STAKEHOLDERS' PERCEPTION OF THE ACADEMIC WRITING
NEEDS OF EMI UNIVERSITY STUDENTS AND HOW THESE
NEEDS ARE MET: A CASE STUDY

A MASTER'S THESIS

BY

GÖZDE KILIÇ

TEACHING ENGLISH AS A FOREIGN LANGUAGE

İHSAN DOĞRAMACI BİLKENT UNIVERSITY

ANKARA

JUNE 2018

To my beloved family

Stakeholders' Perception of the Academic Writing Needs of EMI University

Students and How These Needs Are Met

A Case Study

The Graduate School of Education

of

İhsan Doğramacı Bilkent University

by

Gözde Kılıç

In Partial Fulfilment of the Requirements for the Degree of

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I certify that I have read this thesis and have found that it is fully adequate, in scope
and in quality, as a thesis for the degree of Master of Arts in Teaching English as a
Foreign Language.

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Asst. Prof. Dr. Tijen Akşit (Supervisor)

I certify that I have read this thesis and have found that it is fully adequate, in scope
and in quality, as a thesis for the degree of Master of Arts in Teaching English as a
Foreign Language.

_____

Asst. Prof. Dr. İlker Kalender (Examining Committee Member)

I certify that I have read this thesis and have found that it is fully adequate, in scope
and in quality, as a thesis for the degree of Master of Arts in Teaching English as a
Foreign Language.

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Prof. Dr. Gölge Seferoğlu, METU (Examining Committee Member)

Approval of the Graduate School of Education

_____

Prof. Dr. Alipaşa Ayas (Director)

ABSTRACT

STAKEHOLDERS' PERCEPTION OF THE ACADEMIC WRITING NEEDS OF
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A CASE STUDY

Gözde Kılıç

M.A. in Teaching English as a Foreign Language

Supervisor: Asst. Prof. Dr. Tijen Akşit

June 2018

This study aims to explore the academic writing needs of university students
studying in various departments of a state university in Ankara, Turkey, where the
medium of instruction is fully or partially English, and whether these needs are met
as perceived by the main stakeholders. Data come from questionnaires filled by
undergraduate students studying in various departments (N=346), English language
instructors teaching the English Preparatory school of the university (N=57), and
professors teaching in various departments (N=35). Further data were collected via
one-on-one semi structured follow up interview with volunteered English language
instructors (N= 18) and department professors (N= 23). The results of the study
reveal that the skill of writing taught in the preparatory school does not seem to
match what different disciplines require in the departments as perceived by main
stakeholders.

Keywords: English as the medium of instruction (EMI), Turkish-English as the
medium of instruction (T-EMI), ESAP writing.

ÖZET

Tarafların Bakış Açısından İngilizce Eğitim Veren Üniversitelerdeki Öğrencilerin

Akademik Yazma İhtiyaçları ve Bu İhtiyaçların Nasıl Karşılandığı: Vaka Çalışması

Gözde Kılıç

Yüksek lisans, Yabancı Dil Olarak İngilizce Öğretimi

Tez Yöneticisi: Dr. Öğr. Üyesi Tijen Akşit

June 2018

Bu çalışma, Türkiye, Ankara'da ki bir devlet üniversitesinin değişik bölümlerinde, tamamen ya da kısmen İngilizce eğitim gören üniversite öğrencilerinin akademik yazma ihtiyaçlarını ve bu ihtiyaçların karşılanıp karşılanmadığını tarafların gözünden keşfetmeyi amaçlamıştır. Veriler farklı bölümlerde okuyan üniversite öğrencilerinden (S=346), üniversitenin hazırlık bölümünde görev alan İngilizce okutmanlarından (S=57) ve farklı bölümlerde alan dersleri veren profesörlerden (S=35) anket doldurma yoluyla toplanmıştır. Daha fazla veri gönüllü olan İngilizce okutmanlarından (S=18) ve profesörlerden (S=23) bire bir yarı yapılandırılmış görüşmeler aracılığı ile toplanmıştır. Çalışmanın sonuçları göstermiştir ki ana tarafların algılarına göre hazırlıkta öğretilen yazma becerileri farklı disiplinlerin gerektirdikleriyle örtüşmemektedir.

Anahtar Kelimeler: İngilizce Eğitim, Türkçe-İngilizce Eğitim¸ Belirli Akademik Amaçlar için İngilizce Yazımı

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CHAPTER 1: INTRODUCTION

Introduction

In various countries around the world including Turkey, the importance of English is growing rapidly. English has its place in Turkey as it functions both in education and in private sector including tourism industry and international business (Doğançay-Aktuna, 1998; Kırkgöz, 2007). Related to what Doğançay -Aktuna (1998) highlighted, learning English is considered as a prerequisite for many fields in Turkey. As a result, English is a must for both entry and advancement in competitive jobs in Turkey (Doğançay -Aktuna, 1998), which causes a great demand for English education in schools (Hoffman, 2000).

Learning English in Turkey can be difficult for some students because English serves as a foreign language not native or second language, and students may not attain desired level of English although they are exposed to the language for a long time in the classroom environment (Karahan, 2007). Learning English for academic purposes (EAP) may be even harder because of its focus. EAP can be defined as the practice of communicative and academic English in all areas such as pre-tertiary, tertiary and postgraduate teaching, research genres, and writing genres (Richards, 1998; Hyland, 2006). In Turkey, some English-medium universities such as Middle East Technical University, Boğaziçi University, Bilkent University and - for some departments- Ankara University offer their students to study English for a preparatory year before their disciplines, at the end of this year students are expected to be proficient at English. After proficiency exam, if they are not successful enough, they repeat their English preparatory classes (Önalan, 2005). According to the British

Council report (2015), the curriculum in English preparatory schools in Turkey is mostly based on English for General Purposes (EGP). In the classes observed, students were taught 73% EGP which is certainly not related to any academic fields, 22% EGAP and only 2% English for specific academic purposes (ESAP); therefore, having mostly EGP courses does not help students improve the necessary linguistic competence in their academic fields (British Council, 2015). To make teaching English more effective, the report recommends that the curricula in preparatory schools should shift away from EGP to EGAP (British Council, 2015). Such a shift in overall curricular approach would have implications for all areas of teaching in the English preparatory schools, academic writing is one of those areas.

While students study English for academic purposes (EAP), writing is important because it is the skill that shows how literate students are in their disciplines (Cumming, 2006; Harmer, 2007; Hoffman, Dansdill & Herscovici, 2006; Hyland, 1994). Given the clear importance of writing for academic studies, the question arises of whether current approaches to the teaching of writing in the preparatory schools can meet the needs of students in English-medium departments.

The aim of this study is, therefore, to explore the academic writing needs of university students studying in various departments of a state university in Ankara, Turkey, where the medium of instruction is fully or partially English, and whether these needs are met as perceived by the main stakeholders.

Background of the study

As it is indicated (Busse, 2017; Lasagabaster, 2017; Xu & Fan, 2017), the most significant language today in the world is English. Not only is it used as an official language in a number of countries such as United Kingdom, United States of

America, Australia, and Canada but it also serves as a lingua franca of the internet (Huddleston & Pullum, 2002). Additionally, English being the world language has had an enormous impact on English language training programs in academic context around the world (Usó-Juan, 2006). English dominates academic context and the world of science as did Latin in rather earlier era (Altbach, 2004). In connection with this, more and more students are studying their disciplinary content in English, which, for many of them, is a second or foreign language (Hyland, 2006).

It can be said that it is common practice throughout much of the Turkish higher educational system to seek to improve students' understanding and using English effectively with English medium instruction (EMI) at tertiary level (Kırkgöz, 2009). In 2016, Measurement, Selection and Placement Center (OSYM) in Turkey announced that there are 73 state and foundation universities with obligatory preparatory year ("OSYM, 2016"). At the end of this preparatory year, a proficiency exam is held to find out if the language learners successful enough (Önalan, 2005). If they pass the exam, they can start their studies in their departments (Önalan, 2005). While English is the medium of instruction (EMI) in some departments, some of them are lectured in 30% English which means at least three courses out of ten have to be taught in English by their content instructors in faculties; in this way, students who study in this kind of programs are taught with a mixture of Turkish and English as languages of instruction (T-EMI) (British Council & TEPAV, 2015).

In November 2013, the British Council and TEPAV published a report about a large-scale study exploring the state of English language teaching (ELT) in Turkish schools. The results unveiled that teaching English in primary and secondary schools is inadequate because of teaching English with grammar-based approach (Vale et al, 2013). "The reality is that very few students are able to achieve even basic

communicative competency even after about 1,000 hours of English lessons" (Vale et al, 2013, p.83). It may cause a threat to Turkey's ambition of being one of the greatest economies in the world by 2023 as being incompetent in English causes the loss of connection with the rest of the world, and degrading tourism sector (Vale et al, 2013). Two years later, in November 2015, they published a similar study of ELT in Turkish Universities. The resulting report from that argues that the teaching of EGP in preparatory schools is not relevant or adequate preparation for English the students need in their academic departments. Rather, they recommend that, English for academic purposes, which may be more appropriate approach for students in university preparatory schools.

Questions emerge from this report about the preparatory schools and the English language instructors who are given the task of preparing these students for this linguistic challenge. One of the question is whether they should continue teaching all students with an English for General Purposes (EGP) approach, or whether they should dramatically shift the curriculum away from EGP towards English for academic purposes (EAP), or even more specifically English for specific academic purposes (ESAP). The basic difference between EGP and ESAP is that while the former emphasizes overall knowledge of English language, the latter tries to identify learners' needs and focuses on those needs as well as focusing on subject-specific communicative skills in the process of teaching (Hyland, 2006).

English for specific academic purposes can be handled in terms of writing. The primary goal of academic writing is to help students learn how to write in particular ways that are valued in their specific disciplines of study, which leads them to learn how to write in different genres. Genres are a group of common communicative purposes, which address the specific group of recipients who share

the same goal, such as research articles, political tracts or poems (Aull & Swales, 2015; Hyland, 2015; Swales, 1990). Students may be asked to write in a particular way according to each department (Boyd & Hassett, 2000; Gimenez, 2008; Master, 1986). For an analysis of how academic writing in English changes according to the discipline in which it is used, some examples from different disciplines should be examined.

Walker (1999) investigated how electrical and computer engineering (ECE) students deal with lab report writing, while Faigley and Hansen (1985) observed that writing requirements for psychology students were extensively related to psychometrics. As for geological engineering students, they may be asked to describe a diagram to write a composition about powerhouses (Master, 1986). In short, these studies state that student are expected to write according to their particular academic disciplines.

As Durrant (2013) points out, "[m]ost disciplines are relatively internally homogeneous" (p.328). Their needs are unique in terms of expectations from writing, and their vocabulary and their use of English are idiosyncratic; in other words, while students in many departments might be expected to know how to write a report, the crucial part of report writing is whether it corresponds to its recipients' expectations and needs rather than simply being striking or literary (Easteal & Emden, 1987).

Alternatively, in the use of vocabulary, students are likely to be given assignments that require them to write, for example, a description for mechanisms in their own specific fields, not just a general description (Master, 1986). While having some broad overlap, might be quite distinctive according to department or discipline. The questionability, therefore, of teaching general English in preparatory schools

comes to mind at this point if we are to be aware of satisfying the needs of students in different faculties.

It is accepted that education in preparatory schools is clearly necessary as the students need adequate English skills to prepare them for the varying degrees of instruction in English they will encounter in their university studies. However, according to what the British Council (2015) suggested, the question remains whether the English language education given in preparatory schools is appropriate to meet the academic needs of students at the faculty level. Are the academic English language needs of students in disciplines from natural and applied sciences, social sciences and humanities, studying in full or partially English-medium universities in Turkey, varied enough to warrant academic instruction. If so, are those needs being met by current instruction at preparatory schools as perceived by the main stakeholders who are content professors, English language instructors and EMI university students?

In ESAP, language instruction and research are based on the particular communicative needs for specific academic disciplines in the context (Hyland & Hamp- Lyons, 2002). Ellis and Ravelli (2004) indicate that research on discipline-based writing has taken its place across and within different disciplines and for varying purposes which causes to develop different approaches towards academic writing.

Unlike EAP, EGP enables students to use English in various contexts, not just as a school subject, but also as a means to communicate in the real world. Also, EGP is the route for students to be literate in English as it teaches general usage of English (Quigley, 2014). Both in their career and in their daily lives, students who are being

taught with an EGP approach have the advantage of expressing themselves well in English when it is needed. Another contribution of general academic English is, it opens ways to meet other people (Oxford, 1996), and leads students to use the language both in the classroom and outside of the classroom. Also, it initiates students' being an active participant of today's world (Al-Saidat, 2010). These are some of the benefits of being taught with general academic English approach at schools. Both purposes of teaching English offers a number of advantages for the students at particular departments, but it is still unclear which one is more beneficial. With respect, therefore, it remains to be seen whether a change from EGP to ESAP is indeed the best route to take in order to make English language teaching more relevant to students' disciplines.

Statement of the Problem

Reasons for teaching EAP at the higher education level differ from context to context (Jordan, 1997; Leki & Carlson, 1997). The important point is which skills of the language is serviceable more than others in EAP when English is the medium of instruction (Dudley-Evans & St John, 1998). The benefits of EAP writing classes are quite abundant, one of which is how well it serves to the writing in different specific disciplines. Some researchers have examined the effects of genre-based or rhetorical type model on writing, writing syllabi or writing instructions in EGP or in EAP contexts (Bruce, 2005; Cheng, 2006; Harwood, 2005). They show the importance of allocating different genres such as writing lab reports, or writing research articles into the syllabus; however, recent studies suggest that it is considerably difficult to implement academic writing in science, technology, engineering and mathematics (STEM) as particular disciplines (Gustafsson, Hoffman & Anderson 2014; Reynolds, Thaiss, Katkin & Thompson, 2012). On the other hand, these studies rarely highlight

the effectiveness of general academic English in preparatory schools in terms of meeting the needs of academic writing education; in that sense, the present research might be useful for filling the gap in the literature.

With the growing effect of English as a world language, there are several English-medium universities in Turkey. After having an intensive English course at preparatory schools, many students in Turkey are expected to be ready to study the content of their disciplines in English, if not completely, then at least some percentage of that content (Önalan, 2005). However, many of the students at faculty level, in different disciplines, are given assignments to prepare in English after having received general writing courses with their peers from other disciplines.

Some studies shed light on the importance of English as medium of instruction (EMI) in Turkey (Başıbek et al, 2014; Kılıçkaya, 2006; Sert, 2008). There are some other studies on ELT curricula in Turkey (Akyel & Ozek, 2010; Kırkgöz, 2005; Kırkgöz, 2008; Kırkgöz, 2010), but only few of them at tertiary level (Akyel & Ozek, 2010; Yurekli, 2012). As for the curriculum in preparatory schools, the British Council (2015) has suggested that preparatory schools should change their EGP curriculum to one with an ESAP approach, and that ESAP courses should be arranged according to the students' specific academic fields. Nonetheless, what is not yet clear is whether the change in the curriculum is essential for students' writing in different disciplines. This indicates a need to understand if students manage to write comfortably in their disciplines. Correspondingly, it has been still undiscovered whether having EGP courses at preparatory schools meets the needs of various disciplines and whether these needs are met as perceived by the main stakeholders.

Aim of the Study

This study aims to explore the academic writing needs of university students studying in various departments of a state university in Ankara, Turkey, where the medium of instruction is fully or partially English, and whether these needs are met as perceived by the main stakeholders.

Research Questions

1) To what extent does the current approach employed to teach writing in the English language preparatory program of a state university meet the needs of students in a department where the language of instruction is fully or partially English as perceived by the main stakeholders; content professors, language instructors and department students?

   a) What writing skills are taught at the English language preparatory program students at a Turkish state university?

   b) What writing skills are needed at different faculties?

Significance of Study

At English-medium departments of universities, students are given assignments which require them to write well using appropriate academic English language. In assignments, students have to know their audience, also be aware of writing procedure and what to use in their writings (Baik & Greig, 2009; Durkin, 1987, Hyland, 2002), for example, if the genre is writing research article, students have to know they need to write down keywords in the article, or they have to follow the procedure of how to write a research article, but this topic may not be emphasized with EGP curriculum in preparatory schools for the need of different

disciplines. Earlier studies explored attitudes towards writing in STEM disciplines (Balster, Pfund, Rediske & Branchaw, 2010; Mastascusa, Snyder, & Hoyt, 2011; Reynolds, Thaiss, Katkin & Thompson, 2012), or how to teach writing skill with genre-based writing instruction at tertiary level rather than if what they teach is what they need (Cheng, 2006; Hyland, 2003; Nesi & Gardner, 2012). In the light of this study, it can be more clear whether what is taught at preparatory schools is what is needed.

At the local level, curriculum designers, administration of the preparatory school, English language instructors, content professors might benefit from the results of this study to establish a bridge between the needs of students at English-medium faculties in terms of the qualification of the students' writings and the writing education of Turkish preparatory schools. This study will help these people better determine the degree to which their current curricular practices in academic writing instruction are appropriate for meeting the students' eventual needs in their faculties, and, therefore, in what ways changes might be made. Furthermore, with a better understanding of what is necessitated by disciplines, instructors might be more aware of their efficacy of writing courses, for example, they can try to teach what ESAP writing courses requires in their own courses.

Definition of Key Terms

EMI: It is a way of teaching which is delivered by English language (British Council & TEPAV, 2015).

T-EMI: Mixture of Turkish and English as the medium of instruction (British Council & TEPAV, 2015).

ESAP: Teaching English for academic purposes which is specific to a particular department (British Council & TEPAV, 2015).

CHAPTER 2: LITERATURE REVIEW

Introduction

This study addresses the questions of what the academic writing needs of students are in different disciplines at a Turkish state university, what academic writing skills of students are taught at the English language preparatory program and whether those needs are met or not as perceived by the main stakeholders.

In parallel with its aim, the literature will be the definitions and classifications of related approaches, and cover related issues in the field of academic writing. In the first five sections, English for general purposes (EGP), English for specific purposes (ESP), English for academic purposes (EAP), English for general academic purposes (EGAP) and English for specific academic purposes (ESAP) will be covered successively to differentiate each definition. In pursuit of introducing the definitions, writing in the university context and its place will be discussed. In addition, in the last two sections, some studies will be reviewed to explore to what extent the teaching of academic writing in English meets the needs of the students at tertiary level, or what kind of needs the university students have in terms of academic writing locally or globally.

