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A CASE STUDY OF ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) AT A FOUNDATION UNIVERSITY IN TURKEY: PERCEPTIONS, CHALLENGES, AND COPING STRATEGIES

MASTER'S THESIS

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TÜRKİYE'DEKİ BİR VAKIF ÜNİVERSİTESİNDE İNGİLİZCE ÖĞRETİM DİLİ ÜZERİNE VAKA ÇALIŞMASI: ALGILAR, ZORLUKLAR VE STRATEJİLER

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TÜRKİYE'DEKİ BİR VAKIF ÜNİVERSİTESİNDE İNGİLİZCE ÖĞRETİM DİLİ ÜZERİNE BİR VAKA ÇALIŞMASI: ALGILAR, ZORLUKLAR VE STRATEJİLER

Politika yapıcıların, küreselleşen dünyada rekabet güçlerini artırmayı, yabancı öğrencileri cezbetmeyi (Altbach & Knight, 2007) ve uluslararası üniversite sıralamalarında daha iyi bir yere sahip olmayı amaçlamasının (Lehikoinen, 2004; Rauhvargers, 2013) sonucu olarak yükseköğretimde öğretim dili olarak İngilizce kullanımı daha da önem kazanmıştır. Dolayısıyla sadece dünyada değil, Türkiye'de de yükseköğretim düzeyinde sunulan EMI programlarının sayısında artış olmuştur. EMI birçok yönden avantajlı olarak görülse de sorunsuz bir süreç değildir. Artan sayıda çalışma, EMI' nin uygulanmasına ilişkin bazı endişeleri gündeme getirdi. Paydaşlar tarafından dile getirilen endişeler, derinlemesine çalışmanın gerekliliğini vurgulamaktadır. Mevcut çalışma bu amaca hizmet etmek için yapılmıştır. Bu çalışmada karma yöntem yaklaşımı benimsenmiştir. Öğrencilere EMI ile ilgili görüşlerini incelemek için bir anket uygulanırken, öğretim üyelerine, karşılaştıkları zorlukları ve bu zorlukları aşmak için kullandıkları stratejileri ortaya çıkarmak amacıyla açık uçlu bir anket verildi. Bunu, katılma isteği gösteren katılımcılarla yapılan yarı yapılandırılmış görüşmeler izlemiştir. Bu araştırmanın evrenini Türkiye'de bir vakıf üniversitesinin psikoloji (İngilizce) bölümünde okuyan öğrenciler (N=89) ve aynı bölümde ders veren öğretim üyeleri (N=7) oluşturmuştur. Araştırma kapsamında çevrimiçi olarak toplanan nicel veriler IBM SPSS 22.0 ile analiz edilirken, nitel veriler tematik analiz yoluyla analiz edilmiştir. Nicel ve

nitel veri toplama araçlarından elde edilen bulgular, öğrencilerin ve öğretim üyelerinin EMI programı hakkında olumlu görüşlere sahip olsalar da bazı zorluklar (dil ile ilgili zorluklar) yaşadıklarını ve bu zorluklarla başa çıkmak için çeşitli stratejiler kullandıklarını (çeviri, ödev, görsel araçlar kullanma vb.) göstermiştir. Bu çalışmanın sonucu, öğrencilerin dille ilgili yaşadığı zorluklardan dolayı daha verimli bir İngilizce Hazırlık Programının ve EMI müfredatına entegre edilmiş dil desteğinin gerekliliğini vurgulamaktadır.

Anahtar Sözcükler: algılar, öğretim dili olarak İngilizce, psikoloji bölümü, stratejiler yükseköğretim, zorluklar

ABSTRACT

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A CASE STUDY OF ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) AT A FOUNDATION UNIVERSITY IN TURKEY: PERCEPTIONS, CHALLENGES, AND COPING STRATEGIES

The use of English as the medium of instruction in HE has gained even more significance, as policymakers aim to strengthen their competitiveness in the globalized world, attract foreign students (Altbach & Knight, 2007), and have a better place in international university rankings (Lehikoinen, 2004; Rauhvargers, 2013), so there has been an increase in the number of EMI programs offered at the tertiary level not only in the world but also in Turkey. Although EMI is regarded as advantageous in many aspects, it is not a problem-free process. An increasing number of studies raised certain concerns regarding the implementation of EMI. The concerns voiced by stakeholders highlight the necessity for in-depth study. The current study was conducted to serve this purpose. A mixed-methods approach was adopted in this study. Specifically, whereas a questionnaire was administered to students in order to examine their views on EMI, an open-ended questionnaire was given to lecturers with the purpose of revealing challenges they face during the implementation of EMI, and strategies they use to overcome those challenges. This was followed by semi-structured interviews conducted with the participants who showed the desire to participate. The population of this research included students (N=89) who study in the psychology (English) department at a foundation university in Turkey and lecturers (N=7) who teach in the same department. Whereas quantitative data collected online within the scope of the research was analyzed

through IBM SPSS 22.0, qualitative data was analyzed through thematic analysis. The findings gathered from quantitative and qualitative data collection tools demonstrated that although students and lecturers seemed to be aware of the benefits of an EMI program and held positive views regarding EMI, they experience some challenges (such as language-related difficulties, difficulties caused by lecturers' accent, etc.), and they use varied strategies to overcome those strategies (translation, assigning homework, using visual aids, etc.). The outcomes of the study highlight the necessity for a more efficient English Preparatory Program and language support integrated into the EMI curriculum due to students' language-related challenges and their linguistic unpreparedness.

Keywords: challenges, English medium instruction, higher education, perceptions, psychology department, strategies

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List of Abbreviations

CEFR: Common European Framework of Reference for Languages

CLIL: Content and Language Integrated Learning

CoHE: Council of Higher Education

EAP: English for Academic Purposes

EFL: English as a Foreign Language

ELF: English as a Lingua Franca

ELT: English Language Teaching

EMI: English as Medium of Instruction

EPP: English Preparatory Program

ESP: English for Specific Purposes

EU: European Union

HE: Higher Education

NATO: North Atlantic Treaty Organization

ÖSYM: Student Selection and Placement Centre

RQ: Research Question

SPSS: Statistical Package for Social Sciences

SWOT: Strengths, Weaknesses, Opportunities, and Threats

TNE: Transnational Education

UNESCO: The United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations International Children's Emergency Fund

CHAPTER 1

INTRODUCTION

This chapter introduces the background to this study, as well as stating the problem, the purpose, the research questions, and significance of this study.

1.1. Background to the study

The outspread use of the internet, emerging innovative technologies, novelties in business and industry, and the desire to progress in technology and science have led individuals and countries to embrace a common language as the medium of communication. In addition to this, the formation of the United Nations in 1950, which now has 190 members, and the establishments of several international organizations including World Bank, UNESCO, UNICEF, have contributed to the increase in international contacts, and promoted a global language to facilitate the interaction between countries (Kirkgöz, 2009).

As a consequence of the increased interaction among countries, globalization accelerated. Globalization is an evolving and complex phenomenon that has had a tremendous effect on the varied aspects of societies at diverse levels (Tsui & Tollefson, 2007). Giddens (1990) explained it as "the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa" (p.64). It would not be wrong to claim that the major incentive that pushes countries to globalize is economic and political development. Thus, countries have begun to give more attention to initiatives that will allow them to keep up with the pace of globalization.

