nin bir köyünden NASA'ya kadar çıkmış bir arkadaşım var Boğaziçi'nde eğitimini almış, onda oluyorsa bu durum herkeste olabilir.

4- Benim öğrencilerim için yararlı değil, onlar daha çok zaman harcıyorlardır Türkçe sınıfına göre, ama benden ders alan öğrenciler terminolojiye hakimiyet açısından Türkçe sınıflara göre daha iyidir çünkü piston kolu dediğimde connecting road dediğimde anlayabilir. Salt öğrenmeden bahsediyorsanız İngilizce seviyesi açısından şimdilerde uyumlu değil zor ama sonrası için uzun vadede uyumlu. Sözel soru sormaya devam etsem sınavlarda sınıfın yarısı kalır, sayısal soruyorum ki soru anlaşılın. Sözel sorulara bazen Türkçe cevap yazıyorlar ama benden sıfır alıyorlar doğal olarak doğru olsa bile, dersin dili o değil çünkü. Bolonya sürecine akredite burası, dekan gelip incelese o kağıdı sorun teşkil eder. Ben çocukların yazdıklarından niyetlerini anlamaya çalışıyorum artık, İngilizce grameri zaten geçtim.

5- Hayat başarısı kesin daha fazla olur, soruları daha rahat cevaplar. Matlab dersinde çok düşük başarı oranı, sınıf ortalaması 30-40. Motorlar dersinde sayısal hesaplamalar oluyor, rakamlardan oluştuğu için başarı oranı daha yüksek sözel derse göre. Bazen dersi yarı İngilizce yarı Türkçe yapıyoruz. Çok yorucu.

6- Hiç kimse kendini anadilindeki kadar rahat ifade edemez, ben iyi ifade ettiğimi düşünüyorum ama meramım bazen sekteye uğrayabiliyor. Anlattığımı düşünüyorum ama karşı tarafa aktarılamayınca iletişim kopuk oluyor. Bir de en büyük problemimiz dışarda yarı İngilizce yarı Türkçe konuşur hale geldik, plaza lisanı tarzındayız. Türkçe'yi kesinlikle yozlaştırıcı bir durum bu. Öğrencilerde de feedback var, endüstriye gidiyorlar, orada her şey İngilizce dönüyor, buraya dönüyor terimleri İngilizce serpiştiriyor konuşmasına. Hayatımı çok etkiliyor. İngilizce kullana kullana Türkçe kendimi iyi ifade edemiyorum teknik açıdan.

YDYO eğitim planını bu geri dönütlere bakarak revize etmeli, makro bir politika bu. Biz çok sorun yaşıyoruz bölümde, okul %100 bölümler açmayı planlarken öğrencinin İngilizce seviyesi yerlerde olunca bizden de ne bekliyorsunuz diye soruyoruz. Dışardan yabancı hocalar davet ediyoruz, onlarda da pek farklılık olmuyor. Kaynakları hep İngilizce veriyorum, kütüphaneden edin diyorum ama orada da zaman kaybı oluyor öğrenci için çünkü tamamını çevirmeye kalkıyor. Acayip zaman kaybediyoruz okul olarak. Ders notu olarak Türkçe notlar veriyorum, alışkanlığım olmadığı halde, okuyup öğrensin diye bazen son çare olarak. Kendi meslektaşlarım hakkında olumsuz eleştiriler de alıyorum, ÜDS'den 85 alan adam burada İngilizce ders anlatabilecek diye bir kaide yok ama durum bu maalesef. Ben kendi çabamla, yurt dışı tecrübelerimle bu hale geldim. Mesleki İngilizce dersinde

terimleri veriyorlar ama bizim derslerdeki gzellik de Őu ki o terimleri baēlamında gryor dinliyor ērenci. Kullandıkça da iselleŐtiriyor. Mhendislik olarak bizim literatrmz İngilizce tamamen, ērencinin bunu takip edebilmesi iin ērenmesi Őart.