Figure 1 shows several main categories of English language teaching. It is beneficial to examine the figure before exploring issues around these categories:
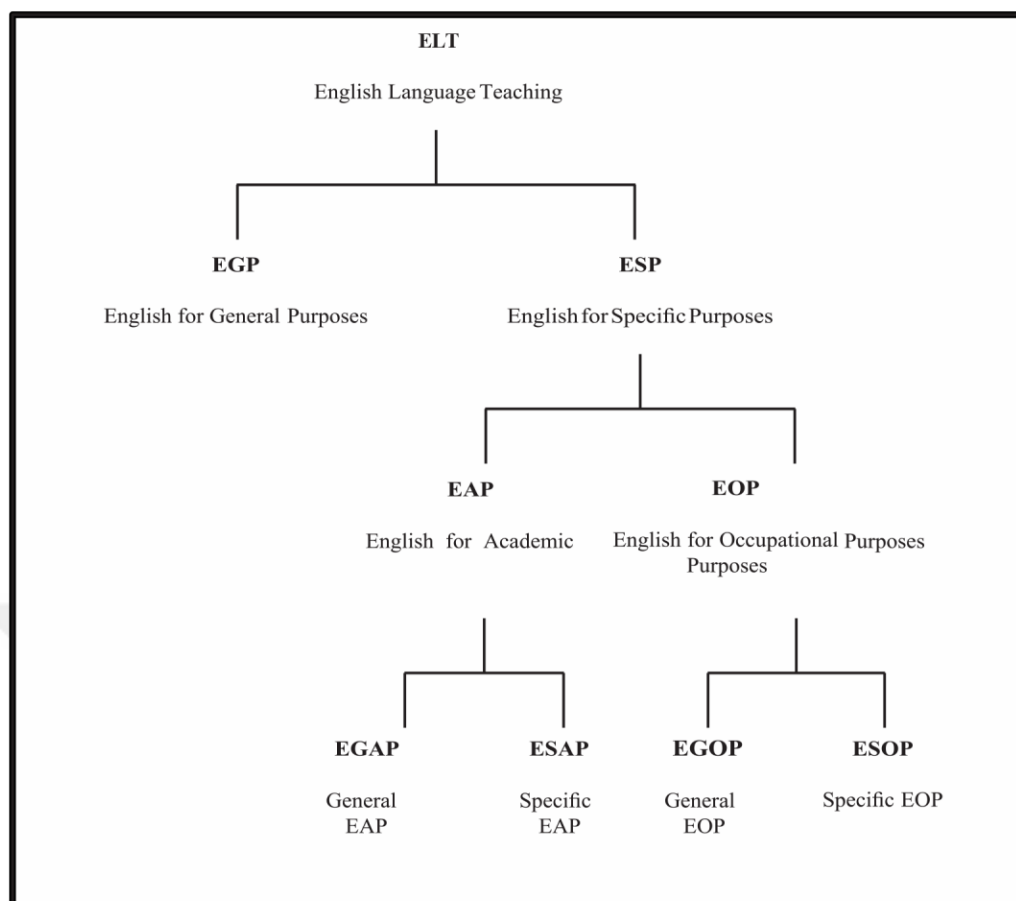
Figure 1. Categories of English language teaching (Jordan, 1997, p.3)

According to Jordan (1997), English for general purposes (EGP) and English for specific purposes (ESP) are two main branches of English language teaching (ELT). As ESP is about specifity of teaching, it is hard to handle it only by itself as the main branch. English for academic purposes (EAP) and English for occupational purposes (EOP) derive from ESP. EAP concerns with the teaching of academic side of the language whereas EOP concerns with the language which is necessary for different occupations. EAP is divided into two branches. First of which is English for general academic purpose (EGAP) and the second branch is English for specific academic purposes (ESAP). Like EAP, EOP has also two branches. One of them is English for general occupational purposes (EGOP) and the other is English for specific occupational purposes (ESOP).

English for General Purposes

In English for general purposes (EGP) contexts, no matter how different methods are used to teach English (Larsen-Freeman, 2010), students deal with the general English concepts which they can encounter in their daily lives for different reasons and needs (Harmer, 2015; Hyland, 2006; Holme, 1996). The syllabus of EGP may focus on basic effective communicative language skills which can include some tasks (Ellis, 2010; Littlewood, 2007; Nunan,2004; Spada, 2007), such as introducing oneself or writing a postcard, or it may focus on reading skill to get the information as effective and fast as possible. The syllabus may also involve mainly listening skill to blend in the culture where the language is spoken (Larsen-Freeman, 2010). It can be claimed that EGP approach, for students, has no certain and clear-cut aims to learn except from socializing or communicating (Davoudi-Mobarakeh, Eslami-Rasekh, Barati, 2014; Harmer, 2015; Jordan, 1997).

That is, it serves rather to survive in the target culture instead of expressing oneself metacognitively (Harmer, 2015; Phillipson, 2007; Shin, 2007). With this reason, EGP approach does not aim to teach specific discipline-related subject and therefore it might be seen not as goal-oriented as EGAP or ESAP, which can cause underperforming of students at school (Ahour, Mohseni & Buinzahra, 2015; Jordan, 1997; Zohrabi, 2010). As an example, even if they are taught general English as of the primary school level, students still may not be proficient at tertiary level in Turkey (Karahan, 2007). There can be other reasons, but EGP may be one of the main reasons of Turkish students' underperformance (Karahan, 2007; Kizildag 2009); in addition, according to Long (2005), students at schools need English for academic purposes to learn English in accordance with their disciplines. On the other hand, EGP approach with a well-prepared syllabus can prepare students to function

well in their disciplines with the skills which are common for all fields (Allen, 1985; Dudley-Evans & St John, 1998). Especially for less proficient students, EGP approach can help them improve themselves adequately before academic language (Zohrabi, 2010). According to Goldenberg (2008), it can be pointless to push some students to learn academic English before teaching them general English, when they are not able to express themselves in English.

English for Specific Purposes

There is no certain dividing line between English for specific purposes (ESP) approach and EGP approach (Campion, 2016). However, ESP approach smoothly moved away from EGP approach by its nature of being specific for particular contexts (Dudley-Evans & St John, 1998, Jordan, 1997; Holme, 1996; Hyland, 2007; Nunan, 2004). According to Hutchinson and Waters (1987), ESP was not a planned and coherent movement, it is a phenomenon emerged from concurrent trends in teaching English which can be better explained with its three main reasons to exist. The first of these is what they label the "demands of a brave new world" (Hutchinson & Waters, 1987) which focuses on students in a different way (Brunton, 2009). What the label suggests is the language teaching process should be arranged in parallel with learners' needs, considerations, and expectations from learning the English language (Brunton, 2009). After the Second World War, people started to learn English not just for prestige or pleasure, but also because of its being the key for technology and commerce. Improvement in science and technology brought the people around the world together; therefore, people felt the need for communication (O'Regan, 2014). With the growing demand for English, new trends and research areas emerged which led to nascence of ESP. With each research area such as aviation, medicine, technology or science, different usage of the language was

needed (Gilmour, 2017). It affected English language itself and its linguistic structures which is called "a revolution in linguistics" (Hutchinson & Waters, 1987). Thirdly, there was a new "focus on the learner". Thanks to new developments in educational sciences, learners were seen to have different needs and expectations (Hutchinson & Waters, 1987). For instance, medical students, civil engineering students or students of sociology are expected to be better at their different generic vocabulary. With an effective needs analysis, ESP tries to find solutions according to identified needs of students (Belcher, 2006; Douglas, 2017; Yogman & Kaylani, 1996). So, students with different needs from different disciplines can get great benefit of English language according to what they need (Nunan, 2004). Another feature of ESP can be as pragmatic, needs-based, functional and efficient as ESP curricula are prepared according to needs analyses, which makes it pragmatic, functional and efficient (Belcher, 2006). With these means, the courses can be planned to meet specific needs of students in particular disciplines which leads to its popularity (Basturkmen, 2010; Dudley-Evans, 1998; Nunan, 2004). Currently, ESP is accepted as an umbrella term for EAP, EGAP and ESAP. (Basturkmen, 2010; Cheng, 2006; Hyland, 2002).

English for Academic Purposes

English for academic purposes (EAP) approach can be defined as the teaching of English with an academic aim which can be transferred into students' other academic courses (Hyland & Hamp-Lyons, 2002; Hyland, 2006; James, 2014; Jordan, 1997; Leki & Carson, 1997; Peacock & Flowerdew, 2001). According to British Council and TEPAV (2015), it is an approach of teaching, which is generally needed for university studies, like writing academic assignments or listening to academic lectures; therefore, the focus is on specifically on the academic purpose

which distinguishes EAP approach from EGP approach (Campion, 2016; Hamp Lyons, 2011; McCarter & Jakes, 2009).

Also, EAP approach may also be said to assemble different fields of academic communicative practice such as classroom interactions, teaching at different levels (pre-tertiary, undergraduate and postgraduate), administrative practice (thesis defenses, or written course documents), research genres, students' writings (Hyland, 2006).

Dudley-Evans state that as EAP approach aims to be practical and goal-oriented, these fields should be handled locally, and according to the needs of a particular group of students (as cited in Hyland, 2006, p. 1). McCarter and Jakes (2009) state that instructors of EAP should build knowledge of the subject that they teach.

English for General Academic Purposes (EGAP)

EAP offers systematic, goal-oriented, and locally managed teaching by focusing on students' needs and academic communication skills, which leads to another argument about its specificity (Hyland, 2006). To make the distinction clearer, there are two sub-divisions of EAP approach (British Council & TEPAV, 2015; Carkin, 2005; Dudley-Evans & St John, 1998; Jordan, 1997), the first of which is English for general academic purposes (EGAP). EGAP, also called common-core approach (Carkin, 2005), is a way of academic English teaching regardless of students' academic disciplines (British Council & TEPAV, 2015; Dudley-Evans & St John, 1998; Hyland, 2006; Jordan, 1997). It contains some activities such as lecture listening, participating in seminars, article reading and essay writing (Dudley- Evans & St John, 1998), which can be considered as necessary for studying any discipline.

There are some reasons to adopt EGAP approach in the curriculum. First of all, EAP teachers may not have enough knowledge about specific disciplines which may lead to lack confidence to teach discipline-specific subjects as they are not the subject teachers (Hyland, 2006). Another reason can be that focusing on a particular discipline and subject knowledge may keep English language teaching in the background and only supports academic departments and their subjects (Hyland, 2006). Also, some of the generic skills differ little from a discipline to another discipline such as giving presentations, scanning academic texts, participating in tutorials or writing reports (Jordan, 1997). The last reason is, students with a limited proficiency level may feel threatened, or overwhelmed by discipline-specific language (Hyland, 2006); that is, when students try to transfer new subject-specific information through the language they are not proficient in, it is conceivable to assume they may face some challenges in English-medium context (Bacha & Bahous, 2008; Evans & Green, 2007; James, 2014; Leki, 2006).

English for Specific Academic Purposes (ESAP)

Some of these reasons bring objections along such as subject specialists may not give enough importance to teach disciplinary literacy as they are not experts on teaching English (Hyland,2006), which allows English for specific academic purposes (ESAP), also called subject-specific approach (Anderson, 2014; Jordan, 1997), to evolve. ESAP concerns with the language that is specific to a particular academic discipline (Anderson, 2014; British Council, 2015; Hutchinson & Waters, 1987; Guler, 2004; Jordan, 1997).

According to Hyland (2006), the EGAP offers a generalization by stating there is no big distinction among each discipline. Contrarily, there might be greater

differences across the disciplines rather than their similarities and each discipline may have their own subject-specific academic English (Hyland, 2006). In addition, ESAP provides an opportunity for students to be subject-specifically proficient. For instance, thanks to ESAP approach, students from economics department do not have to learn how to write a lab report, but only the subject related skills which they may need in their discipline (Guler, 2004, Master 1986).

The Importance of writing in ESAP

Academic writing has been given importance at tertiary level for about three decades (Andrews, 2003; Elander, Harrington, Norton, Robinson & Reddy, 2006; Gimenez, 2008; Hyland, 2002, 2010; Lea & Street, 1998). According to Lillis and Turner (2001), before students start studying their disciplines where the medium of instruction is English, they are expected to write well in their disciplines and this is acknowledged by both writing lecturers and content lecturers. However, there is a mismatch between what is taught to students by writing lecturers and what is expected from students by their content lecturers when they are at their programs to study their disciplines (Gimenez, 2008). Research in this area states that when the criteria and guidelines are not specific to the particular discipline, there is disagreement about the interpretation of academic writing between writing lecturers and content lecturers (Gimenez, 2008; Lea & Street, 1998; Lillis and Turner, 2008).

When it comes to the academic vocabulary, which is one of the basic elements of academic writing, there is also little focus on specific academic vocabulary compared to generic vocabulary at tertiary level (Durrant, 2013). At English-medium universities where the students are non-native speakers of English, leaving specific academic words to the content level to teach may be too late and

quite challenging for students in terms of meeting their needs (Berman & Cheng, 2010; Durrant, 2013; Evans & Green, 2007; Evans & Morrison, 2010). When they are at their English- medium programmes, they are expected to solve their problems with writing in English to be able to handle their content courses. In addition, according to James (2010), EGAP writing is more challenging than ESAP writing because it is hard for students to apply generic writing instructions to their own specific disciplines. In other words, with ESAP writing instruction, students can transfer what they learn from the task to the similar contexts as it is more specific to each discipline (James, 2010).

Genre Analysis

To be more specific in academic English, genre analysis may be needed. Genre, as a word, means "grouping text together, representing how writers typically use language to respond to recurring situations" (Hyland, 2006, p.46). Genre study can be described as analyzing the texts, but Swales (1990) views it more than analyzing, and states that genre study is a way of understanding "how texts organize themselves informationally, rhetorically and stylistically" (p. 6). Genre analysis has three core concepts which can be listed as genre, discourse, and task (Hyland, 2006; Johns, 2015; Swales, 1990). In addition, only analysis of the texts does not provide enough information if some certain genres have some specific characteristics or not (Swales, 1990). Genres are discursive social activities (Gardner & Nesi, 2012; Motta-Roth & Heberle, 2017) which can be seen as liquids and frameworks rather than linguistic formulas (Hyland, 2006; Paltridge, 2002), but it does not mean that they do not have differences. According to Swales (1990), there are some major differences between genres and these differences make genre analysis possible and distinguished from discourse analysis. Separating genres requires a dozen of

parameters such as rhetorical purpose which ranges from "simple recipe" to "complex political speech" (Swales, 1990, p. 62), communicative purpose, or configuration of texts; for example, analyzing written text is generally easier than analyzing speech (Swales, 1990). As for academic genres which aim to improve understanding of the new language (Swales,1990; Flowerdew,2015), some of them can be listed as research articles, undergraduate essays, book reviews, conference abstracts, dissertations, lectures, student presentations, peer feedback, admission interviews for master's programs, seminars or even office hour sessions (Hyland, 2006, p.50).

Most Common Genres in EAP Classrooms

Teaching academic English involves teaching different genres such as essays, laboratory reports or lectures, and genres differ according to their target readers (Hyland, 2006; Zare & Keivanloo-Shahrestanaki, 2017), which may mean different disciplines require different genres for their academic studies. New genre research should be given importance and enough time to implement in EAP classrooms as different genres can be "insightful data sources for EAP practitioners" (Peréz-Llantada, 2015, p. 18). In parallel with the idea, various genre analysis studies in EAP have been conducted so far.

One of the most common written genres at tertiary level is the research article (RA) (Liu & Deng, 2017). Even though genres are seen as fluids, there are some particular linguistic features of research articles even if they are not sharply circumscribed forms (van Enk & Power, 2017). The features keep RA relatively consistent and allow students to write in a framework (van Enk & Power, 2017).

Students should see genres, more specifically RA, as a bridge between science and communication (Kelly-Laubscher, Muna & van der Merwe, 2017). Doing science without knowing how to express it may not bring the expected success students seek. As for sub-genres of RA writing, abstracts are one of the most read parts of RAs because they are the most effective ways to attract their readers' attention (Tankó, 2017). Teaching how to write an effective abstract at tertiary level may motivate students to learn the RA genre and allow the science world to have more qualified research papers.

According to Kelly-Laubscher, Muna & van der Merwe (2017), one of the factors which affects the success of science students is the inability to keep up with the culture of science in terms of the specialized science literacy. Like RA, laboratory report writing is another most widespread genre for science students (Kelly-Laubscher, Muna & van der Merwe, 2017; Parkinson, 2017). Among experimental disciplines such as engineering, biology and medicine, laboratory report writing plays an important role, with this reason, teaching the nuances of the genre is needed by some faculties (Parkinson, 2017). Stress drafting, peer review and collaborative writing are some techniques to teach how to write a laboratory report in the classroom by EAP practitioners (Berry & Fawkes, 2010; Elliot & Fraiman, 2010; Parkinson, 2017).

According to Johns (2017), arguing can be learned in the second language writing (SLW) classroom but unfortunately, there is no systematic attention paid to arguments by EAP practitioners (Kibler,2017), as they are not general language usage for students such as learning grammar. To create effective arguer out of students, they should be taught analyzing and responding the target situation appropriately and transferring their analyses to texts correctly (Johns, 2017). Writing

effective argumentative essays are particularly important at social sciences and disciplines like history because students from these disciplines need to show their knowledge by writing arguments (Kirkpatrick, 2017; Mitchell & Pessoa, 2017).

However, even if students write to make their claims clear, their writings may not be coherent and well-explained (Basturkmen & Randow, 2014; Bitchener & Basturkmen, 2006).

Similar Studies

As the nature and the necessity of EGP and EAP are quite different, institutions may desire to change their teaching approach parallel to their curriculum with the specific needs of their students. However, there can be some challenges while moving into EAP such as its content and teachers' feeling of inadequacy (Campion, 2016; Elsted, 2012; Post, 2010). For such a transition, teachers may find themselves inadequate in subject-specific knowledge (Alexander, 2007). In EGP approach, anything can be a subject to teach whereas in EAP approach the content is the priority (Alexander, 2007; Campion, 2016). Thus, EAP practitioners may feel personally insecure (Campion, 2016). That is to say, as well as teachers' concern about their subject-specific knowledge and skills, their personal attributes such as feeling insecure also have an impact to be unwilling about the transition (Alexander, 2012; Campion, 2016).

Having qualifications for teaching English for academic purposes (TEAP) is another issue which has been handled in some similar studies. It is stated in a number of studies that having qualifications for English language teaching (ELT) does not necessarily mean having them for EAP (Afshar & Movassagh, 2016; Errey & Ansel, 2001; Campion, 2016; Dissanayake & Harun, 2012; Krzanowski, 2001; Martin,

2014; Roberts, 2001; Sharpling, 2002). An ELT teacher can be an expert in teaching generic listening skills, but she or he may not feel comfortable enough to teach how to take notes while listening to a lecture. On the other hand, enhancing EAP practitioners with the programs or seminars of teaching EAP may improve the professional profile of TEAP (Campion, 2016). To be able to provide self-efficacy in teaching EAP, practitioners can attend the courses designed for teaching EAP in different universities such as University of Glasgow, SOAS or Nottingham University.