It is often assumed that the growth of globalization is closely associated with the English language's dominance and power (Salverda, 2002; Yano, 2001). English is the language that has transformed from "the mother tongue of a rather small island nation to the most extensively taught, read, and spoken language the world has ever known" (Kachru & Nelson, 2001, as cited in Kuo, 2006, p.213). That is, English has become a major world language due to emigration, colonization, and globalization, and it is commonly used for a variety of purposes including internal, external, and international reasons. Dogançay-Aktuna (1998) presented a chronological overview of the drivers which contributed to the early dissemination of the said language by stating that English started to emerge and disseminate in the non-colonized parts of the world post the second World War by virtue of socio-political and economic activities so that it eventually replaced French as the language of international

interaction. The obvious link established between the spread of English and globalization is also emphasized by Yıldırım and Okan (2007) as follows; it is not unexpected to call this language "global English, world English, or international English" in the light of the undeniable connection made between English and globalization. In a similar vein, many confirm this association by indicating that "the expansion of English is inextricably linked to globalization" (Crystal 1997; Dewey, 2007; Fairclough, 2006).

Despite the fact that English has become widespread globally, the use and status of English vary across countries. Kachru's (1985) three concentric circles categorize countries regarding the spread of English. These circles represent the kind of dissemination, acquisition processes, and the contexts in which English is utilized. Specifically, the inner circle includes countries using English as their first language, such as the USA, Canada, New Zealand; the outer circle consists of former British colonial countries that now use English as a second language, such as Bangladesh, Kenya, Sri Lanka, and India. The expanding circle, on the other side, represents the countries where English is learned and spoken as a foreign language, such as Turkey, Taiwan, and South Korea.

The global dominance of English, its prominent role in numerous domains, and dramatic growth in digital communication have made it possible for it to become a lingua franca. The phenomenal expansion of English as the lingua franca (ELF) (Crystal, 2003), combined with globalization, has had a significant influence on non-English–speaking nations' language-related policies (Kirkgoz, 2009). The prevalence of ELF has made it essential to learn English for international interaction and in order to find respectable employment in the globalized world. That is why many countries have given priority to English language education and encourage their citizens to learn the language.

Higher Education (HE) is one of the fields that has experienced the effect of globalization, increased interaction, and mobility. Owing to the rise in the need for English-speaking individuals, HE has become a competitive global educational market. This has led higher education institutions to become international to attract international students, recruit qualified faculty members, and enhance their graduates' chances to find or keep jobs in the international market. The shared view among HE institutes has been that if the purpose is to train students for an international career in a globalized society, English is the language we must use (Kruseman, 2003). This being the case, countries, therefore, have no other option, but to use English as the medium of education in order to attain a competitive edge in the

international marketplace (Collins,2010). That is why teaching through English is considered as a policy move to enhance the global presence of HE institutes (Spolsky, 2004).

Additionally, HE moved into a new phase with the reform of the Bologna Process, which aims to increase academic mobility and establish a common and democratic HE programs in the European Union (Coleman, 2006). This process has guaranteed freedom of mobility for students and academics and is intended for establishing a borderless and shared higher education area among European countries including Turkey. To accomplish the aims of the Bologna Process, the adoption of English Medium Instruction (EMI), which refers to the use of the English language to teach academic subjects, has escalated and turned into a standard in Europe and across the world, so that not only international students but also local students, may profit from the education provided. (Doiz, Lasagabaster & Sierra, 2011).

Turkey also has an increasing number of institutions that offer English-medium degrees (Arkın, 2013; Sert, 2008). Even though the origins of EMI in Turkey stretch back to the 19th century, when missionary schools were established to bring international education systems to the country, EMI gained more importance once Turkey became a signatory to the Bologna Declaration in 2001. Due to the intense competition existing within the country, both state-run and foundation universities have strengthened their efforts to launch various versions of EMI, such as full and partial EMI programs. Bosphorus University was the first higher education institute to offer EMI in 1912. The Middle East Technical University, which was founded as English Medium University in 1956, followed. Subsequently, several foundation universities including Bilkent University, Koç University and Sabancı University declared that they would start to teach content through English in their departments (Kirkgöz, 2005). As reported in 2018 by Student Selection and Placement Centre [ÖSYM], at least one EMI program was available at 61 state-owned HE institutions and 56 foundation HE institutions. This demonstrates that, in tandem with the increase in the number of institutions, the number of EMI programs at the tertiary level is going up.

1.2. Statement of the Problem

The role of English has gained ever more significance in HE since policymakers want to strengthen their competitiveness in the globalized world and appeal to international students (Altbach & Knight, 2007). Consequently, there has been an increase in the number of institutes that provide EMI, as it is regarded as granting them prestige and an international image (Dearden, 2015; Ekoç, 2018; Selvi, 2014). There are other locomotives behind the rapid growth of EMI in HE, including competition between private and public sector

education (Dearden, 2015), the urge for universities to globalize and therefore maximize the revenue that foreign students bring (O'Dowd, 2018), and to have a better place in international university rankings (Lehikoinen, 2004; Rauhvargers, 2013).

Despite the demand for EMI, the prominent position of English in countries' language-related policies and the rising use of EMI in educational establishments has been a source of contention in many nations, including Turkey. Specifically, as well as the supporters of EMI, there are some who see the negative consequences of EMI. In this respect, Doğançay-Aktuna (1998) notes that:

> "Some educators and scientists oppose university education through English by arguing that this further impoverishes the national language, which was not a language of science and technology, or even of higher learning to begin with" (p.37).

In other words, these scholars are in support of the practical advantages of English, nevertheless deny its use in instruction (Dogancay-Aktuna,1998). In a similar vein, a number of critics have voiced deep concern regarding "Englishisation" (Hultgren, 2014, p. 390) of HE by defining the notion of linguistic imperialism as a probable pandemic. Additionally, Kılıckaya (2006) outlines the criticisms regarding EMI; scholars reject it by claiming that it induces a decreased capacity to grasp notions, a poor degree of awareness concerning the content, unnecessary use of time, a sense of detachment, and a lower level of involvement in classroom activities caused by a lack of English proficiency.

Besides, though EMI is regarded as a relatively recent area of study (Macaro, 2018), various aspects of EMI, including the attitudes of EMI stakeholders (Başıbek et al.,2014; Kırkgöz, 2005; Kiliçkaya, 2006), the effects of EMI on language learning (Aguilar & Muñoz, 2014; Rogier, 2012), challenges faced by students (Belhiah & Elhami, 2015; Yıldız, Soruç & Griffiths, 2008) have been researched to date as a result of the rapid increase in the introduction of EMI, especially after 2005. Sert (2008) purports that there have been many disputes and disagreements regarding the use of EMI, so more research is needed in this area. The studies conducted in the Turkish context to date have demonstrated the detrimental effects of EMI on HE (Kırkgöz, 2005, 2009; Sert, 2008). Results of respective research reveal that notwithstanding its promising impact on linguistic skills, EMI has certain shortcomings regarding students' understanding of the content and meeting the criteria of their departmental courses.

EMI has also been questioned from the viewpoints of stakeholders. For example, Hincks (2010) points out that adoption of English, which is neither the first language of most students, nor that of the teachers, as the medium of instruction requires a huge amount of cognitive and linguistic endeavors on the part of the lecturers. Hoare (2003) argues that the implementation of EMI is neither solely teaching nor converting information in related material into another language, so the training of teaching staff for EMI is crucial. On this matter, Macaro, Curle, Pun, An, and Dearden (2018), who presented a comprehensive analysis of the adoption of EMI in HE institutions, noted that the shortage of training sessions caused teachers to experience difficulties while teaching content through English.