Translated Version of Lecturer Interviews

L1: Asst. Prof. / Bioengineering Department / 4-year experience of EMI

1) 30%

2) It is an advantage for both partial and full EMI. Students get acquainted with the English terminology related to their department. They have an interaction in English in both.

Partial EMI is more advantageous than full EMI in that students can compare the terms they learn in an EMI course with their Turkish versions in a TMI course. When they take content courses that are difficult for them in Turkish, they internalize both Turkish and English terminology.

As a disadvantage; sometimes students get confused about which course is EMI and which is TMI. There is no certainty... also in full EMI programs, students are away from Turkish terminology, they cannot learn it. When they work for a private company, for instance, they become unfamiliar with the Turkish versions of terms.

3) It cannot completely reach its aim. Students' level of English proficiency is not equal. For the ones whose linguistic background is good, there are not any disadvantages... but the students who have just graduated from prep school cannot participate in the lesson. They get shy in class. EMI cannot be successful; first students' level of proficiency should be equalized, then we can discuss this. The fact that student graduates from prep. doesnot mean that he will comprehend an EMI course. The passing grade is 60. The capacity of prep education should be increased. There must be an equal level for all. They do it on exam paper as it is test; however in class- there is no proper English production... it becomes like a theatre play... students get introverted during the lesson. At the end of the lesson, they come to me and ask for a Turkish summary of the content. We have them make presentations, for instance, they cannot express themselves in English though.

4) Especially the lessons whose content is hard to comprehend are not beneficial for students when they are full EMI. While taking their courses, students prefer TMI content courses as it is much easier to understand and requires less effort. They take nonmath courses in EMI, as they have to cover the credits. If the university was not established with the aim of EMI initially, it turns out to be a play later on- when you try to adopt it... It is like we are giving the lessons to ourselves. Teachers or assistants do not want to teach with EMI. Had they known this at the outset, there would not be such controversies.

5) I dont think there is a correlation between these. The percentage of the effect of the English competence on the academic success is 20 or 30 at most. A student who is hardworking in a TMI course can fail in an EMI course... or a student who has a good command of English can sometimes fail a content course. Students who are good at content knowledge can succeed even though their English level is poor.

6) I cannot get the reaction from students in EMI courses since they have to respond in English. They seek 10 minutes summary at the end of the lessons... there is no meaning of EMI then. We warn them that we do not assess their English skills, but they prefer listening quietly. We say "you can answer in Turkish" then they answer superficially. Our lessons are like that with 90 %. And many teachers are in the same opinion with me in that sense. There is a colleague who lived in the US for 15 years, he prefers full EMI- but this is exception. Prep school education should be given more importance. EMI courses in departments have not been properly being applied yet. In many departments, content courses are not given via full EMI. It is EMI course in theory but in practice, it is covered in Turkish.

L2: Assoc. Prof. / Metallurgical and Materials Engineering / 6-year experience of EMI

1) %30

2) The disadvantages are; we educate prospective engineers in two different programs and they are going to graduate with different qualities. EME cannot be applied properly and the output cannot be seen in return. There are lots of problems in its practicality.

The advantages are; the acceptance of the fact that for being a world citizen, you have to speak and comprehend English, scanning the world literature, learning the notions and terms at least.

3) In an environment where both parts have a good command of English, it can partly reach its aim. Otherwise, which is the typical situation in our university, it can

bear positive results just for learning the terminology... students' motivation to the lessons decreases, their comprehension level gets low and the content course does not realize its objectives.

4) Content courses' being EMI is never beneficial for students as they end up with taking EMI courses in the departments without getting fully competent in English. Their classroom performance and motivation level drop. However, in post graduate studies, it is a must to be able to express yourself, comprehend and follow the sources in English.

5) For many students, there is a correlation... because as a requirement of the assessment type that their academic success is evaluated, they are so inefficient in writing.

6) I don't think it is the same with my native language production. I try not to reflect this to my students but... if it were TMI, I know that I would show a better performance. The biggest problem faced in class is the presence of students who insist on TMI or repetition of the content in Turkish.

L3: Industrial Engineering

1) %30 is ideal.