As for the students' point of view, their opinions about having EAP classes differ according to several factors such as their proficiency level in English, or the courses they take in their discipline (Liu, Change, Yang & Sun, 2011). Another study conducted by Evans and Green (2007) shows that having limited academic vocabulary is a reason to have difficulty in EAP classes, more specifically in academic writing and reading. Students find academic writing hard to learn because of the styles; in another words, genres, and cohesion (Evans & Green, 2007). The conclusion of their study is that students may be overwhelmed with having only EAP lessons (Evans & Green, 2007). Surprisingly, according to a group of students from Sri Lanka, except for the aim of EAP itself, EAP courses should also include some techniques to improve memory (Dissanayake & Harun, 2012). In addition, when students do not know what EAP implementation really is, they may misunderstand it. For example, students may be overwhelmed with their teachers' methodology, their textbooks or even reading speed and they may think it is what is called EAP (Atai& Nazari, 2011; Mazdayasna & Tahririan,2008).

EAP in Turkey

As for EAP in Turkey, the situation is not quite different from the rest of the EFL world in terms of teachers' attitudes towards writing, or students' perceptions of academic writing. In one of the studies held in Mugla University, pre-service teachers find teaching writing relatively difficult when it is compared to teaching other skills as their students are not very interested in learning writing (Gümüş, 2010). Students do not think they should express themselves by writing in English when the medium of instruction is not English (Gümüş, 2010). Still, instructors feel positive about teaching especially process writing as it is one of the most important skills despite their students' incuriousness (Çiftçi, 2011; Gümüş, 2010). According to Sakarya-Akbulut (2015), students' disinterest may be overcome by being given enough time, good instruction and motivation. The instructor's guidance plays an important role to raise students' awareness towards effective writing (Sakarya-Akbulut, 2015).

However, in another study conducted in another university, students are quite interested in writing in English (Erarslan, 2011). They think using English as their communication tool for academic writing will bring benefits both in their future career and their further education (Erarslan, 2011). According to Erkol (2011), cooperative writing is also effective among pre-service students. With cooperative writing, students have a chance to share their ideas with their peers which may help them learn better (Erkol, 2011).

As for the academic writing needs of students where the medium of instruction is fully (100%) or partially (30%) English, it is advisable that focusing on process-based skills such as sequencing of ideas, or the organization of writing may

be more beneficial than focusing on product based skills such as grammar or mechanics of the writing (Yazıcıoğlu, 2004). The emphasis on the development of ideas helps the instructors to see the improvement in students' writings (Yazıcıoğlu, 2004). In addition, students from different disciplines may develop different attitudes towards writing. Different attitudes and success levels can also be about the genres they encounter in pre-service, and they are asked to write other genres in their disciplines. According to Yazıcıoğlu, students should be taught individual genres in accordance with their disciplines (2004). For raising awareness towards academic writing, instructors at preparatory schools can teach some techniques to develop students' autonomy about finding the genre which they will need in their disciplines. For example, keeping written journals after searching about writing genres may raise their interest to the topic (Yazicioglu, 2004).

Conclusion

In this chapter, the related literature about English for general purposes (EGP), English for specific purposes (ESP), English for general academic purposes (EGAP), English for specific academic purposes (ESAP), and genre analysis were reviewed. Next, the most common genres in EAP classrooms such as research articles and laboratory report writing were covered. Then, similar studies were carried out both in the global and local contexts were presented.

CHAPTER 3: METHODOLOGY

Introduction

This chapter reports the methodology of the study which includes the setting, participants, research design, materials and instruments, data collecting procedures and lastly, the data analysis procedures.

Research Design

The purpose of this exploratory case study is to find out if the current approach to teach writing at the English preparatory school of a state university meets the needs of students at faculty level. The study was conducted at a state university which was chosen as the case to be analyzed. It was conducted in its following departments: the English preparatory school, computer engineering, electric electronic engineering, veterinary, divinity, biology and mathematic departments. This state university was specifically chosen for its characteristics that would make it a good context to explore the research questions such as changing its medium of instruction from TMI to EMI, or T-EMI.

In this respect, the answers of the following research questions are addressed in this study:

1) To what extent does the current approach employed to teach writing in the English language preparatory program of a state university meet the needs of students in a department where the language of instruction is fully or

partially English as perceived by the main stakeholders; content professors, language instructors and department students?

a) What writing skills are taught at the English language preparatory school students at a Turkish state university?

b) What writing skills are needed at different faculties?

This chapter outlines the selected methodology of the study and it consists of five sections including participants and the setting, instruments, the research design, data collection procedures, and data analysis.

Setting and Participants

This study was carried out at a state university which is one of the oldest state universities in Ankara, Turkey. This particular university was carefully chosen because it has recently been gradually changing the medium of instruction from Turkish (TMI) to English (EMI), or to Turkish-English medium of instruction (T-EMI).

There are some departments which have been using English as their medium of instruction for years such as computer engineering department and divinity faculty. Some of the departments and faculties, such as electric electronic engineering, veterinary, biology and mathematics, have recently changed their instructional language from Turkish to fully English such as electric electronic engineering, veterinary, biology and mathematics departments. In addition to this, electric electronic engineering and computer engineering departments also offer 30% English (T-EMI) programs to their students. All these programs require different aspects of English with different levels, which makes this university particularly

suitable for the study. To be able to attend all these programs, students are obliged to pass the proficiency exam, or they have to study at the preparatory program for a year. At the preparatory program, there are four quarters starting with the elementary course, level one (L1). Students learn basic English and they start to learn how to write a paragraph. If they do not fail at L1 gateway exam, they continue with the pre-intermediate course which is called L2 where they can improve their paragraph writing. After passing the gateway exam, they go on their English language education with intermediate level (L3) at which they start to learn how to write an essay. As the last course, they study at L4, without entering another gateway exam as there are no more upper level classes, they enter the proficiency exam at the end of the educational year. If they pass the exam, they become eligible to attend their classes in their faculties.

Sampling of the participants was done on a voluntary basis. Every content professor who teaches EMI classes, English language instructors and students were tried to be reached. The participants of the study were 346 students at their different years of study in different departments, 57 English language instructors and 35 professors from different departments. Students participated in the study by completing a questionnaire whereas instructors and professors were interviewed and completed the questionnaire. At some departments such as mathematics, veterinary, and biology, not many students participated in the study because their program was opened quite recently and more than half of the students had failed at the proficiency exam one year before. On the other hand, from computer engineering 188 students studying at different years of their studies were reached. The whole picture summarizing the demographic information of the participating students can be seen in the Table 1.

Table 1

Demographic Information of Tertiary Level Students

	Frequency	Percent	Percentage within departments
Com. Eng.	188	54,3	75.8
E. E. Eng	112	32,4	74.1
Divinty	17	4,9	31.6
Veterinary	19	5,5	76
Mathematics	1	0,3	50.0
Biology	9	2,6	56.2
Total	346	100,0	100,0

For the demographic information of professors, Table 2 can be referred. English has been used as the medium of the instruction for years at computer engineering department. Because of this, professors from computer engineering department are used to lecturing in English more than other departments.

As for the mathematics department, there are only two professors who lecture at 100% English program and they share courses.

Table 2

Demographic Information of Professors

	Frequency	Percent
Com.Eng	14	40,0
E.E. Eng	6	17,1
Divinity	5	14,3
Veterinariy	5	14,3
Mathematics	2	5,7
Biology	3	8,6
Total	35	100,0

Finally, 57 instructors of English from the preparatory school took part in the questionnaire. Eight of the participants have a master's degree in ELT and two of

them have a doctoral degree in ELT. As for the teaching experience (Table 3), most

of the instructors have been teaching more than 6 years.

Table 3

Teaching Experience of English Language Instructors

	Frequency	Percent
Missing	1	1,8
Less than a year	2	3,5
1-5 years	9	15,8
6-10 years	10	17,5
11-15 years	10	17,5
16-20 years	12	21,1
More than 20 years	13	22,8
Total	57	100,0

Method of Data Collection

After the getting approval of Bilkent University ethics committee, the

directorate of the preparatory school and deaneries of engineering faculty, veterinary

faculty, science faculty and divinity faculty, questionnaires were distributed to the

participants. Semi-structured interviews were carried out on a voluntary basis.

Questionnaires

The questionnaire, which was first used by Arık (2002), is one of the

instruments of the study for professors (see Appendix A), instructors (see Appendix

B) and students (see Appendix C). It was designed to explore students' general and

academic writing skills and their attitude towards academic writing from the

perspectives of professors, instructors and students themselves. The questionnaire for

professors and instructors was piloted by Yazicioglu (2004). Questions in the

questionnaire for professors and instructors are the same except from the

demographic part of the survey. Professors were asked more about their departments in the demographic part. Both participant groups answered the questions by considering their students whereas students answered the same questions in Turkish according to their own writing habits and attitudes. The questionnaire consists of a demographic part and the part including 22 questions about students' writing habits. The content of surveys can be seen in table 4.

Table 4

Content of Surveys for Professors and English Language Instructors

	# of Demographic information questions	# of content questions
N	Prof:7	22
N	Eng. Ins: 3	22

The questionnaire for students was prepared both in English and in Turkish with the same questions. None of the students preferred the English one. Translation process carried out by two instructors from the participant university. One of the instructors translated and the other instructor checked if there had been undistinguished or confusing items. Students' survey content can be seen in table 5.

Table 5

Content of the Survey for Students

	# of Demographic information questions	# of content questions
N	2	22

The 22 questions in the questionnaire were 5-point Likert items including "Strongly agree", "Agree" "Disagree" "Strongly disagree" and "Not applicable". The

tool has a high level of internal reliability, as determined by a Cronbach's alpha of

0,921 (Table 6).

Table 6

Cronbach's Alpha Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.921	22

Semi-Structured Interviews

To further explore the information collected via the questionnaires, a need

was felt to conduct follow up interviews with the professors (see Appendix E) and

with the English language instructors (see Appendix F). While preparing the semi-

structured interview questions, wording is one of the most important aspects as it

affects the participants' stance towards the topic and their answer (Kasap, 2017;

Kvale & Brinkmann, 2009; Lune & Berg, 2017). So, double-barreled and leading

questions were avoided to ask to the participants. They were asked 10 questions

about their views of academic writing. They were also asked their stance towards

100% and 30% English instruction. As they had already been given the questionnaire

before, the interview part did not include demographic information section. The

interviews took approximately 15 minutes for each participant. After informing the

participants, their voices were recorded to be able to transcribe them easily.

Interviews were conducted in Turkish in order not to lose the meaning which

was the main aim of interviewing Following to this step, recordings of the interviews

were listened, transcribed and they were translated into English. To see that there is

no meaning loss, translations of all interviews double-checked with an English

instructor from the same state university to maintain reliability (Lune &Berg, 2017). In addition, outcomes were proof-read with an English instructor. On voluntary basis, recordings and transcriptions were checked with participants themselves. First of all, questionnaire analysis were conducted. Then, follow-up interview questions were prepared to conduct with professors and English language instructors.

Method of Data Analysis

After collecting the data via questionnaires and interviews, to analyze the quantitative part of the study Statistical Package for Social Sciences (SPSS 24.0) was used. Firstly, questionnaires were categorized as professors, English instructors and students. As the second step, they were categorized into departments. All responses in the Likert scale were typed into SPSS program. As the number of participants representing individual departments is not enough to carry out ANOVA test, their means and standard deviations were calculated. After calculation, the results of all questions for each participant group were demonstrated in the same table. The criterion, which was used to comment on results, were adapted from Arık (2002). Table 7 can be referred as an example.

Table 7

A Sample for Quantitative Data Analysis

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
Displaying knowledge about the subject matter is important in my writing. (S21)	M	3.26	2.79	3.12
	SD	0.89	0.75	0.85

(Not applicable:4.50 to 5.00, strongly agree:3.50 to 4.49, agree:2.50 to 3.49, disagree:1.50 to 2.49, strongly disagree:1.00 to 1.49)

For the content analysis of the interview data, the analytical procedures explained by Dey (2005) were followed (Table 8).

Table 8

Analytical Procedure of Data Analysis (Adapted from Dey, 2005, p.8)

Procedures	Process
Managing the data	The related data were collected
Annotation	Data were transcribed
Categorizing	Data were indexed by two raters
Coding	Index sheets were coded according to the related research questions
Linking codes	Codes were linked to find meaningful chunks
Finding patterns & factors	Found chunks were composed meaningfully.
Generalizing	Generalizability was obtained from the data

At the beginning of the analysis, recordings were transcribed and translated into English because only one of the instructors accepted to be interviewed in English from the preparatory school. First of all, a start list including some key words was prepared before conducting the content analysis. The key words were coded in light of research questions. Some of them did not fit the start list and excluded. In the course of analysis, some new codes and sub-codes also emerged and they were added to the start list. So, coding categories got its final shape with relevant codes (see Appendices G & H). As it is exemplified in Figure 2, different colours of highlighter pens were used to differentiate various questions, not codes.

For instance, when the question is about students' writing skills, it was highlighted with blue pen. To be able to analyse the meaning, codes were noted under the relevant sentences such as "below satisfactory" (BSAT). For each question, different colours were used to highlight to show which phrases were taken into the study.

Figure 2. A sample for qualitative data analysis

Lastly, as sampled in Table 9 the findings were quantified and presented in related tables.

Table 9

Distributions of Comments on English Language Level of Students

English Language Level of Students	Comment numbers
Low (LO)	12
Very low (VLO)	8
Various (VAR)	8
Above satisfactory (AS)	5
Intermediate (INT)	2
I don't know (IDK)	2
Terrible (TER)	2

Conclusion

In this chapter, the research design was presented. The study was held at a state university after getting necessary permission from both Bilkent University and the participant university. In this study, both quantitative and qualitative approaches were employed. For the quantitative part of the study, SPSS was used to analyze the responses given to the questions in the questionnaire by 346 students, 57 English language instructors and 35 professors to explore the means of responses. For the qualitative part of the research, content analysis was employed to analyzed the transcriptions of the interviews carried out with 23 department professors and with 18 English language instructors. In the next chapter, findings of the study will be presented.

CHAPTER 4: RESULTS

Introduction

In this chapter, the results of the data analysis will be presented in reference to the research questions. There will be two main sections. First, quantitative data will be analyzed and then the findings will be analyzed qualitatively. As the last step these two sets of data will be compared.

Findings of Questionnaires

SPSS Statistics 24.0 program was used to analyze the data descriptively. To see the reliability of the questionnaire, the Cronbach alpha was checked. It was observed as 0.921 which was higher than 0.70 (Carmines & Zeller, 1979). All participant groups were given the same questions geared towards their perspective and they chose among "strongly disagree", "disagree", "agree", "strongly agree" and "not applicable" for each item of the questionnaire. Responses of participants were entered into SPSS program and their means and standard deviations were calculated. In each table, the mean and the standard deviation of each participant group were compared.

In Table 10 below, means of each statement were presented. The statement were extracted from the student questionnaire such as "I like to write in English". There were the same statements with different subject pronouns in professors and instructors' questionnaire such as "My students like to write in English".

As evidenced in Table 10, professors and instructors do not think that their students like to write in English. However, students do not agree with their professors and instructors. They think that they like to write in English.

Nevertheless, relatively high standard deviation (SD) shows that there is a difference even among students' opinions.

Table 10

Distributions of Means: Students' Interest in Writing in English

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I like to write in English (S1)	M	2.17	2.35	2.93
	SD	0.82	0.67	0.98

(Not applicable: 4.50 to 5.00, strongly agree: 3.50 to 4.49, agree: 2.50 to 3.49, disagree:1.50 to 2.49, strongly disagree:1.00 to 1.49)

As referred in the Table 11, while instructors with mean of 1.91 and professors with mean of 2.03 disagree with the idea of their students' proficiency in writing, students with mean of 2.81 find themselves proficient writers.

Table 11

Distributions of Means: Proficiency in Writing

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
In general, I am a proficient writer (S2)	M	2.03	1.91	2.81
	SD	0.79	0.69	0.83

(Not applicable: 4.50 to 5.00, strongly agree: 3.50 to 4.49, agree: 2.50 to 3.49, disagree: 1.50 to 2.49,strongly disagree: 1.00 to 1.49)

As Table 12 suggests, when participant groups were asked whether students are good at writing in English, students had a more positive perception than the instructors and professors.

Table 12

Distributions of Means: Overall Perceptions of Students' Writing

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I am good at writing in English. (S3)	M	2.17	2.07	2.7
	SD	0.89	0.96	0.93

(Not applicable: 4.50 to 5.00, strongly agree: 3.50 to 4.49, agree: 2.50 to 3.49, disagree: 1.50 to 2.49, strongly disagree: 1.00 to 1.49)

Students strongly agree that they are able to answer to short-answer question types. Despite the relatively lower means, professors and instructors also agree with the statement indicating that their students to some extend are able to answer short-answer questions as seen in Table 13.

Table 13

Distributions of Means: Short-answer Questions

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I am able to answer short-answer question types in English. (S4)	M	3.06	3.32	3.53
	SD	0.84	0.69	0.89

(Not applicable: 4.50 to 5.00, strongly agree:3.50 to 4.49, agree:2.50 to 3.49, disagree:1.50 to 2.49, strongly disagree:1.00 to 1.49)

As evidenced in Table 14, all participant groups agree that students are able to prepare and demonstrate presentations in English. The students' overall positive

perception is also true for this question with their overall mean of 3.15 as opposed to

2,89 and 2,95 for professors and instructors respectively.

Table 14

Distributions of Means: Preparing Presentations

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I am able to prepare presentations in English. (S5)	M	2.89	2.95	3.15
	SD	1.09	1.09	0.97

(Not applicable: 4.50 to 5.00, strongly agree: 3.50 to 4.49, agree: 2.50 to 3.49, disagree: 1.50 to 2.49, strongly disagree: 1.00 to 1.49)

As Table 15 suggests, instructors and students disagree with the idea of

students' ability to write research papers in English with means of 2,46 and 2,48

respectively. However, even if there is not a big difference among the means,

professors think that their students can write research papers in English.

Table 15

Distributions of Means: Research Papers

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I am able to write research papers in English. (S6)	M	2.74	2.46	2.48
	SD	1.37	1.48	1.08

(Not applicable: 4.50 to 5.00, strongly agree: 3.50 to 4.49, agree: 2.50 to 3.49, disagree: 1.50 to 2.49, strongly disagree: 1.00 to 1.49)

As suggested in Table 15, when all participant groups are asked whether

students are able to take notes in English in their classes, it is seen that they have a

positive perception of it. However, students have a tendency to think more positively

about the statement which can be understood with the biggest difference between the means of instructors' and students' (0.26). In addition, there is a high standard deviation in professors' responses, it may show us that there is a division of opinion about the statement.