1.3. Significance of the Study

Primarily, the current study aims to contribute to the current corpus of EMI literature by presenting a comprehensive understanding of EMI as it is increasingly implemented in HE institutions in Turkey. In this respect, this study seeks first to examine students' perceptions regarding EMI courses offered at a foundation university in Turkey. Moreover, it aims to extend our knowledge concerning challenges EMI lecturers face and strategies they use, which is stated as an under- researched area by Pun and Thomas (2020). Though there is an increasing number of EMI studies, much more studies are needed from the viewpoints of stakeholders to achieve the best results for those who have a difficult responsibility of teaching or studying a language that is not their native language (Soruç & Griffiths, 2018).

In addition to this, even if the sample size is limited, the findings can be indicated to contribute to the field because identical experiences can be encountered in different contexts, as discussed in the literature review and discussion chapters. Thus, the study intends to raise awareness, particularly challenges faced by lecturers and students, and give some suggestions which are expected to lead to improved EMI practices at the tertiary level.

Most notably, the findings of the current study can be considered and utilized as a reference in the EMI adoption process by decision-makers in HE institutions.

1.4. Research Questions

Taken all together, the present study was designed to investigate EMI students' perceptions towards EMI, challenges lecturers face, and strategies they use to overcome these challenges. In this regard, the following research questions guided this study:

1- What are the perceptions of psychology department students at a foundation university in Turkey towards EMI?

- Do these perceptions differ according to which year they are in?
- Do these perceptions differ according to whether students study in the English preparatory program or not?
- Is there a relationship between these perceptions and students' perceived self-efficacy regarding their L2 skills?

2- What are the perceived difficulties regarding the content learning process?

3- What is the perceived impact of EMI on L2 skills?

4- What difficulties do EMI lecturers face while teaching content through English?

5- What strategies do they use to cope with these challenges?

1.5. Limitations of the Study

As it has happened in each study, in this study there were some limitations that required to be specified. The study was limited by the number of participants and limited to one department only, so the findings gathered from the data cannot be generalized.

Owing to unforeseen circumstances caused by Covid-19, It was extremely challenging to reach a sufficient number of participants., therefore the number of participants was limited to 89 people and 7 lecturers.

Another constraint that should be mentioned is the issue of triangulation. Data were collected through questionnaires and semi-structured interviews (with the participation of a limited number of participants) and it was only concerned with the stated perceptions of students and lecturers. For future studies, it is advisable to include classroom practices as well in order to have a profound understanding of the phenomenon.

1.6. Definition of Terms

English Medium Instruction (EMI):

"The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English" (Macaro, Curle, Pun, An, & Dearden, 2018, p.37)

English as a Lingua Franca (ELF):

It refers to "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (Seidlhofer, 2011, p. 7).

English as a Foreign Language (EFL):

It refers to the learning and use of English in a context where it is not the primary language, such as Turkey.

Content and Language Integrated Learning (CLIL):

"Dual-focused form of instruction where attention is given to both the language and the content" (Coyle, Hood & Marsh, 2010, p. 3).

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

This section presents the literature on the conceptual underpinning for using EMI. It begins with a general overview of the global status of English. The impact of the rise of the English language and its dissemination on language policies of various countries, including Turkey, is then addressed. Finally, previous studies conducted on the respective topic are presented.

2.2. Globalization and Internationalization

Globalization, a predominantly borrowed term from the field of economics, is a social phenomenon having an impact on varied global affairs; as a result of this, there is a considerable amount of expert commentary on how to explain globalization. In his book, Steger (2003) collated the definitions of this term by notable theorists, such as Giddens and Jameson. Giddens (1990) explained it as "the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa" (Steger, 2003, p.10). According to Jameson (1998), the notion of globalization underlines the sense of a great expansion of global interaction and the horizon of a global market, which appear considerably more concrete and current than in initial periods of modernity (Steger, 2003, p.10).

According to Tsui and Tollefson (2007, as cited in Kirkgöz, 2008), Globalization is controlled by two indivisible means; technology and English, and with the purpose of adapting to dramatic changes caused by globalization, all nations have been attempting to guarantee that they are sufficiently qualified with these skill sets. Similarly, globalization, as per Chang (2006), serves as a key factor in boosting English's standing as an international language.

On the other hand, internationalization, mostly used interchangeably with the term globalization, is considered to carry a different meaning (Altbach, 2004). Internationalization, regarded as a less critical notion than globalization amongst scholars (Dodds, 2008), pertains to the interaction between nation-states, which fosters recognition of and acceptance for their distinctions and values. Globalization, on the other side, has a tendency to disregard distinctions and boundaries, degrading the foundations of the same nation-states and resulting in homogenization. In this respect, internationalization can be seen as a supplementary or

compensating force to globalization, since it enables possible resistance to the latter's denationalizing and homogenizing impacts (Gacel-Ávila, 2005).

'Internationalization', within the context of HE, is clarified by Altbach and Knight (2007) as follows: it encompasses education policies and structures undertaken by educational institutions and stakeholders with the aim of accommodating the international academic environment, fostering mobility and cooperation through strategic partnerships with other organizations (Fielden, 2008), and enhancing competitiveness and image (Teichler, 2004). As a consequence of decolonization following the end of World War II, several new nation-states appeared on the map of the world. Upon gaining independence, the new states began nationalizing their institutions (Williams, 2015, as cited in Sharipov, 2020), and schooling was primarily for the benefit of their authorities. According to Williams, the real objective for the rapid nationalization of schools was to "actively encourage citizenship, identity, and allegiance to the new nation and its leaders" (p.17). However, owing to the process of globalization, the notion of internationalization in education, a rather marginalized concept until recently, has shown its impact on all areas of education since the beginning of the 21st century (Dolby & Rahman, 2008).

HE institutions are considered as macro-structure entrenched frameworks of social expectations, policy systems, and cooperative or competitive ties (Teichler 2006), which implies that they cannot be regarded as free-standing autonomous bodies, but as parts of a larger structure. As such, their aim is to meet the expectations of the society in which they are found. Given that nations and institutions are situated according to their geographic locations, economies, and cultural practices, and engage in position-taking predicated on their global capacity, networks, and strategic options (Marginson, 2010), authorities and HE institutions must act as change agents at the international, national, and local levels. To do so, they must enhance their capacity and effectiveness by taking advantage of the benefits of international exchanges of academic human and intellectual resources, as well as by maximizing not just their local but also cross-border activities through a comprehensive understanding of the globalized world and active global involvement (Center, 2018).

Internationalization of HE is described by Knight (1993) as "the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution" (p. 21). The internationalization of HE gives the chance to teach and study in a country from an international perspective, as well as it offers students and faculty members some mobility programs that can participate in (Knight, 2003) Internationalization of HE

includes maximizing academic quality and collaboration, financial justification for profit from tuition, social rationales for developing intercultural awareness, and political aims to support foreign policy (Knight & de Wit, 1999).