2) Partial EMI is a necessity for the reason that most of the resources and coursebooks in industrial engineering are written in English. I support partial EMI since it is a stimulation to comprehend those resources. However, full EMI is challenging for students as they cannot follow the lesson.

3) The student generally asks questions in Turkish although the teacher speaks in English... and from those questions, it is understood that she hasn't comprehended what I have taught... therefore, the course materials and slides can be presented in English... this is even an ease for us but, while explaining the content, not using Turkish makes things hard.

4) If you force students to talk in English only, their performance absolutely decreases and the lesson goes on at a slower pace than usual.

5) They are not very good at English and this is reflected on their academic success. They don't participate in the lessons willingly.

6) I have been in the US for 3 months. I have also been to business travels for short periods of time to attend conferences, symposiums. However, I don't think that a teacher who hasn't earned his doctorate abroad can express himself in English as in the native language.

L4: Asst. Prof. Chemical Engineering

1) %100 EMI

2) In partial EMI programs, students are expected to adapt to the English terminology in their department and they are expected to have a good command of English. In full EMI programs, it is observed that students' language skills are not enough so as to comprehend course books. The translated versions of those coursebooks do not match with the original ones and it gets even harder to understand the terminology in them.

3) It is perceived that EMI will not meet the objectives. Foreign students and faculty members would create a synergy among students and this will increase the tendency towards English and success of linguistic production.

- 4) Coursebooks are generally translations and there is a scarcity of original Turkish supplementary materials. There are various well-prepared materials and visuals provided in English... besides, when students surf the internet, they will back up their studies with those extra materials.
- 5) Students' level of English proficiency is low... they cannot follow the lesson and the coursebooks.

L5: Asst. Prof. Civil Engineering

- 1) Native language medium of instruction
- 2) The advantage for a competent English user is to be able to reach thousands of course materials in their original language. However, when they are not proficient in English, they miss the class content and do not have the motivation to study more.
- 3) If we keep it tight and force students without compensation, it will reach its aim.
- 4) I think, they can support EMI course with studies through a Turkish course book at the same time. In an EMI course, they get familiar with English terminology. In-class performance does not differ in TMI or EMI groups.
- 5) I don't think so, our courses are based on numbers that is why students don't have much difficulty.
- 6) I can express myself as in my native language, but students' level of comprehension forces us to use simple words and we have to make simple sentences. Some students want to take the same course in TMI groups, I don't want to let them, but they act as they wish.

L6: Assoc. Prof. Civil Engineering

1) Of course TMI is the most effective one. If the objective of education is to instruct students well... it must be so. Here, there is a dilemma for people like us whose native language is not English: we can get the basic education via our native language... however, for postgraduate studies, in business life- when we want to develop ourselves in an area, we have to get exposed to English... it is not possible to live without English. What is ideal is the effective language education in prep school and preparation of them for basic English medium education. By that way, students would be provided the basics of English and content knowledge.

Another dimension of this issue is the fact that our university is not effective about its prep school education and it cannot prepare students for EMI courses well. For schools like ours, we can suggest TMI... because students cannot follow the content course with a low level of English and we have to make Turkish explanations most of the time. In the end, an EMI course turns out to be TMI course like a rag bag- so to speak... well, is this what is supposed to be? In colleges where students are well prepared with a serious English preparation education, full EMI has been being applied with lots of gains in technical branches for years. My suggestion about this is ...of course we should not return

back to TMI. It should revise the prep school education so as to raise students who have a good command in each skill of language learning.

2) The disadvantages are... students' level of English is insufficient for EMI and therefore the production in courses is so low. Here there may arise a question if teachers' linguistic level is good or not. It may be right to ask this question... but students' unqualified prep education for a year and their preserving their own status-not developing themselves- and new staff, on the other hand, consist of the ones with a good command of English and current teachers do their best to develop themselves personally as they have to instruct with English medium. In short, whereas teachers keep improving their English level and develop themselves for EMI, students' lack of English competence remains the same.

The advantages are; with EMI, the objectives are... the graduate student can easily follow the world issues, research in his/her field of study and be aware of the novelties in his/her department, participate in international projects and active contribution to the business life. At the same time, EMI is an etiquette for popularity.