Table 16

Distributions of Means: Taking Notes in English

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I am able to take notes in English in class. (S7)	M	3.03	2.98	3.24
	SD	1.01	0.77	0.95

(Not applicable:4.50 to 5.00, strongly agree:3.50 to 4.49, agree:2.50 to 3.49, disagree:1.50 to 2.49, strongly disagree:1.00 to 1.49)

As Table 17 suggests, all participant groups agree that students are able to write article summaries. Unlike taking notes, students with the mean of 2,81 are less positive about writing summaries of articles compared to professors and instructors.

Table 17

Distributions of Means: Article Summaries

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I am able to write summaries of articles in English. (S8)	M	3.14	2.91	2.81
	SD	1.22	1.33	0.94

(Not applicable:4.50 to 5.00, strongly agree:3.50 to 4.49, agree:2.50 to 3.49, disagree:1.50 to 2.49, strongly disagree:1.00 to 1.49)

Students do not find themselves able to write article critiques contrary to professors and instructors. With a slight difference, instructors think that students can write critiques of articles in English. Despite the fact that instructors' mean is 2.56, it

is still in agree band which is between 2.50 and 3.49. which can be seen in Table

4.18.

Table 18

Distributions of Means: Article Critiques

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I am able to write critiques of articles in English. (S9)	M	2.97	2.56	2.47
	SD	1.49	1.49	0.96

(Not applicable: 4.50 to 5.00, strongly agree: 3.50 to 4.49, agree: 2.50 to 3.49, disagree: 1.50 to 2.49, strongly disagree:1.00 to 1.49)

As Table 19 suggests, when participants were asked whether students are able

to write description of experiments in English, they all agreed that students can write

them. In addition, instructors have the least mean of 2.63 with the highest standard

deviation which shows there are various responses to the statement which can be

very different from each other.

Table 19

Distributions of Means: Descriptions of Experiments

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I am able to write descriptions of experiments in English. (S10)	M	2.94	2.63	2.82
	SD	1.19	1.53	0.89

(Not applicable: 4.50 to 5.00, strongly agree:3.50 to 4.49, agree:2.50 to 3.49, disagree:1.50 to 2.49, strongly disagree:1.00 to 1.49)

As evidenced in Table 20, overall means of all participant groups, which are

2.94 for professors, 3.07 for instructors and 3.35 for students, show that there is an

agreement on students ability to write e-mails in English.

Table 20

Distributions of Means: Writing E-Mails

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I am able to write e-mails in	M	2.94	3.07	3.35
English. (S11)	SD	1.03	0.82	0.81

(Not applicable:4.50 to 5.00, strongly agree:3.50 to 4.49, agree:2.50 to 3.49, disagree:1.50 to 2.49, strongly disagree:1.00 to 1.49)

Compared to other statements in the questionnaire, lab report writing in English has a relatively high standard deviation for all groups indicating that the statement is not true for all participants which can be referred in Table 21.

Table 21

Distributions of Means: Writing Lab Reports

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I am able to write lab reports	M	3.17	2.75	2.94
in English.(S12)	SD	1.04	1.64	0.92

(Not applicable: 4.50 to 5.00, strongly agree: 3.50 to 4.49, agree: 2.50 to 3.49, disagree: 1.50 to 2.49, strongly disagree: 1.00 to 1.49)

As evidenced in Table 4.22, when all participant groups were asked if students are able to write business letters in English, it was seen that the statement was true for all groups according to their overall means. However, high standard deviations of professors and instructors show that there is disagreement in these groups about the statement.

Table 22

Distributions of Means: Writing Business Letters

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I am able to write business letters in English. (S13)	M	2.83	2.68	2.96
	SD	1.56	1.51	0.87

(Not applicable: 4.50 to 5.00, strongly agree: 3.50 to 4.49, agree: 2.50 to 3.49, disagree: 1.50 to 2.49, strongly disagree:1.00 to 1.49)

Table 23 shows, for all groups, higher means and lower standard deviations indicating that students can express the main idea in their writings.

Table 23

Distributions of Means: Expressing Main Ideas

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I am able to express the main idea in my writing. (S14)	M	2.86	3.04	3.09
	SD	0.69	0.53	0.87

(Not applicable:4.50 to 5.00, strongly agree:3.50 to 4.49, agree:2.50 to 3.49, disagree:1.50 to 2.49, strongly disagree:1.00 to 1.49)

Although professors and students' means are quite similar, as the disagree band suggests which is between 1.50 and 2.49, professors do not agree that students are grammatically accurate in their writing with the mean of 2.34. Even though instructors and students agree on it, there is a difference between their means; instructors' mean is 2.61 whereas students' mean is 3.03 which can be referred in Table 24.

Table 24

Distributions of Means: Grammatical Accuracy

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I am good at grammatical accuracy. (S15)	M	2.34	2.61	3.03
	SD	1.03	0.65	0.86

(Not applicable: 4.50 to 5.00, strongly agree: 3.50 to 4.49, agree: 2.50 to 3.49, disagree: 1.50 to 2.49, strongly disagree: 1.00 to 1.49)

As Table 25 suggests, similar to the previous statement, professors do not think their students are good at sequencing their ideas while writing whereas instructors and students agree that they are relatively good at it.

Table 25

Distributions of Means: Sequencing Ideas

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I am good at sequencing my ideas while writing. (S16)	M	2.46	2.82	3.01
	SD	0.74	0.60	0.86

(Not applicable: 4.50 to 5.00, strongly agree: 3.50 to 4.49, agree: 2.50 to 3.49, disagree: 1.50 to 2.49, strongly disagree: 1.00 to 1.49)

According to instructors' and students' means, students are relatively good at developing their ideas in an adequate way while writing. However, professors disagree with a mean of 2.17 which can be referred in Table 26.

Table 26

Distributions of Means: Developing Ideas

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I am good at developing my ideas in an adequate way while writing.(S17)	M	2.17	2.67	2.88
	SD	0.86	0.55	0.87

(Not applicable: 4.50 to 5.00, strongly agree: 3.50 to 4.49, agree: 2.50 to 3.49, disagree: 1.50 to 2.49, strongly disagree:1.00 to 1.49)

As evidenced in Table 27, while professors and instructors do not think that students' ideas are original with their means of 2.06 and 2.49 respectively, students find their ideas in their writings original with the mean of 3.

Table 27

Distributions of Means: Originality in Writing

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
My ideas are original in my writing.(S18)	M	2.06	2.49	3
	SD	0.80	0.80	0.87

(Not applicable: 4.50 to 5.00, strongly agree: 3.50 to 4.49, agree: 2.50 to 3.49, disagree: 1.50 to 2.49, strongly disagree:1.00 to 1.49)

As evidenced in Table 28, similar to the previous statement, professors and instructors disagree with overall means of 2.37 and 2.11 that students use appropriate academic vocabulary while writing. On the other hand, students think they use it with the mean of 2.71.

Table 28

Distributions of Means: Using Appropriate Academic Vocabulary

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I use appropriate academic vocabulary while writing. (S19)	M	2.37	2.11	2.71
	SD	0.91	0.90	0.87

(Not applicable: 4.50 to 5.00, strongly agree: 3.50 to 4.49, agree: 2.50 to 3.49, disagree: 1.50 to 2.49, strongly disagree: 1.00 to 1.49)

As referred in Table 29, professors do not find students good at English writing mechanics with the highest mean of 2.49 in the disagree band but instructors and students think they are good at them with their means of 2.68 and 2.84 respectively.

Table 29

Distributions of Means: Language Mechanics

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I am good at English writing mechanics (spelling, punctuation, format, etc.) (S20)	M	2.49	2.68	2.84
	SD	0.89	0.71	0.91

(Not applicable:4.50 to 5.00, strongly agree:3.50 to 4.49, agree:2.50 to 3.49, disagree:1.50 to 2.49, strongly disagree:1.00 to 1.49)

Similar to Table 20, Table 30 also suggests a certain agreement of all participant groups on the importance of students' displaying knowledge about the subject matter in their writings. All participant groups agree that displaying knowledge about the subject matter is important in students' writings. However, professors emphasize more importance to the idea with the mean of 3.26.

Table 30

Distributions of Means: Displaying Knowledge in Writing

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
Displaying knowledge about the subject matter is important in my writing. (S21)	M	3,26	2,79	3,12
	SD	0,886	0,75	0,851

(Not applicable: 4.50 to 5.00, strongly agree: 3.50 to 4.49, agree: 2.50 to 3.49, disagree: 1.50 to 2.49, strongly disagree:1.00 to 1.49)

Table 31 demonstrates the importance of feedback for instructors with the highest mean of 3.89. Despite the lowest mean of 2.71, students also agree that they get feedback from their professors and instructors.

Table 31

Distributions of Means: Feedback

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
I get regular feedback from my professors on my writing. (S22)	M	2.83	3.89	2.71
	SD	0.92	0.59	1.00

(Not applicable:4.50 to 5.00, strongly agree:3.50 to 4.49, agree:2.50 to 3.49, disagree:1.50 to 2.49, strongly disagree:1.00 to 1.49)

Findings of Professors' Interviews

One group of participants who were interviewed was professors from different departments. Professors were given a questionnaire and some of them, who were volunteered, were interviewed.

English Language Level of Students

As evidenced in Table 32, five out of 39 comments by the professors show that students' English language knowledge is above satisfactory. In addition, two

comments from mathematics and biology department professors indicate that their students' level is intermediate. When the professors were asked if students' level is satisfactory, 12 out of 39 comments, which is the highest number in the table, are for students' low level (LO). Participant 5 from computer engineering department (CE) expresses it as "I think there is a majority of students who are not proficient enough to follow English-medium classes" (participant 5 from computer engineering, April 4, 2017). Following LO, there are comments stating students' level as very low level (VLO) with eight comments and terrible level (TER) again with eight comments.

Interestingly, two professors from different departments say they do not know their students' English language level. For example, participant 2 from electrical and electronic engineering says, "I didn't study foreign languages. I don't test it, it is not my problem" (participant 2 from computer engineering, April 13, 2017).

Table 32

Distributions of Comments on English Language Level of Students

English Language Level of Students	Comment numbers
Low (LO)	12
Very low (VLO)	8
Various (VAR)	8
Above satisfactory (AS)	5
Intermediate (INT)	2
I don't know (IDK)	2
Terrible (TER)	2

Table 33 shows the distribution of comments according to different disciplines, but it should be considered that participant numbers from different departments are not equal. Nevertheless, the number of computer engineering department comments on the first question was more than other departments.

Table 33

Department Distributions of Comments for the Question 1

Departments	# of professors	# of comments
Biology	2	2
Computer engineering	7	17
Electrical and electronic engineering	6	8
Divinity Faculty	2	3
Mathematics	1	1
Veterinary Faculty	5	6

Writing Assignments at Different Disciplines

Professors were asked if they gave their students writing assignments about their content. It was aimed to see how much students needed to use academic English for their courses in different departments. Comment distributions can be seen in Table 34.

Table 34

Distributions of comments on writing assignments

Writing assignments given by different disciplines	Comment numbers
Yes	19
No	6

Out of 25 comments, there were 19 comments about giving assignments in their courses whereas six comments for never giving them. In the next table, it can be seen that writing assignments can also change according to the disciplines.

Table 35

Distributions of Comments on Different Types of Writing Assignments

Different types of writing assignments	Comment numbers
Mathematical functions	6
Capstone projects	3
Internship reports	3
Laboratory reports	3
Articles	1
Reflections	1
Project reports	1
Essay	1

Mathematical functions as writing assignments are given by four electrical and electronic engineering professors, one mathematics professor and one computer engineering professor. Four of the professors accept the assignments as another language called mathematics "I give them writing assignments but mostly mathematical functions" (Participant 1 from mathematics, April 4, 2017). "I give them some data and they don't need English much then" (participant two from computer engineering, April 3, 2017), two of them expect their students to make written clarification to those mathematical functions and make it more verbal assignment as it can be seen in their responses "I give writing assignments mostly about mathematical functions. I ask them to explain their functions" (Participant 3 from electrical and electronic department, April 13, 2017). "Their assignments are not similar to essay writing, they are more technical and yes/no kind of assignments. They need to comment on them" (Participant 6 from electrical electronic department, April 13, 2017). In addition, in biology and electrical and electronic departments,

students are given lab report writing assignments by some professors. In computer engineering and again electrical and electronic departments, students generally encounter capstone project writing in their last year at the university. "As it is not a hard science faculty, in divinity, students are given more article or reflection writing assignments. They write reflection papers every week" (Participant 2 from divinity faculty, March 21, 2017).

Table 36

Department Distributions of Comments for the Question 2

Departments	# of professors	# of comments
Biology department	2	2
Computer engineering	7	9
Electrical and electronic engineering	6	6
Divinity faculty	2	2
Mathematics department	1	1
Veterinary Faculty	5	5

While some professors from computer engineering, and electrical and electronic engineering departments give writing assignments, all comments from veterinary faculty show that they do not give any writing assignments.

Problems with Writing Assignments

By asking the question if students have any problems while writing, it is aimed to find out if there are any problems deriving from lack of English language knowledge and limited writing skills. When the professors' answers are analyzed closely, the themes in Table 37 are identified.

Table 37

Distributions of Comments on Problems with Writing Assignments

Different types of writing assignments	Comment numbers
Effort for translation	8
Difficulty in expressing themselves	5
Grammar	4
Limited Vocabulary	3
Limited reading	1
Writing format	1
Academic writing format	1
Collocation	1
Coherence	1
Copy and paste	1
No problem with writing	1
Not Enough Data	8

As seen in Table 37, most of the comments on the question are about

students' efforts to translate their ideas from Turkish to English. The translation

problem is seen mostly in computer engineering which is clarified by seven

comments from the department. Some professors also pointed out a tendency

towards using translation applications "I feel like they write it in Turkish, then try to

translate it into English via applications such as Google translate" (Participant 1 from

computer engineering department, April 03, 2017). "They try to use Google translate

and count on it" (Participant 1 from computer engineering department, April 03,

2017). "It seems students copy their sentences from Google translate and paste them"

(Participant 2 from computer engineering department, April 03, 2017). As for

difficulty in expression, the distribution shows diversity among faculties. It is

followed by grammar problems, limited vocabulary and limited reading. While one

of the professors think that there is a problem with writing format "They don't know

writing format, how to write a topic sentence, what the main idea is (Participant 2

from electrical and electronic engineering department, April 13, 2017), one of the professors from biology department stated that there was no problem with students' writing in English. In addition to these comments, because of not giving writing assignments, there is naturally no problem with it, which clarifies having not enough data from veterinary faculty. Besides, some engineering classes do not require much writing which can be seen in the following response "Verbal parts of my classes are very limited. We look into functions" (Participant 5 from electrical and electronic engineering department, April 13, 2017).

Table 38

Department Distributions of Comments for the Question 3

Departments	# of professors	# of comments
Biology department	2	2
Computer engineering	7	12
Electrical and electronic engineering	6	10
Divinity faculty	2	5
Mathematics department	1	1
Veterinary Faculty	5	5

As it can be seen in Table 38, most comments come from computer engineering. It is followed by electrical and electronic engineering. Veterinary and divinity faculties have the same number of comments but it should be considered that there only two participants from divinity faculty.

Possible Solutions for Writing Assignment Problems

When students are given written assignments, they may have difficulty in writing in English as it was seen in the previous question. For those problems, professors also suggested some possible solutions. There are 39 comments about

offering solutions for writing assignment problems in total which is evidenced in Table 39.

Table 39

Distributions of Comments on Possible Solutions for Writing Assignment Problems

Possible solutions for writing assignment problems	Comment numbers
Pushing students to study more	6
Reading in English more	6
Writing in English more	5
English for academic purposes	4
English for specific academic purposes	3
No possible solutions	2
Thinking in English	2
Encouraging students	2
Teaching academic ethics	1
Not Enough Data	8

As it is shown in the table, pushing students to study more and reading in English more get more comments than others do. As for what professors mean by pushing students to study more, following responses can be of good references. "Students should make an effort to pass the preparatory school. They should understand that if they don't study English, they will fail" (Participant 2 from electrical and electronic engineering department, April 03, 2017), "I wish students at the preparatory school should be pushed to study more" (Participant 4 from electrical and electronic engineering department, April 13, 2017), "I think passing the proficiency exam of the preparatory school should be harder" (Participant 6 from computer engineering department, April 03, 2017). Suggestions about writing in English more follows reading in English more with five comments. Whereas in four of the comments, English for academic purposes is suggested, in three of which English for specific academic purposes is offered by several professors. For English

for specific academic purposes, there are some responses from computer engineering department, such as "They should do academic reading according to their disciplines and deduce something from that reading. It is more important than learning grammar" (Participant 5 from computer engineering department, April 03, 2017), A student at the computer engineering program shouldn't make a chemistry presentation. Classes should be about computer engineering. We don't have time to teach them here (Participant 2 from computer engineering department, April 03, 2017). Two of the professors suggest that there is no possible solution to solve students' writing problem at tertiary level, which can be seen in the following responses. "I do not think finding solution is possible. Students find a short cut in order not to learn English" (Participant 4 from electrical and electronic engineering department, April 13, 2017). "The preparatory school cannot overcome the problem of teaching English language. There are lots of students and very limited time. Problems with writing in English are independent from the preparatory school. They can't write even in Turkish" (Participant 4 from computer engineering department, April 03, 2017). When there are not many writing assignments, some professors could not suggest any possible solutions. "The written part of my lectures is little. It is much more like mathematics" (Participant 5 from electrical and electronic engineering department, April 13, 2017).

Table 40

Department Distributions of Comments for the Question 4

Departments	# of professors	# of comments
Biology department	2	3
Computer engineering	7	14
Electrical and electronic engineering	6	12
Divinity faculty	2	3
Mathematics department	1	1
Veterinary Faculty	5	5

Complaints about Writing in English

In classes where the medium of instruction is –fully or partially- English, students may have problems with expressing themselves in English. To have a deeper understanding of the issue, professors were asked if they heard any complaints about writing in English in their classes (Table 41).

Table 41

Distributions of Comments on Complaints about Writing in English

Complaints about writing in English	Comment numbers
Yes	13
No	2
Not enough data	9

There are 13 comments clarifying that there are some complaints about writing and there are two comments showing that there is no complaint. In some classes, even if it is 100% English program, they do not write in English as mathematical functions are required most due to nature of the classes; that is why, enough data could not be reached from some departments.