The British Council's Report (Curle et al., 2020) takes the key aspects in the internationalization of HE into consideration under three categories, which are "international student and staff mobility, programme & institutional mobility, and internationalization of the curriculum." The mobility of foreign students and recruitment of faculty members are considered the most prominent element of internationalization. According to a report published by UNESCO (2015), the number of students studying abroad at the tertiary level has risen to over four million. As a consequence of increased mobility, the growing cultural and linguistic richness in HEIs has had a significant influence on how programs are promoted, designed, and taught (Altbach & Knight, 2007). This has led to the spread of EMI programs as well as a greater dependence on English (Galloway & Rose, 2015). The second element of HE's internationalization is the Transnational Education (TNE) in which HE programs are offered to learners residing in a different location than their granting school. Distance education is an example of this; students study in their home country at a distance from an institution located elsewhere (Mittelmeier et al., 2020). TNE has a wide range of effects on HE. Data collected in 2018 demonstrated that there were over 650,000 international students studying British institutions while residing outside of the UK (HESA, 2019). Thirdly, internationalization of higher education is more than mobility opportunities since international and intercultural elements in higher education have an influence on chosen methodologies and curriculum (De Wit & Leask, 2017). Leask (2009) defines internationalization of curriculum as follows;

> "Internationalization of the curriculum is the incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program of study" (p. 209)

Most universities have prioritized multicultural views within their programs and pedagogies. (Leask, 2015). This emphasis is motivated by the awareness that such viewpoints can help to foster intercultural competency (Dunne, 2011), and ethical interaction with various ideas in the learning setting (Lomer & Anthony-Okeke, 2019).

2.3. Internationalization of Universities in Turkey

In recent times, the field of HE has become increasingly internationalized. As the number of international students in the globe grows, national and particularly international policies become more significant, so internationalization in HE becomes a must. One of the major drivers of internationalization is its contribution to the increase of institutional quality and capacity in academic fields. Internationalization is thought to be the most important and effective way for underdeveloped or developing countries to benefit from the knowledge and technological opportunities of developed countries.

"Higher Education Internationalization Strategy Document" published by CoHE in 2017 presents the state of internationalization of universities in Turkey by highlighting the following themes: access to HE, quality and institutional capacity. It is underlined in the document that Turkey has made significant progress in many areas, especially in access to higher education, with the growth it has shown in the field of HE in recent times. As of today, approximately 7.2 million students and 182 HE institutions with more than 150 thousand teaching staff constitute the field of HE. Considering the number of students, Turkey has become the second country with the highest number of students in the European Higher Education Area, after Russia. In addition to this quantitative growth, policies are determined to enable institutions to achieve their missions in a higher-quality manner, decisions are made, and investments are made for more qualified HE within the framework of the mission.

Two strategic priorities by the CoHE within the next five years are as follows, the first one is to guarantee that Turkey becomes a magnet for HE, and the second is to strengthen institutional capacity. In order to accomplish these set objectives and improve prestige and quality of HE institutions in Turkey, within the five-year period until the end of the 2021-2022 academic year; CoHE aims to;

- to increase the number of qualified international students, lecturers and students and lecturers benefiting from the exchange program,

- to determine pilot state-owned HE institutions to be assisted in the context of internationalization of HE,

- to increase the number of Turkish universities in the top 500 in international rankings,

- to increase the number of EMI programs,

- to identify target/focus countries and focus on these countries,

- to identify priority areas of education and cooperation in the context of target/focus countries,

- to increase the number of cooperation agreements signed with foreign governments and multinational institutions,

- to train foreign lecturers to work at universities in their own countries,

- to employ personnel as "academic advisors", especially in countries where students sent abroad for graduate education,

- to increase the accommodation capacity reserved for international students,

- to diversify the scholarship opportunities.

Various strategies have been developed in order to become an international center of attraction and to gain more students and academic staff from more countries, and efforts are made to keep the dynamics of internationalization strong with the policies pursued in this field. The initiatives that strengthen this process are as follows; Bologna Process, TURQUAS Project, Erasmus+, Mevlana Exchange program, Turkey Scholarships, Joint-Degree Program, Project-based international exchange program, YABSIS Project, Regulation on recognition and equivalence, Extending the stay of doctoral students in Turkey after graduation, Scholarships given to international students by CoHE.

Turkey's involvement in the Bologna Process in 2001 and its restructuring of HE accordingly have enabled it to benefit significantly from student and academic staff mobility. However, it should be noted that the Bologna Declaration is not limited to mobility only and it promises more than that such as making use of the European Credit Transfer System (ECTS), adoption of easy-to-understand and comparable HE diplomas and/or degrees, etc...

TURQUAS Project, which has been conducted by CoHE, is expected to make significant contributions to the Turkish HE system in many ways including increasing awareness on quality assurance in HE institutions and ensuring the dissemination and internalization of quality culture, increasing the inclusiveness of the HE system to include disadvantaged groups (disabled people, immigrant children, etc.), quality-oriented improvement of learning and teaching processes, etc...

When considering the increasing number of Turkish students benefiting from the program, Erasmus, the exchange program which offers students and lecturers professional

development opportunities abroad, has gained popularity in Turkish HE year by year. As seen in Table 1 below, the "Higher Education Internationalization Strategy Document" released by CoHE clearly indicates this increase.

Table 1

The number of students & staff who participated in Erasmus+

Academic year	The number of outgoing students	The number of outgoing staff
2005	2,852	581
2010	10,095	2.159
2015	16,215	2.551
2016	15,827	1.761

Mevlana, like Erasmus, is an exchange program which aims to contribute to the internationalization process of HE in Turkey, to enhance capacity and qualifications of HE institutions, to support the enrichment of the culture of respect and understanding of differences thanks to the intercultural interaction.

Table 2

The number of students & staff who participated in Mevlana program

Academic Year	The number of outgoing students	The number of outgoing staff
2013-2014	126	320
2014-2015	269	777
2015- 2016	269	-
2016- 2017	884	-

Joint- degree programs are provided as a result of agreements signed between HE institutions in Turkey and foreign HE institutions. This enables universities in Turkey to cooperate more readily with qualified universities abroad. Consequently, it contributes to the

internationalization process of HE institutions. In 2016, there were 202 joint programs in 56 universities and the number is expected to increase in the following years.

Foreign Academician Information System (YABSİS), created by CoHE in cooperation with the Prime Ministry, is a web-based system used to create a constantly updated database of academics and researchers who had to leave their country and migrate to Turkey due to war, and to provide them with the opportunity to work in Turkish HE institutions. Thanks to this, many foreign academicians have been given the opportunity to work in Turkish higher education institutions.

By considering the situation in internationalization of HE in Turkey, strengths and weaknesses were revealed by SWOT analysis. In addition to strengths, weaknesses, and opportunities shown in table below, SWOT analysis indicated threats in internationalization of Turkish HE. These threats are regional instability, negative perception towards security, the diplomas of some universities are not recognized by some countries and/or their equivalence is not given.

Table 3

Internationalization of Turkish HE- SWOT analysis findings

Strengths	Weaknesses	Opportunities
1-Number of universities	1-Difficulties in accessing higher education institutions	1-Demand for HE
2-Number of programs	2-Insufficient number of EMI programs	2-Affordability of HE
3-Turkish HE system is an important part of the European HE	3-Insufficient accommodation facilities	3-Historical, social and cultural ties
4-Cultural diversity of cities where universities are.	4-Insufficient infrastructure for the integration of international students	4-Turkey scholarships
5-Easy transportation	5-Insufficient institutional structure	5-Advances in information technologies
6-Ease of language for Turkish world	6-Lack of academic and administrative staff who speak a foreign language	6-Geopolitical location
7-Cultural affinity for the Arab and Islamic World	7- Lack of giving information in a foreign language	7-The interest of universities in internationalization

8-Having sufficient capacity in teaching Turkish to foreigners	8-Insufficient promotional efforts	8-Affordable cost of living
-	-	9-Opportunity to work
-	-	10-Turkish Airlines has flights to many destinations in the World

2.4. English as a Lingua Franca (ELF)

It is a fact that people of different lingua-cultural backgrounds utilize the English language all around the world. English has been being used widely even in nations where it has no official recognition, such as the countries in Kachru's (1985) expanding circle, so it would not be wrong to claim that English has seeped into people's daily lives. Throughout history, other languages (such as Spanish and French) have attained such prominence, but English has been the only one to do so on a worldwide scale (Doğançay-Aktuna, 1998; Van Parijs, 2011). English has risen to prominence as the world's most widely spoken language due to emigration, colonialism, and globalization. It has been learned as a first, second, and foreign language, as well as utilized for internal, external, and international reasons (Kuo, 2006).