3) As long as students and teachers can talk and understand in the foreign language, why not? As you may appreciate, it is not about pleasure. Realities of today require EMI. Of course TMI would be the best. However, if our graduate students compete with the world, if they are going to be effective and prominent in their department in the active business life of this globalised world, if the vision of the university necessitates this, if this is our objective and if a university advertises its name with its successful graduates... there should be EMI.

From this question, I will get the message that Turkish people have no talent for foreign languages... but this is the same for the German, French. English language has made itself lingua franca, it is unnecessary to discuss it in technical areas. The number of articles published in English is obvious. Not only in academia but in business life also, it has been accepted such that a student who has graduated from a TMI department with 4.00 GPA is disadvantageous when compared with an EMI department graduate with 2.5 GPA. All in all, if the prep school takes it more seriously and prepare students well for EMI, they will challenge us in class and we will develop ourselves more. Only then, EMI will be established.

4) This question is also related to the English competence of students. To the universities like METU and Bilkent where EMI is being applied, Turkish students attend. And their teachers are mostly native speakers of Turkish. So, they are being exposed to a qualified prep school education. Actually, it is all about our viewpoint, it can be said that: the main curriculum should be acquired via native language so that it can be fully understood, but there is no end for that. When they graduate, students begin to direct to an area and they have to look up foreign resource materials and comprehend them. Why shouldn't we inject this with a sound basis at bachelor's degree? It will ease the job of students in the future. As I said above, students classroom performance is poor; therefore, we frequently have to explain in Turkish. This is not because of students or the lesson or us. Students have to be exposed to a better prep school education.

5) There is not much difference in terms of curricular education but whenever students have to produce something in English such as preparing term papers, doing homework or writing a thesis, yes the ones with a good command of English are more successful since they can reach original course materials.

6) Of course, I am not as flexible as in Turkish, but personally, in none of the lessons I have had difficulty. I can maintain the course with its natural flow and fluently with all the anecdotes, jokes and the content to be conveyed. Sometimes when students look at me blankly in EMI courses, my motivation also gets down and this gives me the impression that I talk to myself.

The biggest satisfaction of a teacher is being understood by her/ his students, seeing the participation and interest of the students. This is what I am disturbed by. Another point is that some students whose English is average ask questions in Turkish in the middle of the lesson and this also affects the flow of the lesson and creates the situation of “rag bag” I said before. This is the partial EMI situation in a course not in separate courses. Although it is an EMI course, it turns out to be partial EMI one. All in all, prep school education should not raise students who can only understand but cant talk... instead, it should raise individuals who have at least basic speaking skills so that they can participate in the lessons.

L7: Asst. Prof. Mechatronics Engineering

1) TMI 1, full EMI 2, partial EMI 3. 30% does not make sense to me. The student does not understand in which language she takes education. When it is full EMI, she conditions herself at least, but of course it should be native language instruction- especially when you are making science. When the famous quantum physician Richard Feynman went to Brasil to give lessons, he learnt the local language and taught in that language. This is because he was in the opinion that one can learn best in his native language, in the language he thinks. With preconditions, he can learn via EMI though.

2) There are lots of disadvantages; for the faculty member, it is too tiring. My students' perception level is too low, I dont blame them for this and prep school either. This is a philosophy, prep school is trying to prepare 3500 students with the scarcity of faculty members. My brother is a graduate of Boğaziçi with EMI. I am a graduate of this university. Some of my friends also graduated from METU. At universities like METU and Boğaziçi, EMI succeeds, won't it happen here? I support native language medium of instruction but when the student becomes senior, he has to be able to talk fluently about technical issues and adapt whatever he reads in English and wont have any problems abroad. A graduate of this university has no difference from a graduate of an institution which has full English medium in terms of technical competence, but unfortunately, our student fails in English.... I dont see any advantages of teaching EMI courses, more like disadvantages it has. Since you are able to teach via EMI, all the workload is on your shoulders. I teach for 18 hours in a week, it is too tiring to teach in English. The language of engineering is standard,

I don't think it affects thinking in the native language much. Students feel shy and abstain from speaking in class even if they are willing. Then I say "ask in Turkish, I will answer in English" and I can't have a rest. During the break time for 10 minutes, I also explain the content in Turkish. Some students only listen to me to improve their English without any comprehension of the content. In time, I began to speak word by word and use body language to make it visual. The only advantage is that I do practice in English.