Table 42

Distributions of Comments on Different Complaints about Writing in English

Different complaints about writing in English	Comment numbers
Demand for Turkish	10
General complaints	3

As evidenced in the table 42, students demand for Turkish. "They ask for writing in Turkish whenever I want them to write" (Participant 5 from computer engineering department, April 03, 2017). "In terms of practice, they say they can't express themselves in English. They want to speak in Turkish and sometimes they don't want to write" (Participant 1 from divinity faculty, March 21, 2017). One of the professors stated, "In the first class, when I started lecturing in English, their first question was 'Will you continue in Turkish? We do not understand your English.' Then I started speaking in Turkish in order not to lose students" (Participant 3 from computer engineering department, April 03, 2017). Moreover, some professors specified students' demands for Turkish as in the following responses. "In almost every exam, they want to write in Turkish. They are afraid of expressing themselves well in exams" (Participant 7 from computer engineering department, April 03, 2017). As for general complaints, the following response can be checked. "It is not directly about writing in English but they had difficulty in writing an article at first" (Participant 2 from divinity faculty, March 21, 2017).

Table 43

Department Distributions of Comments for the Question 5

Departments	# of professors	# of comments
Biology department	2	2
Computer engineering	7	7
Electrical and electronic engineering	6	7
Divinity faculty	2	2
Mathematics department	1	1
Veterinary Faculty	5	5

The distributions of responses from different departments can be seen in Table 43 above. It should be noted that not enough data were reached from veterinary faculty because they do not give any written assignments to their students. Accordingly, professors do not hear any complaints about writing in English.

Opinions about Writing Education at the Preparatory School

To find out opinions about the writing education at the preparatory school, professors were asked the question. They were asked what they thought about writing education at the preparatory school. There are 23 comments which enable deeper understanding of the topic (Table 44).

Table 44

Distributions of Comments on Opinions about Writing Education at the Preparatory School

Opinions about writing education at the preparatory school	Comment numbers
I do not know	7
Not satisfactory	7
Satisfactory	3
ESAP should be taught	3
Not Enough Data	3

As evidenced in table 44, 7 comments out of 23 show that professors do not know how writing education is being implemented at the preparatory school, or they are not interested in it. "I don't know what kind of strategy is followed there, I am not interested in it" (Participant 2 from computer engineering department, April 03, 2017). In addition, various English levels of students are highlighted as a sub-category. "I don't get enough feedback about it but some of them can answer very well" (Participant 5 from veterinary faculty, April 03, 2017). "I don't know actually, I'm not quite sure why there is a big difference among students' levels" (Participant 2 from electrical and electronic engineering department, April 13, 2017). Another common opinion among professors is that the writing education is not found satisfactory because of two main reasons. Firstly, professors from veterinary faculty expect their students to know specific academic English. "It is hard for the preparatory school to find instructors to teach medical English, maybe after the preparatory school there is one semester to teach it" (Participant 2 from veterinary faculty, April 03, 2017). "Our students should learn English veterinary words but when I talk to other professors, I see that students have not learnt them" (Participant 3 from veterinary faculty, April 03, 2017). As for the second reason, not teaching integratedly all skills is found problematic by some professors. "No, it doesn't meet the need but not just writing, as a whole. It's all problematic" (Participant 1 from mathematics department, April 12,

2017). "I don't think it has so far. It is not just about writing skills either. It should be handled as a whole, integrated including writing, reading and grammar etc." Participant 6 from electrical and electronic engineering department, April 13, 2017). On the other hand, three professors believe, or have a tendency to find the writing education satisfactory. "Yes, they know English well" (Participant 2 from

biology department, April 12, 2017). Three professors from three different departments stated that ESAP should be implemented at the preparatory school. "What students at social sciences faculty need and what students at engineering faculty need are totally different in terms of writing" (Participant 6 from computer engineering department, April 03, 2017). "As well as general English, specific English about students' disciplines such as divinity, medicine or economics should be taught at the preparatory school" (Participant 2 from divinity faculty, March 21, 2017). "Yes, in terms of general English but I don't think it meets the need in terms of science language or terminology" (Participant 1 from biology department, April 12, 2017). Some other three professors have no idea about the writing education as there is not enough data from their courses. "Some words are not even in English in our department. It is not about the education they get from the preparatory school" (Participant 5 from electrical and electronic engineering department, April 13, 2017).

Table 45

Department Distributions of Comments for the Question 6

Departments	# of professors	# of comments
Biology department	2	2
Computer engineering	7	7
Electrical and electronic engineering	6	6
Divinity faculty	2	2
Mathematics department	1	1
Veterinary Faculty	5	5

Suggestions to the administration of the preparatory school

Professors were asked to provide suggestions as to the teaching of writing in the preparatory school. There are 30 comments about the suggestions (Table 46).

Table 46

Distributions of Suggestions to the Administration of the Preparatory School

Suggestions to the administration of the preparatory school	Comment numbers
Assessment criteria at the preparatory school	4
ESAP	4
Writing in English more	4
Reading in English more	3
Practice	2
EAP	1
EGP	1
Speaking in English more	1
Not Enough Data	10

As evidenced in the Table 46, according to three professors from computer engineering department and one professor from veterinary faculty, assessment criteria at the preparatory school is one of the main drawbacks. "Students pass the proficiency exam at the preparatory school very easily. There is a problem here" (Participant 2 from computer engineering department, April 03, 2017). "Our students pass the proficiency exam at the preparatory school without knowing English, well they shouldn't" (Participant 5 from computer engineering department, April 03, 2017). "In our university, assessment criteria have not completely established yet. That's why there are lots of students with various levels of English" (Participant 5 from veterinary faculty, April 03, 2017). Another drawback is, as it was indicated in the previous question, not implementing ESAP. "Students should be taught English which is specific to their departments" (Participant 5 from electrical and electronic engineering department, April 13, 2017). "They need to learn English for specific academic purposes if they are students at veterinary faculty" (Participant 3 from veterinary faculty, April 03, 2017). One of the professors from computer engineering department specified ESAP into writing classes. "Especially engineering students,

there should be writing courses to explain step by step how to write a scientific report or an internship report. That would be enough for us" (Participant7 from computer engineering department, April 03, 2017). Except from the discipline specific writing, some professors suggested more writing courses and assignments to the preparatory school. "They should write essays about their interests. In course books there are fix topics which are not related to neither our students' culture nor their interests" (Participant 5 from electrical and electronic engineering department, April 13, 2017). "They should take more essay writing classes so as to express their own ideas" (Participant3 from computer engineering department, April 03, 2017). Suggestions for writing in English are followed by suggestions for reading in English which are generally put forward integrated with writing or academic vocabulary. "They should be given longer reading assignments which include academic vocabulary" (Participant 5 from computer engineering department, April 03, 2017). "They should read more and comment on what they read. They should summarize their reading. It will affect their speaking in time" (Participant 3 from electrical and electronic engineering department, April 13, 2017). Practicing English was also offered by two professors. In addition, one of the professors suggested EGP, another professor suggested EAP. "More than other skills, we give importance to academic writing in our department. Other skills can develop somehow" (Participant 7 from computer engineering department, April 03, 2017). "At the preparatory school, technical jargon shouldn't be taught as it would be rote learning" (Participant 6 from electrical and electronic engineering department, April 13, 2017). Individually, one professor suggested speaking in English more. Finally, enough data could not be reached from ten professors, as they did not teach writing or they did not want to share their

suggestions. "There is no situation like they need to comment on the data, so I can't say anything" (Participant 7 from computer engineering department, April 03, 2017).

Table 47

Department Distributions of Comments for the Question 7

Departments	# of professors	# of comments
Biology department	2	2
Computer engineering	7	11
Electrical and electronic engineering	6	9
Divinity faculty	2	2
Mathematics department	1	1
Veterinary Faculty	5	5

The distributions of responses from different departments can be seen in Table 47 above.

Teaching Aspects of Writing at Tertiary Level

The question was asked to find out if professors needed to teach any aspects of writing in their classes. Participant two from electrical and electronic engineering department taught specific academic writing to his students which affected his responses to the question.

Table 48

Distributions of Comments on Aspects of Writing

Teaching aspects of writing	Comment numbers
No teaching	10
ESAP	8
Feedback	4
Writing Format	3
Grammar	1
Not Enough Data	7

As it is seen in Table 48, nine professors with ten comments expressed that they do not teach how to write in English because of different reasons. One of the professors from electrical and electronic engineering thinks students should not learn English at content courses "We don't teach grammar, pronunciation or punctuation. It is not our business" (Participant 2 from electrical and electronic engineering department, April 13, 2017). "They know it before my classes" (Participant 2 from divinity faculty, March 21, 2017). At veterinary faculty, professors cannot observe their students' English levels because the courses are not interactive "We only make presentations" (Participant 4 from veterinary faculty, April 03, 2017). In some courses at computer engineering department, writing is not needed. "I have never done but of course we don't expect them to write texts, that's why. It is not because of teaching writing isn't needed" (Participant 5 from computer engineering department, April 03, 2017). As one of the professors from electrical and electronic engineering department has taught academic writing, there are eight comments about writing in ESAP, only one of them belongs to another professor from the same department. As for feedback, there were four professors who stated that they give feedback to their students' writing which is a form of teaching. "Over the written assignment, I ask my students what they try to explain first. Then I tell them how they can correct their writings" (Participant 3 from electrical and electronic engineering department, April 13, 2017). "We give feedback over their writings; for example, 'you can't use this word here'" (Participant 1 from divinity faculty, March 21, 2017). Some of the professors teach writing format in their classes as well as their contents. "I have got some advice about introduction, body part of the report and these kinds of things. Sometimes, what should be in the introduction and what should be in the conclusion can intertwine with each other" (Participant 3 from

computer engineering department, April 03, 2017). "Let's say there is an expression about our discipline, so we say 'It would be better if you connect it with this conjunction to this sentence.'" (Participant 1 from divinity faculty, March 21, 2017). One of the professors stated that even grammar teaching was being implemented. "In every class, I talk about how to express something, sometimes I even teach grammar" (Participant 1 from mathematics, April 4, 2017).

Table 49

Department Distributions of Comments for the Question 8

Departments	# of professors	# of comments
Biology department	2	2
Computer engineering	7	8
Electrical and electronic engineering	6	14
Divinity faculty	2	3
Mathematics department	1	1
Veterinary Faculty	5	5

The distributions of responses from different departments can be seen in Table 49 above. As there is a class for academic writing, there are more comments from electrical and electronic engineering department on the eighth question.

Familiarity with the Specific Academic Vocabulary

The question was asked to find out if the students have academic vocabulary specific to their departments, or it is enough in terms of understanding their classes. There were 31 comments on it.

Table 50

Distributions of Comments on Academic Vocabulary

Opinions on Specific Academic Vocabulary	Comment numbers
Low level of academic vocabulary	11
Satisfactory	5
Very low level of academic vocabulary	4
Academic vocabulary at the preparatory school	3
Academic vocabulary at tertiary level	3
No need for academic vocabulary	1
Various level of academic vocabulary	1
Not Enough Data	3

As evidenced in table 50, at least one professor from all departments who were involved in the study thinks that their students have low level of academic vocabulary specific to their departments. "Because of not reading technical articles, they don't use academic vocabulary; they use more general vocabulary which shouldn't be there" (Participant 2 from electrical and electronic engineering department, April 13, 2017). "Of course, they don't have technical vocabulary when they come from the preparatory school" (Participant 3 from computer engineering department, April 03, 2017). "Specific academic vocabulary hasn't been settled yet. Maybe during fourth year, I don't know" (Participant 5 from veterinary faculty, April 03, 2017). "In terms of occupation, their academic vocabulary isn't good" (Participant 2 from biology department, April 12, 2017). "Generally they don't know academic vocabulary, but sometimes they encounter specific items and they may not know it" (Participant 1 from divinity faculty, March 21, 2017). "Students are not competent at academic vocabulary" (Participant 1 from mathematics department, April 21, 2017). Some of the professors think that the students do not have enough academic vocabulary specific to their departments, as they do not learn it at the

preparatory school. "Of course, they don't have technical vocabulary when they come from the preparatory school" (Participant 3 from computer engineering department, April 03, 2017). On the other hand, five out of 30 comments show that some professors are content with their students' level of academic vocabulary. "When they attempt to talk, jargons are easy at engineering. Students know them if they have a little interest in engineering" (Participant 3 from computer engineering department, April 03, 2017). "I think it is good. When I ask questions, they can answer them" (Participant 1 from biology department, April 12, 2017). Two professors from veterinary faculty and one professor from computer engineering gave their ideas about teaching academic vocabulary at the preparatory school. "I don't think students learn academic vocabulary at the preparatory school as they learn more general English there" (Participant 7 from computer engineering department, April 03, 2017), on the other hand, some other professors handle the same question in terms of teaching at tertiary level. "I guess technical vocabulary will be completed here, at their department in time" (Participant 3 from computer engineering department, April 03, 2017). While one of the professors said their department was mathematical "A lot of things in our department are mathematical, nothing more. There is nothing about specific academic vocabulary" (Participant 2 from electrical and electronic engineering department, April 13, 2017), another professor stated that students' level of academic vocabulary varied according to their interest to the topic "It is various. I guess it is about their interest in computers" (Participant 1 from computer engineering department, April 03, 2017). For veterinary faculty, academic vocabulary comes from Latin "I haven't spoken about it. It doesn't matter if they had Turkish instruction or English instruction. They don't know Latin before" (Participant 4 from veterinary faculty, April 03, 2017), and two professors

from computer engineering could not assess their students' academic vocabulary because of the content of their courses "If you mean in a formal writing style, I don't teach it" (Participant 1 from electrical and electronic engineering department, April 13, 2017) which does not offer enough data about the question.

Table 51

Department Distributions of Comments for the Question 9

Departments	# of professors	# of comments
Biology department	2	2
Computer engineering	7	12
Electrical and electronic engineering	6	7
Divinity faculty	2	2
Mathematics department	1	1
Veterinary Faculty	5	7

The distributions of responses from different departments can be seen in Table 51 above.

English-medium Instruction

Professors were asked if the English-medium instruction at a state university is effective and beneficial or not. Although 18 out of 48 comments show that it is beneficial, 17 comments show it is not very beneficial. There are also ten comments which argue efficiency of professors in terms of teaching in English. Two professors from three different departments found English-medium instruction questionable (Table 52).

Table 52

Distributions of Comments on EMI

Opinions on Academic Vocabulary	Comment numbers
Beneficial	18
Not beneficial	17
Efficiency of professors	10
Questionable	3

It can be seen in Table 52 that Six professors with 18 comments find EMI beneficial because it is international and science language "When Itake a look at today's world… we grow scientists here, I find it is positive" (Participant 1 from mathematics department, April 12, 2017), "I think EMI is a good thing because everything is solved in English at international platform" (Participant 1 from biology department, April 12, 2017). One professor finds fully percent English instruction beneficial because of exposure to the target language "It is very important to make students expose to English language" (Participant 1 from electrical and electronic engineering department, April 13, 2017). Another professor thinks it may change the quality of education "100% of English program is good for pushing students to use English, that's good, but I think it changes the quality" (Participant 6 from electrical and electronic engineering department, April 13, 2017). Two comments indicate it is also beneficial for academic vocabulary "If terminology is settled, English is settled" (Participant 5 from computer engineering department, April 03, 2017), "Lecturing in English is more comfortable because you don't worry about words' Turkish equivalent" (Participant 2 from electrical and electronic engineering department, April 13, 2017). To make it more beneficial, high-stakes exams were mentioned by a professor from veterinary department "There should be programs with 100% E-MI; at the same time, there should be the obligation of entering high-stakes English

exams before choosing the program" (Participant 5 from veterinary faculty, April 13, 2017). 18 out of 48 comments indicate that EMI is not beneficial because of different reasons. According to ten comments from nine professors, the instruction should be in Turkish which is the native language of most students in their classes. "I am Turkish, 95% or 98% of my students are Turks only 3 or 5 students know foreign language and speaks English. It feels like we insist on lecturing in English even though we know they do not understand" (Participant 2 from computer engineering department, April 03, 2017), "I believe the medium of instruction should be the native language" (Participant 1 from veterinary faculty, April 13, 2017), "I support the idea that students should know not just one, a few foreign languages. However, the medium of instruction should be Turkish" (Participant 3 from veterinary faculty, April 13, 2017), "Almost all of the students' native language is Turkish. They will find a job in Turkey" (Participant 1 from biology department, April 12, 2017). EMI is also found questionable or confusing in terms of implementation. "There should be English medium instruction but I have questions about how they will understand the courses when they are in English. They cannot understand it even when it is in Turkish" (Participant 2 from electrical and electronic engineering department, April 13, 2017), "Percentages are confusing. If the department requires fully percent English, it should be like that, not half Turkish, half English" (Participant 1 from divinity faculty, April 13, 2017). In addition, 10 out of 48 comments argue the efficiency of professors at teaching in English "Because 100% E-MI-program is opened, it doesn't mean there is a fully percent English language medium instruction. There should be professors who can lecture" (Participant 5 from computer engineering department, April 03, 2017), "Because our English is not that good, students study from Turkish resources" (Participant 3 from veterinary faculty, April

03, 2017). "It requires a very strong background to be able to dominate the classes. When you know the content, English language interrupts and you may have problem then" (Participant 2 from biology department, April 12, 2017). "We talk about how students are bad, but not everybody knows English so super that they can lecture for two and a half hours in English" (Participant 2 from electrical and electronic engineering department, April 13, 2017). The distribution of responses from different departments can be seen in Table 53.

Table 53

Department Distributions of Comments for the Question 10

Departments	# of professors	# of comments
Biology department	2	5
Computer engineering	7	15
Electrical and electronic engineering	6	12
Divinity faculty	2	5
Mathematics department	1	3
Veterinary Faculty	5	8

Turkish-English Medium of Instruction

This question emerged from the previous question. There are some departments which have 100% and others. Turkish-English medium of instruction, in other words programs with 30% English, means 3 out of 10 classes are in English. Professors were asked the question to find out how beneficial T-EMI is.