English initially obtained great prominence in the nineteenth century, as Britain thrived on commerce, followed by the formation of English colonies. Apart from political factors, the need to disseminate information all through the world, particularly in the twentieth century, compelled the use of English as a means of communication (Graddol, 1997). Namely, by virtue of globalization, a common language to use for contact among speakers who do not share a first language (L1) has become a practical need and the most widely acknowledged worldwide common language in the early twenty-first century is, unquestionably, English (Seidlhofer, 2009).

English is characterized as ELF when it is utilized as a means of communication by people from various linguistic origins. In line with that, Seidlhofer (2005) defines ELF as "…as a way of referring to communication in English between speakers with different first languages" (p.339). Even though earlier definitions of ELF mostly exclude native speakers by stating it as "a contact language among non-native speakers", this way of saying has been found as not tenable among ELF scholars as it reflects a narrow understanding of ELF. Instead, they opt for ELF as a multifaceted occurrence consisting of a large number of English

speakers (native and non-native) from various linguistic and cultural origins. What has stayed unchanged while interpretations of ELF have varied is the fact that English is now largely utilized by individuals whose linguistic backgrounds and cultural experiences are different. In brief, English is increasingly used as "a language of negotiation, problem-solving, and decision-making in increasingly diverse and super diverse contexts" as a result of greater global mobility (Bayyurt & Dewey, 2020, p.370). In this regard, ELF has been reinterpreted as "English as a multilingua franca (EMF)" by Jenkins (2015) in order to fully comprehend communication in today's fast changing multilingual/ multicultural environment and is explained it as "multilingual communication in which English is available as a contact language of choice but is not necessarily chosen".

The Concentric Circles model developed by Kachru (1985) has been extremely effective in understanding and describing tendencies in the unprecedented spread of English over the world. Using these circles, Kachru (1985) distinguishes between *the inner circle* (e.g., the United Kingdom, Australia; where English is the first language*), the outer circle* (e.g., Pakistan and Nigeria; countries with colonial links and English is commonly spoken in social settings or in government), and *the expanding circle* (e.g., Turkey, Korea; where English is accepted as a foreign language), with awareness, that it is the expanding circle's users that reinforce the allegations of English as a global language (Kuo, 2006). English has expanded to nearly every country and is used in practically every facet of life, including the media, the economy. In HE, as in other fields, the dominance of English is getting more and more evident as policymakers seek to improve national competitiveness, welcome more foreign students, and educate future generations to meet the needs of the global economy.

2.5. Language Policy

Although the concept "policy" is found to be imprecise (Spolsky, 2009), Shohamy's (2006) explanation offers a helpful basis for uncovering its ambiguities. Language policy is explained as "the primary mechanism for organizing, managing and manipulating language behaviors as it consists of decisions made about languages and their uses in society" (p.45). Language policies, in general, strive to establish, control, and conform language behaviors - explicitly or implicitly – that happen within an 'authorized' area. Spolsky's theory (2004) sheds light on the complexities of policy by defining three interconnected components as they are given below.

1- Language practices are concerned with agreed-upon standards concerning the informality and formality of communication, as well as principles of appropriacy.

2- Language beliefs (ideologies) encompasses views, beliefs, and judgments about the extent to which language practices in the community are appropriate.

3- Language management is concerned with "the formulation and proclamation of an explicit plan or policy, usually but not necessarily written in a formal document, about language use" (Spolsky, 2004, p. 14).

Shohamy (2006) sought to expand on Spolsky's language policy framework after she recognized certain inadequacies in his framework in comprehending genuine language policies. Her claim was based on her experience that actual policies are not overtly specified in formal policy papers and that there are other indications that cannot be simply deduced or understood from statements in laws or regulations. In this regard, she proposed that policymakers use a variety of devices to regulate language behaviors. The devices, which include "rules and regulations, language educational policies, language tests, language in public space, as well as ideologies, myths, propaganda, and coercion," are referred to as "policy mechanisms" (Shohamy, 2006, p.56).

Language policy, according to Spolsky (2004), may be applied at many levels, including macro and micro. Whereas macro level policy refers to the framework of the national curriculum, micro level policy is concerned with foreign language teaching practices of teachers (Wang, 2006). That is to say, macro policy choices are made by analyzing formal policy papers and survey results to decide how the policy is implemented (Kirkgoz, 2009). It would not be wrong to claim that the decisions made at the macro level have close links with political, societal, and economic factors. Micro-level, on the other side, is concerned with the implementation stage at the bottom. The alignment between macro policy and its implementation at the local level is critical in assisting a nation's endeavors in the globalization process (Köksal & Şahin, 2012).

At times in history, varied language policies have been proposed in response to various ideologies and demands. Adopting a foreign language policy is observed in various sectors to fulfill the requirements of globalization, such as strengthening the country's standing in the world, maintaining communication with international countries, and so on. Amongst which, education is the most salient sector in which countries begin to implement language policy. The concept of ELF compels non-Anglophone countries to adopt English as a foreign language strategy (EFL). These nations have strived to change their foreign language education systems in order to facilitate international contact with other countries.

2.6. Language Policies in Europe

To begin with policy in Europe, in general terms, four overlapping attempts were launched regarding language-related regulations since the formation of the European Union. These attempts are as follows: "Mother Tongue Plus Two Other Languages" policy, "Content and Language Integrated Learning", "Erasmus programme", and "Bologna Process" (Macaro, 2018). The document named "Promoting Language Learning and Linguistic Diversity" published in July 2003 by the European Union Commission aims to reduce the over-emphasis on English in European education systems and society as a whole by stating that English alone is insufficient. It is also indicated that recent tendencies in non-anglophone nations to promote English instruction may have unintended effects on the longevity of the indigenous language. Thus, universities are expected to promote their native language and to encourage students to learn as many languages as possible. This policy statement regards language learning as a lifelong activity and supports the concept of "language-friendly environment," and emphasizes that this openness should embrace minority languages (Phillipson, 2008).

Content and Language Integrated Learning (CLIL) has grown in popularity across Europe since its debut in the mid-1990s. Though CLIL was never officially recognized as European Union Policy, the European Council resolution of 1995 implicitly supports CLIL and implies that there is a need for new teaching techniques, and teaching content topics through foreign language might be one of them. In 2014, the European Union provided implicit support for CLIL methodologies in the European Commission Report titled "Improving the Effectiveness of Language Learning: CLIL and computer assisted language learning" (European Commission, 2014). The report underlined that even though substantial investments in second language learning and teaching in the EU have been made, language proficiency of students remains below an optimal level. In addition to this, it was highlighted that CLIL offers multiple benefits in addition to enhancing L2 competency. Intercultural and communication skills, access to subject topic vocabulary, development of more progressive approaches, increasing student motivation, and more exposure to target language are examples of these.