3) It can, we have models of it in Turkey. A friend of mine from a village of Ereğli has reached to NASA with his education at Boğaziçi. If it happens for him, it can happen for everyone.

4) Not useful for my students, they spend more time in comparison with Turkish class. But the ones who take courses from me are better than the ones in Turkish classes- in terms of the command of terminology. When I say connecting road, they understand that it is "piston kolu". If you are talking about actual learning in terms of English level, it is not suitable with current situation but in the long run, it will be. If I kept asking verbal questions in exams, half of the class would fail. I ask questions based on numbers so that the question would be understood. They sometimes answer verbal questions in Turkish but they can't get a point from me since the language of that course is not Turkish. This is the accreditation of Bologna process. If the dean examines that paper, it would pose a problem. I try to understand students on their papers- let alone dealing with their grammar.

5) The success of life would absolutely be better, they can answer the questions more easily. In Matlab course, the success rate is too low, 30-40%. In "Motors", there are numerical calculations, since it is based on numbers, the success rate is relatively higher. We sometimes cover the lesson half EMI and half TMI. It is too tiring.

6) No one can express themselves as well as in the native language. I think I can do so but sometimes I am distracted. I believe I can explain but when the recipient cannot get the message, the communication fails. Also, our biggest problem is that we have begun to talk half in English and half in Turkish in real life... like the language of plazas. It degenerates Turkish. Students are also affected by that; they go to the industry, everything is in English there. They return back here and use those terms in their Turkish speech. This affects our life. As we use English, we cannot express ourselves technically well in Turkish.

It is essential that foreign languages department should revise its education plan in the light of this feedback, it is a macro policy. We have too many problems with EMI in the departments. When the university administration plans to open EMI departments and students' linguistic competence is so poor, we ask what do you expect from us? We invite foreign teachers from abroad, they also do not differ. I give English course materials and ask them to borrow from the library. But then also it becomes a waste of time for students since they tend to translate the whole book. All in all, we waste too much time. Sometimes, I give Turkish course materials- although it is not my habit- so that students would read and comprehend the content- as a last remedy. ... I hear negative criticism about my colleagues. There is no rule that the one who has 85 point from UDS (language exam among universities), but

this is the case- unfortunately. I have developed myself with my abroad experience and own effort. In vocational English course, students are given terminology in English. What is meaningful in our courses is that students see those terms in their own context. And as they use, they internalize them. The literature in engineering is completely English, for students to follow this, English language is a must.



Appendix F: Consent Form

Değerli katılımcılar,

Sizi, İstanbul Üniversitesi İngiliz Dili Eğitimi Bölümü Yüksek Lisans programı öğrencisi Meryem Karaman tarafından yürütülen “Perceived Effectiveness of English Medium Instruction among Students and Lecturers at a Turkish State University” başlıklı araştırmaya davet ediyoruz. Bu araştırmanın amacı yabancı dilde (İngilizce) eğitim yapılması bağlamında sizlerin sahip olduğu tutum ve görüşleri saptamak ve bunları değerlendirmektir. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmanın amacına ulaşması için sizden beklenen, bütün soruları eksiksiz, kimsenin baskısı veya telkini altında olmadan, size en uygun gelen cevapları içtenlikle verecek şekilde cevaplamanızdır. Bu

formu okuyup onaylamanız, arařtırmaya katılmayı kabul ettiđiniz anlamına gelecektir. Ancak, alıřmaya katılmama veya katıldıktan sonra herhangi bir anda alıřmayı bırakma hakkına da sahipsiniz. Bu alıřmadan elde edilecek bilgiler tamamen arařtırma amacı ile kullanılacak olup kiřisel bilgileriniz **gizli tutulacaktır**; ancak verileriniz yayın amacı ile kullanılabilir. Eđer arařtırmanın amacı ile ilgili verilen bu bilgiler dıřında řimdi veya sonra daha fazla bilgiye ihtiya duyarsanız arařtırmacıya řimdi sorabilir veya meryemyeltek@gmail.com e-posta adresinden ulařabilirsiniz. Arařtırma tamamlandıđında genel/size özel sonuların sizinle paylařılmasını istiyorsanız ltfen arařtırmacıya iletiniz.