Table 54

Distributions of Comments on T-EMI

Opinions on T-EMI	Comment numbers
Not Beneficial	16
Beneficial	6
Regulations of the university	1
Not enough data	8

As evidenced in Table 54, 16 out of 31 comments show that T-EMI is not found beneficial. One of the professors thought that the medium of instruction should be only in one language "I don't like 30% English medium instruction. Content should be given either in Turkish or English" (Participant 1 from electrical and electronic engineering department, April 13, 2017). Some professors thought T-EMI was confusing "T-EMI is confusing 30% English instruction feels wrong" (Participant 1 from computer engineering department, April 03, 2017). For some other professors, T-EMI limits the access to resources "With Turkish, we can't keep up with the current resources" (Participant 4 from computer engineering department, April 03, 2017), "I wish we could reach more resources in Turkish but there are many more resources in English" (Participant 1 from mathematics department, March 21, 2017). It is also found nonsense "In one class lecturing in Turkish, in the other one lecturing in English doesn't make sense to me" (Participant 1 from electrical and electronic engineering department, April 13, 2017), "I think it is meaningless. Students may have a chance to hear both English and Turkish terminologies, but it may cause more harm than its benefits" (Participant 5 from computer engineering department, April 03, 2017). According to some professors, "T-EMI turns into TMI T-EMI turns into T-MI in time. Professors find it easy" (Participant 1 from electrical and electronic engineering department, April 13, 2017),

"First four or five weeks, professors start teaching in English, but in time it turns into Turkish" (Participant 6 from computer engineering department, April 03, 2017), "One can think that the medium of instruction may be also Turkish and it turns into Turkish" (Participant 1 from computer engineering department, April 03, 2017). On the other hand, three professors from electrical and electronic department and one professor from biology department find T-EMI beneficial "I support the idea that medium of instruction should be the native language, on the other hand, knowing English is a must to keep up with the current affairs… I think T-EMI is better than E-MI" (Participant 5 from electrical and electronic engineering department, April 13, 2017), "It makes sense to me because in a very problematic situation, we can explain things in Turkish then we can continue with English" (Participant 3 from electrical and electronic engineering department, April 13, 2017), "30% or 50% EMI is more advantageous than 100% EMI and 100% T-EMI. If they could take a few courses in English, they wouldn't be far away from English" (Participant 1 from biology department, April 12, 2017). One of the professors highlighted the regulation about T-EMI "T-EMI exists because of school regulations. When it is Turkish, the preparatory school is not an obligation" (Participant 4 from electrical and computer department, April 03, 2017). Divinity faculty and veterinary faculty do not have T-EMI departments; EMI, TMI or, only for divinity faculty, Arabic as a medium of instruction (AMI) have been used in these departments; that is why, there is not enough data from these departments "I don't think there is a 30% E-MI program in our faculty" (Participant 2 from divinity faculty, March 21, 2017), "There is no T-EMI program in our faculty. It is either E-MI or T-MI" (Participant 4 from veterinary faculty, April 03, 2017). The distribution of responses from different departments can be seen in Table 55 below.

Table 55

Department Distributions of Comments for the Question 11

Departments	# of professors	# of comments
Biology department	2	2
Computer engineering	7	10
Electrical and electronic engineering	6	10
Divinity faculty	2	2
Mathematics department	1	1
Veterinary Faculty	5	5

Findings of Instructors' Interviews

Following to professors, instructors were interviewed with parallel questions to see if there is similarity between ideas about English language education at the preparatory school, EAP, EMI and T-EMI.

English Language Level of Students

Like professors, English language instructors were also asked what they thought about the English language level of their students. As there are different levels in the preparatory school, which are L1, L2, L3 and L4, the instructors were asked about their graduate students who finished L4. Without finishing level four, students cannot enter the proficiency exam and attend classes in their departments.

Table 56

Distributions of Comments on English Language Level of Students

English Language Level of Students	Comment numbers
Below satisfactory	7
Students' effort	7
Satisfactory	5
Various	4
Average	1
Background	1

As evidenced in table 56, 7 out of 25 comments state instructors do not find their students' English level satisfactory. "When they graduate from the preparatory school, their level should be upper-intermediate but I don't think it is" (Participant 4, March 16, 2018), "I can say that they are not as good as we expect them to be" (Participant 17, March 23, 2018). With the same amount of comments, instructors state that their students' effort plays an important role in their own success with 7 comments. "To be honest, their level is parallel with what they have done about their English education in the preparatory year" (Participant 1, March 16, 2018), "Their levels change according to their own effort" (Participant 3, March 16, 2018). It can be seen in the comments that some instructors find their students' level satisfactory. "When they graduate from the preparatory school, they are upper-intermediate. For the last two years, they have reached to that level" (Participant 11, March 23, 2018), "After finishing the preparatory school they are at a certain point in terms of English because they learn English intensively" (Participant 10, March 23, 2018). One comment shows that students' level is average and one other comment shows students' educational history is effective for their success at tertiary level. "I think

personal history is very important. When they were young, which school they went to. When or how they started learning English?" (Participant 8, March 16, 2018).

Preparatory School Students' Writing Skills Levels

English language instructors were asked what they thought about their graduate students' writing skills.

Table 57

Distributions of Comments on Preparatory School Students' Writing Skills Levels

Writing Skills' Levels	Comment numbers
Satisfactory	8
Below satisfactory	6
Various	3
Intermediate	1

Unlike students' general English language level, their writing skills' level is found relatively satisfactory which is shown with eight comments in Table 57. "When they graduate from the preparatory school, they are at the level that they can express their opinions about a topic" (Participant 3, March 16, 2018), "In terms of general English, they reach a level which they can write essays" (Participant 11, March 23, 2018), "They are actually good at writing. Interestingly, a student who cannot speak well can write very well" (Participant 18, March 23, 2018). Six comments indicate that students' writing skills are not satisfactory. "Unfortunately, writing skills are the most pathetic skills in our school. I think especially in academic sense, this language will be the only tool to use in their disciplines" (Participant 6, March 16, 2018), "Their writing skills are better than other skills but in terms of grammar, organization and content, maybe it is because they do not write in Turkish, they cannot write properly" (Participant 5, March 16, 2018). One comment shows

that the level of students is intermediate. "Their level is intermediate" (Participant 2, March 16, 2018). Three comments show that their levels do vary. "Some students improve their writing; some others cannot even make a sentence" (Participant 9, March 16, 2018). "In L3 and L4 levels, they get familiar with essay writing. When we look at their level in terms of general English, good ones can write essays. If they fail in the previous levels, they have problems with writing. So it's parallel with their level" (Participant 4, March 16, 2018).

Teaching Writing Skills

The question was asked to find out what is taught at the preparatory school during a year in terms of writing skills. Some instructors have only taught at higher levels such as L4; some other instructors have only taught lower levels such as L1 so far. Answers may vary according to their teaching experience throughout the year.

Table 58

Distributions of Comments on Teaching Writing Skills

Teaching Writing Skills	Comment numbers
From paragraph to essay writing	13
Essay writing	3
Paragraph writing	2

As evidenced in Table 58, 13 out of 18 comments show that students start learning paragraph writing and its key factors and it continues gradually until essay writing. They are also taught different types of paragraphs and essays. "We start with paragraph writing. After we teach how to write a topic sentence, supporting sentences and a concluding sentence, we convert this paragraph into an essay. We teach how to write some specific kinds of essays" (Participant 5, March 16, 2018), "During a preparatory year, we start with sentence writing then we continue with

paragraph writing at a basic level. If they are successful, it continues with essay writing" (Participant 6, March 16, 2018), "I haven't taught at lower levels but they start with different paragraph types, and then in L3, L4 students start learning essay writing" (Participant 12, March 23, 2018), "We start with general paragraph writing. In L2, we go on with opinion paragraph and then we start teaching opinion and cause and effect essays" (Participant 14, March 23, 2018). Three instructors stated that they taught essay writing. "I try to teach how to write essays well, how to write introduction paragraphs, how to write body paragraphs, how to write conclusion paragraphs" (Participant 15, March 23, 2018). Two instructors stated that they taught paragraph writing. "Paragraph writing is taught, some structures such as what topic sentence is, how to find main idea are taught" (Participant 7, March 16, 2018).

Teaching English for Specific Academic Purposes

Students are taught general English at the preparatory school. Instructors were asked the question whether it would be beneficial for students to teach ESAP at the preparatory school or not. For the question, further explanations and reasons were clarified which are listed in Table 59.

Table 59

Distributions of Comments on Teaching English for Specific Academic Purposes

Teaching English for specific academic purposes	Comment numbers
Not beneficial	29
Beneficial	13

Table 60

Distributions of Further Comments on Teaching English for Specific Academic
Purposes

Teaching English for specific academic purposes	Comment numbers
Needs of students (beneficial)	11
Intensive program (not beneficial)	8
Hard to implement (not beneficial)	7
Instructors' efficacy (not beneficial)	7
Weaker students (not beneficial)	5
Tertiary level teaching (not beneficial)	2
Real life (beneficial)	1

Most sub-comments in Table 60 show that teaching ESAP would be
beneficial because students need it at tertiary level. "If it were taught, students would
be more interested because they would know that they would need it later"
(Participant 9, March 16, 2018), "When students started their education in their
disciplines, they would start writing lab reports easily" (Participant 14, March 23,
2018), "I think it would be very beneficial. Especially, knowing what they need in a
department, then designing the program according to it is necessary" (Participant 18,
March 23, 2018). 8 out of 42 comments indicate that some instructors do not find it
beneficial because they have intensive program at the preparatory school. "We
already have a very intensive program here, it means we teach them as an extra"
(Participant 4, March 16, 2018), "There is no time for that here, so it would be very
beneficial if it were taught at their departments" (Participant 12, March 23, 2018),
"The problem we have that we can't give everything at once, maybe, at the end of
the preparatory school or something" (Participant 17, March 23, 2018). It is stated
with seven comments that discipline-specific teaching is hard to implement at the
preparatory school because of heterogeneity of classes. "Maybe learning about their

interests makes the process faster but to implement it, we need to separate the classrooms according to their disciplines. So, it should be done in their departments" (Participant 5, March 16, 2018). "As we have students from different departments, limited time and an intensive program, it does not look possible." (Participant 13, March 23, 2018), "It is not easy to prepare a program for that. Our classes are mixed and teaching specific academic English to each student would be hard" (Participant 14, March 23, 2018). Some comments show that instructors do not find themselves efficacious in terms of teaching ESAP. "Instructors do not know it. Discipline-specific writing is not a thing that we, general English instructors, can do" (Participant 16, March 23, 2018), "If I needed to teach academic vocabulary about engineering, it would be challenging for me. I would need to learn it from the very beginning" (Participant 9, March 16, 2018). Five comments are about weaker students. Those comments indicate that without teaching general English, it would not be beneficial to teach writing in ESAP. "They come here without knowing how to write paragraphs or what an essay is. I think it is enough to teach them those" (Participant 2, March 16, 2018), "I don't think students would improve their academic writing because time is limited. I don't think we can teach academic English well at the level they start here" (Participant 11, March 23, 2018), "I don't know if starting with academic English would be good for our students because they have to learn basic things" (Participant 12, March 23, 2018). In addition to these views, two comments suggest to teach writing in ESAP at tertiary level. "After finishing L3 or L4, learning academic English would be more beneficial. They will already have their content classes, they can also have academic English, and so they can exchange ideas among each other" (Participant 12, March 23, 2018). Finally, one comment states that teaching writing in ESAP is beneficial because it can be

regarded as real life material. "I think we should absolutely teach ESAP because it is real life" (Participant 1, March 16, 2018).

Familiarity with Academic Vocabulary Specific to Students' Departments

Following to the professors' responses about the topic, the question was asked instructors to find out if students are good at academic vocabulary specific to their departments and if they are taught academic vocabulary specific to their departments at the preparatory school.

Table 61

Distributions of Further Comments Academic Vocabulary Specific to Students' Departments

Academic Vocabulary Specific to Students' Departments	Comment numbers
Below Satisfactory	14
Satisfactory	2
Various	2

As evidenced in table 61, most of the comments indicate that students' level of academic vocabulary specific to their departments is below satisfactory because general English is taught at the preparatory school. "Not much. General English level and vocabulary is good but academic is not that much or let's say limited." (Participant 2, March 16, 2018), "We do not bring our students to that level. We teach general English" (Participant 5, March 16, 2018), "I think it is very low because we do not focus on EAP" (Participant 10, March 23, 2018), "Actually, it is not very high because we complete general English here, we do not start academic English. We do not focus on academic writing and reading a lot" (Participant 10, March 23, 2018). Another reason for lack of academic vocabulary specific to students' departments which is stated with comments are course books. "The books

used in our classes are about general English, so they don't have enough academic

vocabulary" (Participant 3, March 16, 2018), "In our books, general English is

taught, so they do not learn discipline-specific vocabulary" (Participant 12, March

23, 2018), two comments show that academic vocabulary level of students is

satisfactory. "Until they reach L4 level, they already have really good academic

vocabulary" (Participant 1, March 16, 2018). Finally, two comments indicate that

students' levels are various. "I think it varies" (Participant 8, March 16, 2018),

"Definitely lower, but I am not sure exactly, and it also depends. Last semester, I had

better students" (Participant 17, March 23, 2018).

Possible Solutions to Academic Writing

The question was asked to explore some possible solutions to improve

students' academic writing. There are 22 comments with a wide variety of ideas.

Table 62

Distributions of Further Comments on Possible Solutions to Improve Academic
Writing

Possible solutions to academic writing	Comment numbers
Extra materials	3
Reading texts	3
Authentic materials	3
Teaching at tertiary level	3
Article studies	2
Back-up classes	2
Course books	1
Occupational English	1
Production-based teaching	1
Selection of students	1
Vocabulary exercises	1
We cannot change	1

As evidenced in Table 62, three comments show that extra materials can be

given to improve students' academic writing. "Extra materials can be given to the

students. They can be for different departments such as one week for computer engineering and the following week for veterinary faculty" (Participant 4, March 16, 2018). Specifically, reading texts were mentioned in three comments. "They need to read a lot, there is nothing more to do" (Participant 5, March 16, 2018), "In the second semester, classes can be mixed again and students can be given reading texts" (Participant 14, March 23, 2018). Authentic materials were also mentioned in three comments. "This can be done with real life materials, they can also be about their disciplines. Materials can be distributed to the class and then they can be analyzed" (Participant 7, March 16, 2018), "I believe in authentic materials, we need to get out of classrooms" (Participant 1, March 16, 2018). Article studies were offered as another alternative solution. "Studies on articles can be implemented every week, so we can improve their academic skills" (Participant 3, March 16, 2018). Back-up classes were mentioned in two comments. "Class hours are insufficient. Voluntary instructors can teach to the weaker students as back-up classes" (Participant 15, March 23, 2018). With one comment each, course books, occupational English, production-based teaching, selection of students, vocabulary exercises were stated. In addition to these views, one of the instructors pointed out the difficulty of changing the system. "While we are sitting here, we can't decide how to change the whole system, but something can be done" (Participant 8, March 16, 2018).

English as the Medium of Instruction

English instructors were asked what they thought about EMI, following to professors to see if there is a similarity between responses. There are 23 comments on the question which can be seen in the table below.

Table 63

Distributions of Further Comments on English as the Medium of Instruction

English as the medium of instruction	Comment numbers
Beneficial	10
Not beneficial	5
Professors' Efficacy	4
Not sure	3
Native Language	1

In Table 63, while ten comments show that English as the medium of instruction is beneficial "I think most departments should have EMI. Without speaking English, it is impossible to find a job in Turkey" (Participant 14, March 23, 2018), "I think all departments should have EMI" (Participant 13, March 23, 2018), five comments show it is not beneficial "I think 100% is not that effective because even in students' own mother tongue, the content is hard" (Participant 3, March 16, 2018). It is also stated that EMI is not beneficial because of students' English levels "Students struggle with listening to lectures as their English is not 100%" (Participant 5, March 16, 2018), "I don't believe in EMI because we do not teach at that level at the preparatory school" (Participant 9, March 16, 2018). Some instructors remarked their hesitations about professors' efficacy in teaching in English with four comments "We need to look at professors' English who are used to teaching in Turkish for years" (Participant 2, March 16, 2018), "Are our professors sufficient enough to give lectures in English?" (Participant 4, March 16, 2018), "Do professors have that level of English to lecture in EMI?" (Participant 5, March 16, 2018). Three instructors stated that they were not sure about its implementation at faculties "If it is 100% English, does it mean zero Turkish? Is that so in faculties?" (Participant 8, March 16, 2018).

Turkish-English as the Medium of Instruction

As some of the departments require T-EMI, instructors were asked about their views about it for further exploration of the topic.

Table 64

Distributions of Further Comments on English as the Medium of Instruction

English as the medium of instruction	Comment numbers
Not beneficial	12
Beneficial	4
Confusing	3
Native Langue	1
Not sure	1
Turkish as the medium of instruction	1

As evidenced in table 64, 12 comments out of 22 state that T-EMI is not very effective "I think T-EMI should be turned into EMI" (Participant 1, March 16, 2018). "Programs with T-EMI do not make sense to me. How do they establish those holy scales that they can teach in English at three classes and in Turkish at seven classes?" (Participant 6, March 16, 2018), "When students are at their departments, they won't use English; that's why, they don't want to learn it but we try to teach it and they waste a year at the preparatory school" (Participant 9, March 16, 2018) "I think programs with T-EMI should be abolished" (Participant 10, March 23, 2018). As for its benefits, 2 out of 4 comments show that instructors find T-EMI beneficial because it also includes native language of students "If I need to choose one of them, T-EMI makes more sense because there is also native language instruction" (Participant 2, March 16, 2018), "I think T-EMI is more effective than EMI. At least, they have a particular English level and the medium of instruction is also in their native language, they can have a grasp of their disciplines" (Participant 3, March 16, 2018).

"T-EMI was also found confusing "How much English our professors use is a question mark anyway" (Participant 1, March 16, 2018), "I don't know how percentages are specified and I don't know if students are really taught with 30% English instruction" (Participant 7, March 16, 2018). Without stating its benefits or limitations, one of the instructors mentioned native language as the medium of instruction "I support the native language instruction as the medium of instruction" (Participant 6, March 16, 2018). While one of the instructors was not sure about its implementation, another instructor stated that T-EMI turns into TMI "I think programs with T-EMI do not maintain education with 30% English. As far as I have heard from students, they are lectured in Turkish" (Participant 4, March 16, 2018).

Comparison of Qualitative and Quantitative Data

Results from both qualitative and quantitative data were compared to see if there are similarities or differences between two data sets.

The level of Students' Writing in English

As evidenced in Table 12, students indicate that they are good at writing in English with mean of 2.7. However, professors and English language instructors disagree with the idea with means of 2.17 and 2.07 respectively. Although instructors have the least mean in the questionnaire, they said that they found their students' writings relatively satisfactory in interviews which can be evidenced in table 45.

Problems with Writing in English

Students think that they are good at grammatical accuracy, sequencing their ideas, developing their ideas in an adequate way while writing and writing mechanics such as punctuation with the highest means of 3.03, 3.01, 2.88, and 2.84, which can be referred to Table 24, Table 25, Table 26 and Table 29. On the other hand, for

these statements professors have the least mean in order of 2.34, 2.46, 2.17, and 2.49. In addition to their quantitative data results, professors also stated with 26 comments that students have problems with their writings such as their effort for translation instead of thinking in English, difficulty in expressing themselves, limited grammar, limited vocabulary and so on which can be seen in Table 37.