Erasmus is the European Union's action plan for student mobility. The program started in 1987 with the goal of enhancing student mobility and assisting students to learn a range of skills, including foreign language learning. Here the key point is that Erasmus gives students the chance to study a period of their undergraduate degrees at a foreign institution in the

dominant language of their host nation, therefore meeting the EU's pluralingual goals (Macaro, 2018).

Finally, in the European setting, there is what is known as the Bologna Declaration or the Bologna Process, which has become an even greater promoter of internationalization of higher education. The Bologna Declaration was a formal agreement signed in 1999 by EU member nations to establish a unified framework of higher education standards, reducing obstacles to student mobility. Though stated goals of the European Union encourage multilingualism, and the Bologna Declaration implies that it supports linguistic diversity, they may be resulting in English supremacy and less use of other languages in Europe. That is to say, since the 1999 Bologna Declaration, all events, seminars, and other forums linked to the Bologna process have been held in English. All these endeavors to encourage student mobility, knowledge sharing, and institutional internationalization have therefore indirectly contributed to English being the lingua Franca of education in European HE (Macaro, 2018). This situation was also emphasized by Doiz, Lasagabaster, and Sierra (2011) as follows: "notwithstanding the EU's dedication to plurilingualism, the fact is that English is the dominant one utilized as a medium of instruction at academic departments in Europe" (p. 345).

2.7. Foreign Language Policy in Turkey

Foreign language education policy and planning cannot be dissociated with its social, regional, and historical contexts. The stress on this situatedness allows for the extensive exploration of many dimensions of policy and policy practice (Kırkgöz, 2007). In her study, Kırkgöz analyses language policy and planning that have occurred in Turkey, employing the six-point language-in-education planning model proposed by Kaplan and Baldauf (1997, 2003). Drawing on this model, Kırkgöz underlines that Turkey holds an important strategic geopolitical position in the world serving as a link between the two continents. When its geopolitical position and its membership in North Atlantic Treaty Organization (NATO) is considered, this makes learning English extremely necessary in order to continue pursuing global contact and maintain up to date with developments in many fields (Sarıçoban & Sarıçoban, 2012). In addition to that, considering Turkey's aim to be one of the biggest economies by 2023, a workforce competent in English is key to its economic development (Kırkgöz, 2017).

The incorporation of English into the Turkish educational system goes back to the 18th century, *The Tanzimat Period,* which refers to the period of the westernization initiatives

in the system of education (Kırkgöz, 2008). Robert College, an Anglo-American private secondary school founded in 1863 by an American missionary, was the first institution that provided EMI. With the formation of the Turkish Republic in 1923, modernity and westernization efforts forged stronger links with Europe and the United States, hastening the development of ELT throughout the nation (Doğançay-Aktuna,1998), and English has surpassed other foreign languages, notably French, which had heretofore been the favored language in foreign relations, education, and the arts (Kirkgöz,2007). Doğançay-Aktuna (1998) underlines that the expansion of English in Turkey was first prompted mostly by the desire to get access to the developed countries for advancements and cross- cultural communication. English expanded through education and language-related policies in the 1950s, which marks the first phase of the expansion lasting till the late 1970s. With increased interaction with market economies, the spread of English intensified starting in the mid-1980s. This was the second stage of the dissemination, and it had a larger effect upon the nation.

In line with this, Ahmed (1993) puts emphasis on the great spread and significance of English as follows; "English had become the *sine qua non* for a successful career in virtually any field and parents struggled to have their children acquire a working knowledge of the language" (p. 210). As the popularity of the said language grew, so did the number of educational institutions that provided English instruction. Findings of a survey conducted demonstrated that the number of EMI secondary schools in Turkey in 1987–1988 was 193 (103 private, 90 state-owned). The number of private secondary schools has increased to 650 by the 2004–2005 academic year, including 415 Anatolian high schools (Demircan, 1988; Doğançay-Aktuna, 1998; Kırkgöz, 2007).

Several language policy acts have been passed in Turkey throughout time in order to align English language instruction with EU requirements. The Foreign Language Education and Teaching Act (1983), which established the basis for foreign language teaching at the secondary and high school level, and the 1984 Higher Education Act, which is concerned with foreign language education at the university level (Kirkgöz, 2008). Foreign language instruction was integrated into the primary and secondary school curricula when the Foreign Language Teaching and Learning Act was passed in 1983. Nevertheless, this does not rule out the possibility that teaching a foreign language was part of the school's language curriculum prior to 1983. The Higher Education Act of 1984 marked the start of macro-policy rules governing the English education at the tertiary institutions (Kirkgöz, 2008). With the growing

trend of being global in the 1980s, Turkey, as it happened at the secondary level, retained its position in supporting education in a language (English language) other than the mother tongue. The supremacy of English as the language of science and technology appears to be unassailable (Hutchinson & Waters, 1987).

Even before the 1984 Higher Education Act, the significance of English and the burgeoning desire to acquire this tool in order to reach information regarding science and technology had arrived at a point that Turkey implemented EMI with the opening of English-medium universities, such as the Middle Eastern Technical University (METU), and Bosphorus University (Kirkgöz, 2008). The English language spread as a result of the enactment of this policy statement in 1984. The number of English-medium universities has increased, similar to what has happened in secondary education. Due to the high demand for studying at an English-medium department, private universities: as Bilkent, Koç and Sabanci Universities, were also permitted to provide English-medium education, in addition to some state universities. In 1995, Turkey had 56 universities, 53 of which were state-owned institutions providing Turkish-medium education, with the exception of METU and Bosphorus (two state-owned English-medium HE institutions), and three of which were private universities offering EME. By 2006, both the number of universities and the number of students had increased significantly. In 2006, Turkey had 77 universities, 52 of which were state-owned institutions and 25 of which were foundation institutions providing courses mostly in English.

The Council of Higher Education (CoHE) suggested that university departments should be given the option of choosing between English or Turkish as the medium of teaching. In 1996, CoHE released the first official initiative to create a list of standards that a university or department that wanted to use English as its language of teaching had to meet. The criteria were as follows; having an adequate number of subject teachers who are proficient in the foreign language and can teach courses through English, an English for Academic Purposes (EAP) program for students whose language skills are inadequate to follow lessons in English, lastly sufficient quantity of course books and relevant materials published in the foreign language on that field are available at school and library (Kirkgöz, 2008).

2.8. English Medium Instruction (EMI)

Communication between nations was required for the flow of ideas and products as technology and business advanced in the postwar era. There was significant demand for

foreign language proficiency for the success of those interactions, which pushed nations to learn languages for a variety of objectives. That foreign language was English, which is now used by more non-native speakers than native speakers (Crystal, 1987; Crystal, 2000). The extraordinary growth of English as the lingua franca, along with globalization, seems to have a great influence on non-English-speaking nations' language policy (Kirkgöz, 2008). Due to its prominence, learning English is vital for international interaction and to find a decent job in the globalized world. As a result, several nations have prioritized English language education and encouraged their citizens to acquire the language. Consequently, higher institutions, as well as other schools, offer programs taught in English. EMI is the term that means teaching content through English. The most recent and widely acknowledged definition of EMI is as follows; it is "the use of the English language to teach academic subjects other than English itself in countries or jurisdictions where the first language of the majority of the population is not English" (Macaro et al., 2018, p. 37). However, in her definitions, Dearden (2015) avoids making a clear reference to the goal of simultaneously teaching English as a language or improving the students' English language skills. Similarly, Unterberger and Wilhelmer (2011) emphasize that the main goal of EMI is content, with no explicit intention of teaching language. This is what makes EMI different from content and language integrated learning (CLIL). CLIL is defined by Coyle, Hood, and Marsh (2010) as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (p. 1).