Yukarıda yer alan ve arařtırmadan nce katılımcıya verilmesi gereken bilgileri okudum ve katılmam istenen alıřmanın kapsamını ve amacını, gnll olarak zerime dřen sorumlulukları anladım. alıřma hakkında yazılı ve szl aıklama ařađıda adı belirtilen arařtırmacı/arařtırmacılar tarafından yapıldı. Bana, alıřmanın muhtemel riskleri ve faydaları szl olarak da anlatıldı. Kiřisel bilgilerimin zenle korunacađı konusunda yeterli gven verildi.

Bu kořullarda sz konusu arařtırmaya kendi isteđimle, hibir baskı ve telkin olmaksızın katılmayı kabul ediyorum.

Katılımcının:

Adı-Soyadı:

İmzası:

İletişim Bilgileri: e-posta:

CURRICULUM VITAE

MERYEM KARAMAN

PERSONAL DETAILS: Address: Gngren Genosman mah.
Esenler Davutpařa Cad. YTU Lojmanlar F/E D: 4
Phone: +90 533 514 09 74
E-mail: meryemy@yildiz.edu.tr

CAREER STATEMENT: Being aware of my strengths and weaknesses, I always push myself forward in order to follow my passions on the path of science and see the victory and glory at the end of the tunnel. As a teaching professional who has always been enthusiastic about developing herself and improve her skills in teaching, I believe more souls and minds exist in this petit world waiting for my gentle touch.

EDUCATION

2005- 2009	B.A.	Istanbul University Hasan Ali Yücel Teacher Training Faculty Beyazıt Campus
2001-2005	High School	Türkbirliği Super High School Salihli / Manisa

WORK EXPERIENCE

2010-	TEFL Instructor	Modern Languages Department / Yıldız Technical University (YTU)
2015-	Testing Office Member	Modern Languages Department at YTU
2009-2010	Teaching Assistant	American Cultural Association Foreign Language Schools

COURSES TAUGHT

- English I - II
- Advanced English I- II
- Reading and Speaking in English
- Business English

RESEARCH AREAS

- Teaching English as a Foreign Language
- Foreign Language Medium of Instruction
- English as medium of instruction
- Multilingualism
- World Englishes
- Testing and Assessment
- Curriculum Design

TEACHING SKILLS AND PERSONAL COMPETENCIES

- An eye for detail
- Problem solving
- Excellent research skills
- Ability to think outside the box
- Enthusiasm for voluntary work
- Able to communicate effectively
- Participating in cultural organizations
- Able to use educational tools on the Internet
- Good at distributing tasks among team members
- Able to teach young adults with diverse backgrounds
- Adaptable to collaborative and cooperative working conditions
- Able to manipulate computer assisted language learning programs
- Contribution to decision making processes in exam preparation and curriculum design

OTHER GRANTS

- 2011 International Language Conference
Leeds Metropolitan University / England
Presentation of research paper “Dear English, Let Multilingualism Speak!”
- 2011 International Youth Forum Seliger / Russia
Member of Turkish Delegation
Representation of Turkey as an education and opinion activist
- 2012 International Youth Forum Seliger / Russia
Member of Turkish Delegation
Team member of Opptunity which is a global platform promoting international youth community
- 2013 AIESEC Internship
Being a Turkish Representative
Presenting Turkish Culture in Faridabad / India

COMPUTER LITERACY

Microsoft Office Programs (Word, Excel, PowerPoint)
Internet Tools

REFERENCES

Available upon request.