Academic Vocabulary

In table 28, students' questionnaire results indicate that they use appropriate academic vocabulary while writing with the mean of 2.71 on which professors and instructors do not agree with means of 2.37 and 2.11. Further to that, interview results of both participant groups show parallelism with the questionnaire results. Professors find their students level of academic vocabulary below satisfactory and they stated it with 15 comments in table 48. Similarly, instructors highlighted their students low academic vocabulary level with 14 comments on the statement in Table 61.

Feedback

According to Table 31, instructors give regular feedback to their students with the highest mean of 3.89. Following to instructors' high mean, professors think they give feedback to their students on their writing with the mean of 2.83. Despite students' least mean of 2.7, students also agree that they get regular feedback on their writings. Giving feedback on students' writing was stated with four comments in professors' interviews, which can be seen in Table 31.

Comparison of Interviews

English Language Level

General English language level of students was asked to both professors and English language instructors in interviews to see if there is any similarity or difference between their overall opinions. According to the content analysis' results, professors find their students' level low with 22 comments which can be referred to Table 9. Similarly, but not the same, English language instructors think students' level is relatively low which was stated with seven comments; however with another seven comments, it was stated that it might depend on students' effort to study in Table 56.

What is taught in the preparatory school and what is needed in different faculties in terms of writing

As evidenced in Table 10 and Table 11, professors were asked if they gave any writing assignments to their students and what kind of writing assignments they gave. Students mostly use mathematical functions in their assignments but they need to write their capstone projects (three comments), internship reports (three comments), lab reports (three comments), articles (one comment), reflections (one comment), project reports (one comment) and essays (one comment) in English. On the other hand, in the preparatory school, 13 comments show that students gradually learn how to write some paragraph types such as descriptive paragraph, opinion paragraph and essay types such as opinion essay, advantage disadvantage essay which is evidenced in Table 58. As some English language instructors teach at only one level, they teach either essay writing (three comments) or paragraph writing (two comments). It was revealed with the interviews that what is taught in the preparatory school and what is used in different disciplines do not match.

Possible Solutions for Academic Writing

When Table 13 for the professors' results and Table 62 for the instructors'
results were examined, it was seen that both participant groups find reading activities
beneficial in terms of improving academic writing which is indicated with six
comments by professors and three comments by instructors. Even though they are
not quite overlapping, professors suggested teaching EAP and ESAP (seven
comments in total); similarly, instructors offered teaching occupational English and
article studies (three comments in total).

Opinions about Writing Education

As evidenced in Table 44, with seven comments for each of them, some
professors do not have any idea about the education in the preparatory school and
some others think it is not satisfactory. Additionally, writing in ESAP was mentioned
with three comments. On the other hand, when Table 59 and Table 60 were
examined, instructors do not find teaching ESAP at the preparatory school beneficial
with 29 comments. They highlighted that their current program is quite intensive
(eight comments), ESAP is hard to implement (seven comments) because classes at
the preparatory school are blended, and they do not find themselves efficient in
teaching writing ESAP as they weren't ESAP practitioners (seven comments).

Another point why teaching writing in ESAP may not be beneficial is, when
students come to the preparatory school, their level is already low. Instructors do not
find beneficial teaching ESAP to low-level students (five comments).

E-MI

For professors, English as a medium of instruction is contradictory. Eighteen
comments show that it is beneficial whereas seventeen comments indicate it is not

beneficial. As for instructors, they find it relatively beneficial (ten comments). For both of the participant groups, there are three comments to show it is questionable. One of the reasons why it is questionable is if professors are proficient enough to teach in English at faculties (ten comments from professors' questionnaires, four comments from instructors'). Table 52 for professors and Table 63 for English language instructors can be examined.

T-EMI

Turkish-English as the medium of instruction is not found beneficial by both participant groups with sixteen professors' comments and twelve instructors' comments which can be seen in Table 54 and Table 53 respectively. In addition to these different mediums of instruction, some professors and instructors mention that native language should be the medium of instruction even if they support one of E-MI or T-EMI.

<div align="center">

Conclusion

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In this chapter, quantitative data obtained from 346 students at their different years of study in different departments, 57 English language instructors and 35 professors from different departments and qualitative data obtained from 23 content professors and 18 English language instructors were analyzed and presented. In the following chapter, overview of the study, discussion of major findings, implications for practice, implications for further research and limitations will be discussed.

CHAPTER 5: CONCLUSIONS

Introduction

This chapter overviews the study and emphasizes major findings regarding exploration of students' academic writing needs in different departments and tries to explore whether what is taught at the preparatory school meets the needs of students in different disciplines with respect to English language level of students, the availability of writing assignments, problems with writing assignments, solutions for writing problems, academic vocabulary, and the use of E-MI and T-EMI.

Overview of the Study

This study explored the academic writing needs of students at different departments where the medium of instruction is fully English (E-MI) or partially English (T-EMI) through the perspectives of content professors, English language instructors and students themselves at different departments. To this end, the questionnaire provided overall information about students' academic writing needs at tertiary level. Building on the questionnaire, follow-up interviews with professors and then with English language instructors were conducted. Descriptive statistics such as means and standard deviations as well as content analysis of the interviews were carried out in order to analyze the data. The study tried to answer the following questions:

1)   To what extent does the current approach employed to teach writing in the preparatory program of a state university meet the needs of students in a department where the language of instruction is fully or partially English?

     a)   What writing skills are taught at the English language preparatory school students at a Turkish state university?

     b)   What writing skills are needed at different faculties?

Discussion of Major Findings

Students are taught basic sentence writing just before paragraph writing. Then, they learn how to write a paragraph, some paragraph types such as narrative and opinion. Following paragraph writing, they are taught essay writing which starts with how to write a thesis statement, how to write an introductory paragraph, body paragraphs and a concluding paragraph. Essay writing process continues with writing different essay types such as opinion, advantage & disadvantage, and cause & effect. However, English language instructors do not find writing education in the preparatory school satisfactory as it has to be implemented in a very limited time. It seems that students only learn writing in general English at the preparatory school. They learn very basic structures which may not be enough in their departments.

The question on what kind of writing assignments are given to the students at different disciplines reveals the needed genres such as capstone project writing, internship report writing, lab report writing, article and reflection writing none of which is taught at the preparatory school. Like Kaplan (2017) states in her study, students do not feel proficient at writing article critiques in English, which is parallel with one of the findings of the study. When comparing the findings to research in this area, it could be said that when the criteria, guidelines and frameworks are not

specific to a particular discipline, there can be some disagreement about the interpretation of academic writing between English language instructors and content professors (Gimenez, 2008; Lea & Street, 1998; Lillis and Turner, 2008).

Academic genres such as lab report writing, research articles, or book reviews aim to improve the understanding of the new language (Swales, 1990; Flowerdew, 2015). One can observe that students need to improve their genre-based writing with given feedbacks, initially at the preparatory school, then at their disciplines. However, they are not taught academic writing specific to their departments at the preparatory school.

As for teaching academic writing specific to students' departments, except from one professor who gave academic writing lectures at electrical and electronic engineering department, students are not taught academic writing regularly by their professors in their department, either. That is to say, according to content professors and English language instructors, where to teach genre-based writing is questionable.

Although English language instructors find it beneficial for students to learn ESAP, because they need it at tertiary level, the instructors think that there are various limitations to implement it at the preparatory school. Very intensive curriculum of the preparatory school is one of the limitations of the implementation of ESAP. As English language instructors always try to catch up with the strict program, there is no space for extra studies such as ESAP. Furthermore, the classes are blended at the preparatory school, there are students from very different departments in one class which makes implementation harder. Classes at the preparatory school should be separated according to students' departments to be able to teach specific academic writing, which is difficult to arrange. Another major

limitation is, English instructors do not feel efficient at teaching writing in ESAP as they do not have a grasp of discipline-based writing. As Campion (2016) suggests, first of all, English language instructors need to learn how to teach ESAP which is a substantial challenge for them.

Some professors think writing in ESAP should be taught at the preparatory school because when students start having their education in their department, there should not be any problem about English language whilst some others think that English language instructors may not be able to teach discipline-based writing. In parallel with the latter idea, Campion (2016) states that the most challenging part of teaching EAP for English language instructors is learning the academic conventions. Therefore, teaching specific academic writing should be at the tertiary level with specialized English language instructors (Campion, 2016).

One of the essential constituents of writing in ESAP is academic vocabulary. Without having specific academic vocabulary, it is impossible for students to develop and organize a piece of academic writing which is specific to their disciplines. According to students, they use appropriate academic vocabulary while writing. However, similar to the finding of Yazicioglu (2004), professors and instructors think that their academic vocabulary is inadequate which was also supported by content analyses of their interviews. Discipline-specific academic vocabulary is not taught at the preparatory school; that is why, most instructors do not expect their students to use it in their departments. On the other hand, professors think their students do not read technical or academic articles, which is the reason of underdeveloped academic vocabulary.

The medium of instruction is another major constituent of ESAP. When it is T- EMI, students are thought to be slightly weaker in academic writing. According to their professors, they demand writing in Turkish more, especially in exams. Parallel to this finding, Gumus (2010) states that students do not think about writing in English when it is not EMI program. They feel weaker in terms of English. When it is E-MI, some professors stated that they feel their students are missing nuances of the content which are important for their discipline. When students attempt to write, they tend not to give details. On the other hand, some other professors think that even if students have difficulty in writing, English is the international and the science language now, without expressing themselves in English, it is really hard for students to be involved in science or catch up with the news about their disciplines internationally. Another group of professors and instructors suggested native language instruction as well as teaching English well. They supported the idea of education in native language because it leads to a superficial coverage of the subject matter and limited participation in the classroom (Başıbek et al., 2014; Kırkgöz, 2005).

When the current approach to teach writing in the preparatory school of the state university and the needs of students in different departments where the language of instruction is fully or partially English are compared, it is seen that there is a mismatch and divergence between the preparatory school and departments. What is taught at the preparatory school does not meet the needs of different faculties where the medium of instruction is E-MI or T-EMI. Yazicioglu (2004) suggests students should be taught particular genres which are related to students' disciplines.

Implications for Practice

The study has some recommendations. To start with, if the preparatory of the state university renews the curriculum of writing, the requirements of departments where the medium of instruction is E-MI should be taken into consideration. As Kaplan (2017) suggests, the administration of the preparatory school, deaneries of faculties and students should collaborate throughout the needs analysis and the syllabus design. In addition, like Yazicioglu (2004) offers, when there is not a big difference between some genres such as engineering academic vocabulary, they can be grouped and taught at the preparatory school as general academic vocabulary. Another alternative is, before students start having their education at tertiary level, they can have another semester in summer to learn specific academic vocabulary with specialized English language instructors. By this means, English language instructors should be trained in ESAP to be able to teach it.

Implications for Further Research

To start with, this study was designed as a case study which gives in-depth information about a state university. To increase the adoptability of the study, other case studies can be conducted at different national contexts including other state universities in different cities, private universities or different faculties.

Having an important role in EAP, academic writing as well as main stakeholders' perceptions of the academic writing needs was focused in this study. For further study, academic reading and listening could be conducted to see if there are any similarities between the studies. For instance, professors' instructors' and students' perceptions can be asked whether the education at the preparatory school meets the academic reading needs of students in various departments.

As this study focuses on perceptions, rather than documents, document analysis was not conducted. Further research can be based on document analysis to analyze students' writings or the writing curriculum of the preparatory school. What students wrote at the preparatory school and what they are being asked to write in their departments can be compared.

The last implication for further studies is, except from main stakeholders, other stakeholders such as employers in various fields of work, English language course book writers or the administration of the preparatory schools could also be asked about their perceptions of the students' academic writing skills specific to their departments or the writing education at the preparatory school to find out similarities with the this study.

Limitations

There are a few limitations of this research. This case study was conducted to see whether what is taught at the preparatory school meets the needs of various departments in terms of academic writing specific to their departments and the perceptions' of main stakeholders. Therefore, there is no similar perception case study at different national contexts including other state universities in different cities, private universities or different faculties.

In ESAP, academic writing skill is one of the most important skills. That is to say, this study only focused on academic writing specific to some EMI departments in a state university as well as the perceptions of main stakeholders. Other skills such as academic reading or listening were not mentioned in the study.

As the study is about the exploration of writing needs and perception of main stakeholders, documents such as students' writing assignments, English language

course books which are used at the preparatory school or the writing curriculum of the preparatory school were not analyzed.

As the main stakeholders, professors, English language instructors and students were asked about their opinions. Employers in various fields of work, English language course book writers or administration of the preparatory school were not asked any questions about their opinions or the needs of the students in various departments.

Conclusion

This explorative study was conducted with main stakeholders in a state university context, who are content professors in various departments, English language instructors at the preparatory school and undergraduate EMI university students. The study investigated stakeholders' perception of academic writing needs of EMI university students and how these needs are met.

The findings reveal that students learn very basic structures at the preparatory school such as sentence writing, paragraph writing and at the end of the process, essay writing. When they start having education in their departments, they encounter with some writing assignments including lab report writing, article writing, project report writing. When what is taught at the preparatory school and what is needed in various disciplines are compared, it seems they do not match with each other. The findings also show that ESAP writing is found beneficial both by content professors and by English language instructors. However, some professors and instructors think that it should be taught in their departments; on the other hand, other professors and instructors disagree with them and they think it should be taught at the preparatory school. It was suggested that ESAP writing should be taught with specialized English

instructors in another semester which can be in summer after the preparatory school and before the university courses.

As for specific academic vocabulary, students are not taught it at the preparatory school as the classes are blended and it would be very hard to implement academic vocabulary which is specific to each department. They are not taught it in their departments, either.

One can state that being a student in a department which requires fully or partially English is also important in terms of students demand for writing in English. When it is T-EMI, students tend to write in Turkish. In their professors and instructors' perspectives, results are various. Some of them support EMI whereas others support T-EMI or TMI with English language back-up courses. As English is an international language in science, technology and communication, EMI should not be given up while various universities around the world convert their medium of instruction to English (Hoffman, 2000).

This study may contribute to the literature by exploring perceptions of main stakeholders in a state university context. It is hoped that findings of the study may be the guidance to the administrations of preparatory schools, the deaneries of various faculties, EMI university students, content professors, and English language instructors. Also, course book writers and publishing houses may benefit from the study while preparing a syllabus for English language course books to teach at EMI universities.

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APPENDICES

APPENDIX A: Survey for Professors

Demographic information part of the survey

1) In which faculty and department do you currently teach at this university?

      Faculty: ……………………….

      Department: …………………..

2) How long have you been teaching in total?

a) less than 1 year   c) 6-10 years   e) 16-20 years

b) 1-5 years   d) 11-15 years   f) more than 20 years

3) How long have you been working at this university?

a) less than 1 year   c) 6-10 years   e) 16-20 years

b) 1-5 years   d) 11-15 years   f) more than 20 years

4) Your title:

a) Professor   b) Associate Professor   c) Assistant Professor

d) Instructor   e) other ………………

Information on Current Teaching

5) Total number of hours you currently teach:

a) 1-5 hours a week   c)11-16 hours a week

b) 6-10 hours a week d) more than 20 hours

6) The average number of students in each class:

a) 10-20 students   c) 31-40 students   e) 51-60 students

b) 21-30 students   d) 41-50 students   f) more than 60 students

7) The total number of students in your combined classes:

a) 10-30 students   c) 61-100 students

b) 31-60 students   d) more than 100 students

Writing Needs Section

1) Please answer the following question by putting a tick into the space referring to the number that matches your ranking.

1. Strongly Disagree 2. Disagree   3. Agree   4. Strongly Agree   5. Not Applicable

		1 SD	2 D	3 A	4 SA	5 NA
1.1	My students like to write in English					
1.2	In general, my students are proficient writers					
1.3	My students are good at writing in English.					
1.4	My students are able to answer short-answer question types in English.					
1.5	My students are able to prepare presentations in English.					
1.6	My students are able to write research papers in English.					
1.7	My students are able to take notes in English in class.					
1.8	My students are able to write summaries of articles in English.					
1.9	My students are able to write critiques of articles in English.					
1.10	My students are able to write descriptions of experiments in English.					
1.11	My students are able to write e-mails in English.					
1.12	My students are able to write lab reports in English.					
1.13	My students are able to write business letters in English.					
1.14	My students are able to express the main idea in their writings.					
1.15	My students are good at grammatical accuracy.					
1.16	My students are good at sequencing my ideas while writing.					
1.17	My students are good at developing my ideas in an adequate way while writing.					
1.18	My students' ideas are original in their writings.					
1.19	My students use appropriate academic vocabulary while writing.					
1.20	My students are good at English writing mechanics (spelling, punctuation, format, etc.)					
1.21	Displaying knowledge about the subject matter is important in their writings.					
1.22	I give regular feedback to my students on their writing.					

APPENDIX B: Survey for English Language Instructors

1) How long have you been teaching at this university?

a) less than 1 year   c) 6-10 years   e) 16-20 years

b) 1-5 years   d) 11-15 years   f) more than 20 years

Information on Current Teaching

2) Total number of hours you currently teach:

a) 12 hours or less a week   b) 12-24 hours a week   c) more than 24 hours

3) The total number of students in your combined classes:

a) 20 students or fewer   c) 31-40 students   e) 51-60 students

b) 21-30 students   d) 41-50 students   f) more than 60 students

Writing Needs Section

1) Please answer the following question by putting a tick into the space referring to

the number that matches your ranking.

1. Strongly Disagree 2. Disagree   3. Agree   4. Strongly Agree   5. Not Applicable

		1 SD	2 D	3 A	4 SA	5 NA
1.1	My students like to write in English					
1.2	In general, my students are proficient writers					
1.3	My students are good at writing in English.					
1.4	My students are able to answer short-answer question types in English.					
1.5	My students are able to prepare presentations in English.					
1.6	My students are able to write research papers in English.					
1.7	My students are able to take notes in English in class.					
1.8	My students are able to write summaries of articles in English.					
1.9	My students are able to write critiques of articles in English.					
1.10	My students are able to write descriptions of experiments in English.					
1.11	My students are able to write e-mails in English.					
1.12	My students are able to write lab reports in English.					
1.13	My students are able to write business letters in English.					
1.14	My students are able to express the main idea in their writings.					
1.15	My students are good at grammatical accuracy.					
1.16	My students are good at sequencing my ideas while writing.					
1.17	My students are good at developing my ideas in an adequate way while writing.					
1.18	My students' ideas are original in their writings.					
1.19	My students use appropriate academic vocabulary while writing.					
1.20	My students are good at English writing mechanics (spelling, punctuation, format, etc.)					
1.21	Displaying knowledge about the subject matter is important in their writings.					
1.22	I give regular feedback to my students on their writing.					

APPENDIX C: Students' Survey

1) Gender?

Female ….   Male ….

2) In which faculty and department are you studying at this university and what year?