There seem to be various driving forces behind EMI (Rose et al., 2019). "Potential increase of students' employment chances"" and "facilitating academic discourse" (Morrison & Lui, 2000; Smit, 2010) are among those forces. Despite the fact that language learning is not a stated goal of EMI, it is perceived as a chance for learners to improve their linguistic skills while still studying academic subjects (Rose & Galloway, 2019, as cited in Curle et al., 2020), and they regard it as "killing two birds with one stone" or "win-win case" since EMI provides university students a perfect environment in which they obtain content knowledge, resulting in students' improved English proficiency (Tsou & Kao, 2017, p.5). Even so, the major reason students participated in EMI programs, according to Galloway et al. (2020), was to learn English. Together with the rising demand for EMI at the tertiary level, there seems to be an increase in EMI adoption in education-related policies of countries (Curle et al., 2020). The report published by British Council (Curle et al., 2020) has listed the major elements that have an explicit and implicit effect on this expansion and policy development. These factors

are as follows; "policies towards English in the workplace, bilingual education policies at primary and secondary level, specific inclusion of EMI in HE policies, desire to grow the international reputation of HE systems, pressure to increase institutional rankings, role of HE in countries' knowledge diplomacy" (p.16).

Depending on the local circumstances, EMI programs are applied in a number of ways. The motivations underlying the implementation of EMI have an impact on how it is performed in practice. That is to say, EMI implementation takes various shapes and is impacted by a variety of variables. Those factors are listed in Figure 1 below (Curle et al., 2020).

Figure 1

Factors that have an impact on implementation of EMI
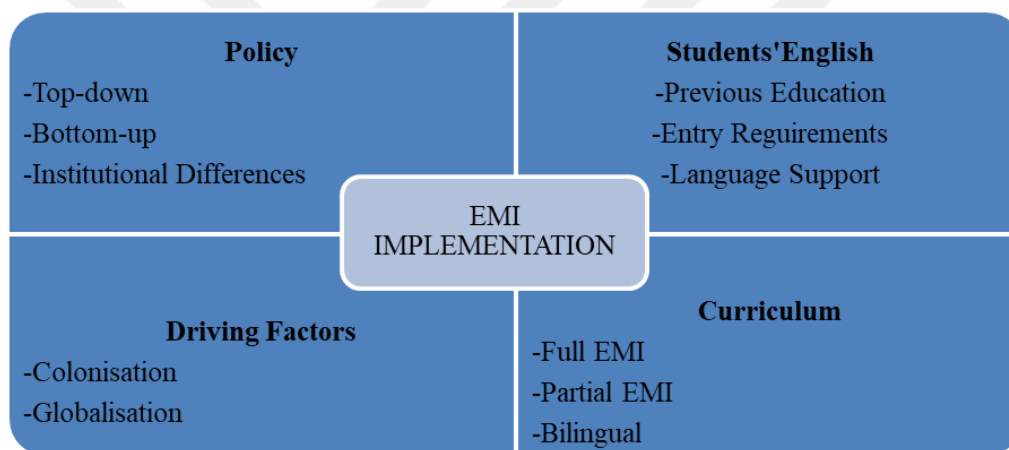
As seen in Figure 1, there seem to be two driving forces behind the implementation of EMI, which are colonization and globalization. Whereas EMI has a long history in certain contexts due to countries' colonial past, such as Malaysia (Gill, 2006), it has expanded in other countries such as Japan (Galloway et al., 2020), China (Macaro, Tian & Chu, 2018), as a result of globalization.

The type of policy making also has an impact on EMI implementation. In certain cases, EMI programs are governed by official regulations that establish criteria for linguistic competence and language usage in the classroom; in others, it occurs haphazardly (Curle et al., 2020). That is to say, top-down EMI policies may lead to forced EMI regulations, independent of instructor or student motivation. In this respect, the research conducted by Kim, Kweon, and Kim (2017) in South Korea was given as an example in the report (Curle et al., 2020). Undergraduate students at three South Korean institutions were resistant towards

the implementation of required EMI. Despite the fact that the vast majority of students in the research favored L1 medium of instruction over EMI, they were compelled by university regulation to take EMI lectures. These results indicate that top-down EMI policies are occasionally enforced without taking the opinions of stakeholders into account. EMI implementation might also differ among universities within a nation due to university policies and institutional features. The study conducted by Lin (2019) in Taiwan with the participation of stakeholders at ten universities demonstrated that the application of EMI in Taiwanese context is dependent on the type of university. Whereas high-ranking institutions prefer to implement EMI programs with the purpose of attracting foreign students, lower-ranking universities implement EMI as a marketing tactic for the nation's economy.

In addition to this, there are also significant differences in EMI implementation between the public and private sectors. According to studies, EMI programs are more widespread at private HEIs than in public HEIs (Dearden, 2014). The study of Hamid, Jahan and Islam (2013) revealed that due to education policies, EMI programs are forbidden at public HEIs in Bangladesh, so many students prefer to study at private HEIs due to the chance to study in English, without even paying attention to the quality of instruction.

Methods of EMI implementation can also be affected by students' linguistic readiness and English competence. In certain situations, learners meet EMI for the very first time at the tertiary level, prompting concerns regarding the transition phase to EMI. In other situations, particularly post-colonial settings, learners might have encountered it in elementary or high school prior to enrolling in university.

Moreover, EMI programs differ in terms of entry criteria and English language assistance. Before enrolling in EMI programs, several institutions demand students to have a specific level of English proficiency. Likewise, the quantity and kind of language support provided by EMI programs differ.

Several EMI models have been proposed and adopted over the years, including "preparatory year model, concurrent support model, selection model, and ostrich model" (Macaro,2018, p.232). In the Preparatory year model, which is mostly adopted in countries like Turkey and the Arab Gulf, students are required to complete a one-year English language preparation program and take an end-of-year test before enrolling in subject courses. In the concurrent support model, instead of providing a one-year intensive program, this model offers language support courses integrated in the EMI curriculum such as; EAP and ESP. In

the selection model, to be accepted to the EMI programs, students need to meet proficiency standards. For this, students are requested to submit their test scores before they enroll. Required levels of English show differences according to country and institution, mostly ranging from B1 to C1 levels based on CEFR. Ostrich model, known as "bury your head in the sea", neither provides any one-year intensive program or any support courses nor set proficiency requirements. "Executives and educators just hide their heads in the sand and act like [language-related] challenges... do not arise or would disappear if neglected" (Macaro, 2018). Each of these EMI implementation models has merits and demerits. The preparatory year model enables students with a poor level of target language proficiency to enhance their linguistic skills prior to enrolling in EMI courses. Conversely, the efficiency of a one-year intensive preparatory year is a matter of debate (e.g., British Council,2015). The concurrent model offers EMI students continual language assistance. Yet, the EAP/ESP courses supplied in this model may not be enough for students with a low level of target language proficiency, especially if they are not incorporated into the topic curriculum; additionally, the lack of entry requirements may lead to students with varying levels of English proficiency being placed in the same classroom.