Faculty: ……………………….

Department: …………………..   Year: …………..

Writing Needs Section

1) Please answer the following question by putting a tick into the space referring to

the number that matches your ranking.

1. Strongly Disagree 2. Disagree   3. Agree   4. Strongly Agree   5. Not Applicable

		1 SD	2 D	3 A	4 SA	5 NA
1.1	My students like to write in English					
1.2	In general, I am a proficient writer.					
1.3	I am good at writing in English.					
1.4	I am able to answer short-answer question types in English.					
1.5	I am able to prepare presentations in English.					
1.6	I am able to write research papers in English.					
1.7	I am able to take notes in English in class.					
1.8	I am able to write summaries of articles in English.					
1.9	I am able to write critiques of articles in English.					
1.10	I am able to write descriptions of experiments in English.					
1.11	I am able to write e-mails in English.					
1.12	I am able to write lab reports in English.					
1.13	I am able to write business letters in English.					
1.14	I am able to express the main idea in my writing.					
1.15	I am good at grammatical accuracy.					
1.16	I am good at sequencing my ideas while writing.					
1.17	I am good at developing my ideas in an adequate way while writing.					
1.18	My ideas are original in my writing.					
1.19	I use appropriate academic vocabulary while writing.					
1.20	I am good at English writing mechanics (spelling, punctuation, format, etc.)					
1.21	Displaying knowledge about the subject matter is important in my writing.					
1.22	I get regular feedback for my writings.					

APPENDIX D: Means and Standard Deviations

		Professors (n = 35)	Instructors (n = 57)	Students (n=346)
Q1	M	2,17	2,35	2,93
	SD	0,822	0,668	0,977
Q2	M	2,03	1,91	2,81
	SD	0,785	0,689	0,833
Q3	M	2,17	2,07	2,7
	SD	0,891	0,961	0,931
Q4	M	3,06	3,32	3,53
	SD	0,838	0,686	0,888
Q5	M	2,89	2,95	3,15
	SD	1,078	1,093	0,973
Q6	M	2,74	2,46	2,48
	SD	1,336	1,477	1,077
Q7	M	3,03	2,98	3,24
	SD	1,014	0,767	0,95
Q8	M	3,14	2,91	2,81
	SD	1,216	1,327	0,942
Q9	M	2,97	2,56	2,47
	SD	1,485	1,488	0,963
Q10	M	2,94	2,63	2,82
	SD	1,187	1,531	0,894
Q11	M	2,94	3,07	3,35
	SD	1,027	0,821	0,811
Q12	M	3,17	2,75	2,94
	SD	1,043	1,64	0,915
Q13	M	2,83	2,68	2,96
	SD	1,562	1,514	0,872
Q14	M	2,86	3,04	3,09
	SD	0,692	0,533	0,865
Q15	M	2,34	2,61	3,03
	SD	1,027	0,648	0,864
Q16	M	2,46	2,82	3,01
	SD	0,741	0,601	0,855
Q17	M	2,17	2,67	2,88
	SD	0,857	0,546	0,874
Q18	M	2,06	2,49	3
	SD	0,802	0,805	0,873
Q19	M	2,37	2,11	2,71
	SD	0,91	0,9	0,873
Q20	M	2,49	2,68	2,84
	SD	0,887	0,711	0,907
Q21	M	3,26	2,79	3,12
	SD	0,886	0,75	0,851
Q22	M	2,83	3,89	2,71
	SD	0,923	0,588	1,001

APPENDIX E: Interview Questions for Professors

1) Overall, do you think your students' English knowledge is good enough to understand your classes?

2) Do you sometimes give your students writing assignments? When you want your students to submit written assignments, what are the biggest difficulties they face?

3) (If the students have problems with writing.) Why do you think they have problems in writing English well?

4) What could be some possible solutions for students' problems with writing?

5) Do you hear any complaints from students about writing in English? If so, what are they?

6) Do you think writing education at the preparatory school is appropriate for students to fulfill their writing needs at the faculty-level?

7) What kind of suggestions can you give to the administration of the preparatory school to make students' writing skills better?

8) Would you be willing to work in tandem with the preparatory school?

9) Have you ever felt the need to teach aspects of writing in general? If so, what were they, and why?

10) In addition to the general issues your students have in writing, do you feel that they have adequate familiarity with the academic vocabulary specific to your department?

11) What do you think about English-medium instruction? What are the benefits and disadvantages of it?

APPENDIX F: Interview Questions with Instructors

1) What do you think about your students' general English language knowledge when they start the preparatory school?

2) How are your students' writing skills at the end of the preparatory year?

3) What do you teach in terms of writing throughout the preparatory school year?

4) What do you think about teaching writing skills which are specific to students' disciplines?

5) Do you teach how to write a lab report or internship report at the preparatory school?

6) If you don't, do you think you should?

7) What do you think about teaching discipline-specific writing at the preparatory school?

8) In addition to the general issues your students have in writing, do you feel that they have adequate familiarity with the academic vocabulary specific to your department?

9) What can be done to improve your students' academic English?

10) Would you be willing to work in tandem with the different disciplines to make students' academic English better?

11) What do you think about E-MI and T-EMI instructions at faculties?

APPENDIX G: Coding Categories for Professors

English Language Level

Codes	Parent Categories
ELL	English language level
WA	Writing assignments
PWA	Problems with writing assignments
PS	Possible solutions
C	Complaints about writing in English
WE	Writing education
SA	Suggestions for the administration of the preparatory school
AW	The need for teaching aspects of writing
JAV	Academic vocabulary specific to departments
EMI	English medium instruction
T-EMI	Turkish-English medium of instruction (30% EMI, 70% TMI)

Parent Category	Sub-Parent Categories	Code	
English Language Level	Adequate Level of English	ELL	AD
English Language Level	Satisfactory level of English Language	ELL	SAT
English Language Level	Intermediate Level of English Language	ELL	INT
English Language Level	Low Level of English Language	ELL	LO
English Language Level	Very Low Level of English Language	ELL	VLO
English Language Level	Terrible Level of English Language	ELL	TER
English Language Level	Various Level of English Language	ELL	VAR
English Language Level	Not Enough Data	ELL	NED

Parent Category	Sub-Parent Categories	First Level Coding Categories	First Level Categories
ELL	LO	DEM	Demand for Turkish
ELL	LO	LP	Lack of practice
ELL	LO	LAV	Limited academic vocabulary
ELL	LO	TUR	Problem with Turkish
ELL	VLO	GR	Grammar
ELL	VLO	LV	Limited vocabulary
ELL	VLO	TR	Translation
ELL	TER	TRA	Translation applications

Writing Assignments

Parent Category	Sub-Parent Categories	Code	
Writing Assignments	Yes	WA	Y
Writing Assignments	No	WA	N

Parent Category	Sub-Parent Categories	First Level Coding Categories	First Level Categories
WA	Y	LABR	Lab report writing
WA	Y	MAT	Mathematical process
WA	Y	ES	Essay writing
WA	Y	PRR	Project report writing
WA	Y	INR	Internship report writing
WA	Y	AR	Article writing
WA	Y	REF	Reflection writing
WA	Y	CP	Capstone project writing

Problems with Writing Assignments

Parent Category	Sub-Parent Categories	Code	
Problems with writing assignments	Academic format	PWA	AF
Problems with writing assignments	Coherence	PWA	COH
Problems with writing assignments	Collocation	PWA	COL
Problems with writing assignments	Copy and paste	PWA	CP
Problems with writing assignments	Expressions	PWA	EXP
Problems with writing assignments	Grammar	PWA	GR
Problems with writing assignments	Limited vocabulary	PWA	LV
Problems with writing assignments	No problem	PWA	NP
Problems with writing assignments	Reading	PWA	RD
Problems with writing assignments	Translation	PWA	TRA
Problems with writing assignments	Writing format	PWA	WF

Parent Category	Sub-Parent Categories	First Level Coding Categories	First Level Categories
PWA	EXP	TTE	Translation from Turkish to English

Possible Solutions

Parent Category	Sub-Parent Categories	Code	
Possible solutions	Academic Ethics	PS	ACE
Possible solutions	English for academic purposes	PS	EAP
Possible solutions	Encouraging students	PS	ENC
Possible solutions	English for specific academic purposes	PS	ESAP
Possible solutions	Not Enough Data	PS	NED
Possible solutions	Pushing students to study	PS	PSH
Possible solutions	Reading	PS	REA
Possible solutions	Thinking in English	PS	TE
Possible solutions	Writing in English	PS	WRT

Parent Category	Sub-Parent Categories	First Level Coding Categories	First Level Categories
PS	EAP	BC	Back-up courses
PS	ENC	GR	Grammar
PS	ENC	WRT	Writing
PS	ESAP	EAP	English for academic purposes
PS	WRT	AW	Academic writing
PS	WRT	ES	Essay writing
PS	WRT	INT	Integrated skills
PS	WRT	LABR	Lab report writing
PS	WRT	WC	Writing centers

Students' Complaints about writing

Parent Category	Sub-Parent Categories	Code	
Complaints	No	C	N
Complaints	Not Enough Data	C	NED
Complaints	Yes	C	Y

Parent Category	Sub-Parent Categories	First Level Coding Categories	First Level Categories
C	Y	DT	Demand for Turkish
C	Y	GNR	General complaints

Parent Category	Sub-Parent Categories	First Level Coding Categories	Second Level Coding Categories	Second Level Categories
C	Y	DT	EXM	Exams

Writing Education at the preparatory school

Parent Category	Sub-Parent Categories	Code	
Writing education	English for specific academic purposes	WE	ESAP
Writing education	I do not know	WE	IDK
Writing education	Not enough data	WE	NED
Writing education	Not satisfactory	WE	NOS
Writing education	Satisfactory	WE	SAT

Parent Category	Sub-Parent Categories	First Level Coding Categories	First Level Categories
WE	IDK	VAR	Various
WE	NOS	ESAP	English for specific academic purposes
WE	NOS	INT	Integrated skills
WE	NOS	WS	Weaker students

Suggestions to the administration of the preparatory school

Parent Category	Sub-Parent Categories	Code	
Suggestions to the administration	Assessment	SA	AST
Suggestions to the administration	English for academic purposes	SA	EAP
Suggestions to the administration	English for general purposes	SA	EGP
Suggestions to the administration	English for specific academic purposes	SA	ESAP
Suggestions to the administration	Not enough data	SA	NED
Suggestions to the administration	Practice	SA	PRA
Suggestions to the administration	Reading	SA	RD
Suggestions to the administration	Speaking	SA	SPE
Suggestions to the administration	Writing	SA	WRT

Parent Category	Sub-Parent Categories	First Level Coding Categories	First Level Categories
SA	AST	CR	Criteria
SA	EAP	AW	Academic writing
SA	ESAP	WRT	Writing
SA	RD	WRT	Writing
SA	WRT	ES	Essay
SA	WRT	COM	Comment

Parent Category	Sub-Parent Categories	First Level Coding Categories	Second Level Coding Categories	Second Level Categories
SA	RD	WRT	COM	Comment
SA	RD	WRT	SUM	Summary
SA	WRT	ES	CUL	Culture

Teaching Aspects of Academic Writing at Tertiary Level

Parent Category	Sub-Parent Categories	Code	
Aspects of writing	English for specific academic purposes	AW	ESAP
Aspects of writing	Feedback	AW	FED
Aspects of writing	Grammar	AW	GR
Aspects of writing	Not enough data	AW	NED
Aspects of writing	No	AW	NO
Aspects of writing	Writing Format	AW	WF

Parent Category	Sub-Parent Categories	First Level Coding Categories	First Level Categories
AW	ESAP	AL	Application letter
AW	ESAP	ACW	Academic writing
AW	ESAP	BL	Business letter
AW	ESAP	CL	Cover letter
AW	ESAP	EML	E-mail
AW	ESAP	FL	Follow-up letter
AW	ESAP	INR	Internship report
AW	WF	STR	Structures

Academic Vocabulary Specific to Students' Departments

Parent Category	Sub-Parent Categories	Code	
Specific academic vocabulary	Students do not use them	JAV	DU
Specific academic vocabulary	Good	JAV	GD
Specific academic vocabulary	General vocabulary	JAV	GVA
Specific academic vocabulary	It improves at their department	JAV	ITD
Specific academic vocabulary	I use	JAV	IU
Specific academic vocabulary	Very low	JAV	LO
Specific academic vocabulary	Not enough data	JAV	NED
Specific academic vocabulary	Preparatory school	JAV	PREP
Specific academic vocabulary	Various	JAV	VAR
Specific academic vocabulary	Very low	JAV	VLO

Parent Category	Sub-Parent Categories	First Level Coding Categories	First Level Categories
JAV	LO	PREP	Preparatory school
JAV	PREP	NCI	No content instructors
JAV	PREP	SHD	They should

EMI

Parent Category	Sub-Parent Categories	Code	
English medium instruction	Beneficial	EMI	B
English medium instruction	I do not know	EMI	IDK
English medium instruction	Not beneficial	EMI	NB
English medium instruction	Native language	EMI	NL

Parent Category	Sub-Parent Categories	First Level Coding Categories	First Level Categories
EMI	B	AV	Academic vocabulary
EMI	B	COMF	Comfortable
EMI	B	EXPO	Exposure to the language
EMI	B	HSE	High stakes exams
EMI	B	IAPR	Inadequacy of professors
EMI	B	INTL	International language
EMI	B	NOS	Not satisfactory
EMI	B	NPRO	Native professors
EMI	B	RSR	Resources
EMI	NB	CUL	Culture
EMI	NB	FO	Field of operation
EMI	NB	NL	Native Language

T-EMI

Parent Category	Sub-Parent Categories	Code	
Turkish-English medium instruction	Beneficial	T-EMI	B
Turkish-English medium instruction	Not beneficial	T-EMI	NB
Turkish-English medium instruction	Not enough data	T-EMI	NED
Turkish-English medium instruction	Practice of Turkish	T-EMI	PT
Turkish-English medium instruction	Regulations of the university	T-EMI	REL
Turkish-English medium instruction	Turns into Turkish	T-EMI	TT

Parent Category	Sub-Parent Categories	First Level Coding Categories	First Level Categories
T-EMI	B	MMT	Missing the main topic
T-EMI	B	RSR	Resources
T-EMI	B	TEE	Turkish-English expressions
T-EMI	NB	CFS	Confusing
T-EMI	NB	DT	Demand for Turkish
T-EMI	NB	NL	Native language
T-EMI	NB	NS	Nonsense
T-EMI	NB	TT	Turns into Turkish
T-EMI	NB	REL	Regulations

APPENDIX H: Coding Categories for Instructors

Codes	Parent Categories
ELL	English language level
WSL	Writing skills level
WT	Writing teaching
LR&IR	Lab reports and internship reports
ESAP	English for specific academic purposes
JAV	Academic vocabulary specific to students' departments
PS	Possible solutions for writing problems
EMI	English medium instruction
T-EMI	Turkish-English medium of instruction (30% EMI, 70% TMI)

English Language Level

Parent Category	Sub-Parent Categories	Code	
English Language Level	Average level	ELL	AVE
English Language Level	Background	ELL	BCK
English Language Level	Below satisfactory	ELL	BSAT
English Language Level	Satisfactory	ELL	SAT
English Language Level	Students' efforts	ELL	SE
English Language Level	Various	ELL	VAR

Writing Skills Level

Parent Category	Sub-Parent Categories	Code	
English Language Level	Below satisfactory	ELL	BSAT
English Language Level	Intermediate	ELL	INT
English Language Level	Satisfactory	ELL	SAT
English Language Level	Various	ELL	VAR

Teaching Writing

Parent Category	Sub-Parent Categories	Code	
Writing teaching	Essay writing	WT	ES
Writing teaching	Paragraph writing	WT	P
Writing teaching	Paragraph to essay writing	WT	PTE

Lab Reports and Internship Reports Writing

Parent Category	Sub-Parent Categories	Code	
LB&IR	No	LB&IR	NO

English for specific academic purposes

Parent Category	Sub-Parent Categories	Code	
English for specific academic purposes	Beneficial	ESAP	B
English for specific academic purposes	Not beneficial	ESAP	NB

Parent Category	Sub-Parent Categories	First Level Coding Categories	First Level Categories
ESAP	B	ND	Students' need
ESAP	B	RL	Real life
ESAP	NB	HI	Hard to implement
ESAP	NB	IE	Instructors' efficacy
ESAP	NB	IP	Intensive program
ESAP	NB	TL	Tertiary level
ESAP	NB	WS	Weaker students

Academic Vocabulary Specific to Students' Departments

Parent Category	Sub-Parent Categories	Code	
Specific academic vocabulary	Below satisfactory	JAV	BSAT
Specific academic vocabulary	Satisfactory	JAV	SAT
Specific academic vocabulary	Various	JAV	VAR

Possible Solutions for Writing Problems

Parent Category	Sub-Parent Categories	Code	
Possible solutions	Article studies	PS	ARS
Possible solutions	Back-up courses	PS	BC
Possible solutions	Course books	PS	CRS
Possible solutions	Extra materials	PS	EMAT
Possible solutions	Occupational English	PS	OE
Possible solutions	Production	PS	PRD
Possible solutions	Reading	PS	REA
Possible solutions	Real life material	PS	RLM
Possible solutions	Selection of students	PS	SS
Possible solutions	Tertiary level	PS	TL
Possible solutions	Vocabulary exercises	PS	VE
Possible solutions	We cannot decide	PS	WCD

English as the Medium of Instruction

Parent Category	Sub-Parent Categories	Code	
English medium instruction	Beneficial	EMI	B
English medium instruction	Not beneficial	EMI	NB
English medium instruction	Native language	EMI	NL
English medium instruction	Not sure	EMI	NS
English medium instruction	Professors' efficacy	EMI	PE

Parent Category	Sub-Parent Categories	First Level Coding Categories	First Level Categories
EMI	B	INTL	International language
EMI	B	OP	Occupational purposes
EMI	B	RL	Real life
EMI	B	RSR	Resources
EMI	NB	WS	Weaker students

Turkish-English as the Medium of Instruction

Parent Category	Sub-Parent Categories	Code	
Turkish-English medium instruction	Beneficial	T-EMI	B
Turkish-English medium instruction	Confusing	T-EMI	CFS
Turkish-English medium instruction	Not beneficial	T-EMI	NB
Turkish-English medium instruction	Native language	T-EMI	NL
Turkish-English medium instruction	Not sure	T-EMI	NS
Turkish-English medium instruction	Turns into Turkish medium instruction	T-EMI	TT

Parent Category	Sub-Parent Categories	First Level Coding Categories	First Level Categories
T-EMI	B	NL	Native language
T-EMI	B	RSR	Resources
T-EMI	NB	PPE	Passing te proficiency exam