Lastly, EMI application differs across universities depending on the amount and format of English used in the curriculum. Whereas language policies in certain contexts support bilingual models of EMI adoption, like in the Chinese context where programs are frequently referred to as Chinese-English bilingual programs (Rose et al., 2020), in other instances, there are full and partial EMI programs. It is indicated in the British Council' Report (Curle et al.,2020) that partial EMI programs may be implemented for a variety of reasons, such as a lack of competent faculty members, issues with regard to English proficiency level of students. Nonetheless, the scope of partial EMI programs differs from one content to another. As an example, in Turkey, partial EMI programs are characterized as studies in which at least 30% of course credits are supplied by EMI, with the other courses taught in Turkish. On the other hand, in Taiwan, partial EMI programs offer course materials and exams conducted in English, however, the translation of notions and code-switching in lessons is permitted. Generally, EMI implementation varies by country and within a country, and it is influenced by a range of variables such as stakeholders, language policies, and local factors.

2.9. Challenges in the Implementation of EMI

While implementing EMI programs, many challenges occur regardless of institutions. Galloway, Kriukow, and Numajiri (2017) conducted a study in Japan and China with the purpose of examining approaches to EMI, the driving force underlying, and the attitudes of stakeholders towards EMI. Galloway et al.'s study (*see Figure 2*) clearly depicts these challenges. The same challenges were found in other studies (Doiz, Lasagabaster & Sierra, 2014; Wächter & Maiworm, 2008).

Figure 2

Challenges in the implementation of EMI
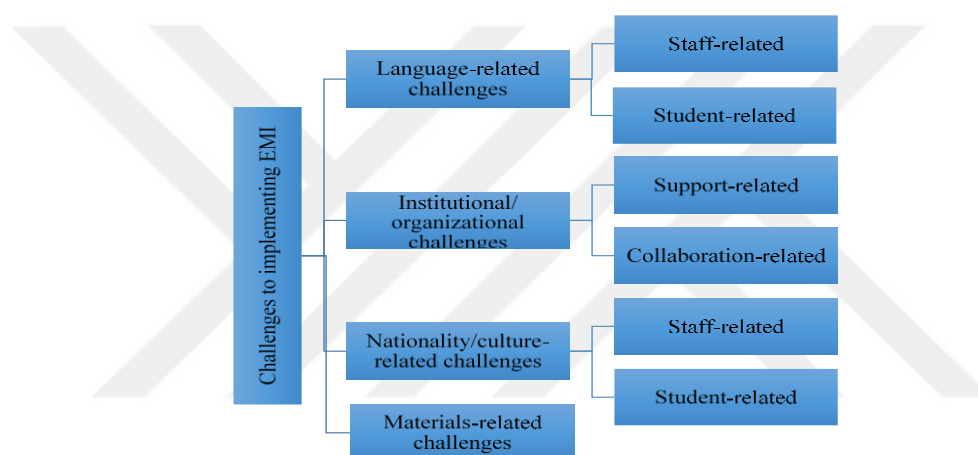
To begin with lecturers, the most commonly stated challenges by the lecturers were related to language competence. Both students and lecturers face language-related difficulties. Multiple studies confirm that English proficiency is a barrier for lecturers (e.g., Ozer,2020; Pun& Thomas, 2020; Vu & Burns, 2014). Academics in Denmark stated that they felt uneasy while conducting their lecture in English, and they had difficulty in finding subject-related vocabulary in English throughout their lesson (Werther et al., 2014). In a similar vein, according to a study conducted in Korea, almost 50 percent of participants regarded their own English competence as a barrier to teaching effectively in English (Kim, Kim & Kweon, 2018). The literature also contains student judgments upon English competence of lecturers. The study conducted by Klaassen (2003) showed that 62% students thought English competence of their lecturers was 'unsatisfactory. However, the majority of lecturers at the same institution believed that their English competence was "adequate" to teach content in English. Another challenge that lecturers face is concerned with the workload. It is claimed

that getting ready for EMI courses takes more time, and studying in English takes more time as well, due to the necessity to check unknown words (Henriksen, Holmen & Kling, 2018).

Though there are varied challenges that students face, the most often mentioned difficulty, though, is concerned with English language proficiency. Limited English proficiency is found to have negative impacts, such as a failure in understanding lecture and material, which eventually causes a lack of subject knowledge and learning. Even in some instances, this causes students to lag behind in their courses and ultimately drop out (Doiz, Lasagabaster, & Sierra, 2013). A study conducted in China (Rose et al., 2019) found that the particular difficulties highlighted by learners were primarily linked to speaking and writing skills, such as the use of proper academic writing, confidently conveying ideas. With regard to self-efficacy, students were not sure that they would get an acceptable mark in EMI courses.

2.10. EMI in the World

EMI seems to have become a rapidly expanding trend across the world as a consequence of globalization of HE, generating a lot of research interest and sparking discussions among academics and policymakers (Coyle, Hood, & Marsh, 2010; Doiz, Lasagabaster, & Sierra, 2013).

While the implementation of EMI policies is widespread amongst all education levels, it is especially common in HE (Dearden, 2015). Over the last two decades, the number of EMI programs offered at HEIs has increased exponentially all around the world (Macaro, Curle et al., 2018). According to the study of the British council, over 90% of private institutions and 78% of state universities worldwide enable the use of EMI (Dearden, 2014).

The British Council's Report (Curle et al., 2020) underlines that non-English speaking nations in Asia, the Middle East, and Europe have seen the most rapid rise in EMI adoption. Since the early 2000s, there has been a dramatic growth in the number of programs taught through English in Europe (Maiworm & Wächter, 2002). The Bologna Declaration that created the European Higher Education Area (EHEA) and emphasized mobility for academic and HE students within Europe was the primary impetus for the rise in EMI courses in European HEIs (Saarinen & Nikula, 2012). The major goal of the process was to urge tertiary institutions within Europe to assure that program frameworks are harmonized in a way, so student and faculty mobility among institutions can be ensured (Fenton-Smith et al.,2017). In line with that, Phillipson (2009) emphasized the impact of the Bologna Process on English

medium instruction programs as follows; "what emerges unambiguously is that in the Bologna Process, internationalization means English-medium HE" (p. 37).

A comprehensive study conducted by Maiworm & Wachter's (2002), with the participation of 1,558 HE institutions, demonstrated the spread of English-taught programs in Europe. Later on, Brenn-White and Van Rest examined the rise of English- taught programs in Europe at the graduate level in 2012, relying on the MastersPortal dataset. They found that the number of English-taught programs in Europe has increased year by year. Namely, whereas there were 560 programs in 2002, the number rose to 3701 in 2011. In 2014, Wachter and Maiworm released the most recent detailed map of English taught programs in European countries. 28 European countries and 2,637 HE institutions got involved in this research. The findings showed a noticeable rise in the number of English-taught programs from 2,389 in 2007 to 8,089 in 2014. Also, findings showed that the Netherlands is the country with the highest number of English-taught programs, followed by Germany, Sweden, France, and Denmark.

Similar findings can be seen in studies conducted in Asian countries, with an increasing number of institutions implementing EMI during the previous two decades (Fenton-Smith et al., 2017). Tsou and Kao (2017) examine the prevalence of EMI in Asia under two groups. Once colonial Asian nations (e.g., Hong Kong, Malaysia, etc.) have utilized English as the medium of instruction, while non-colonized Asian countries (e.g., China, Korea, etc.) have started to use it in the late 1990s. Numerous Asia Pacific countries were once British colonies, ranging from large regions like India and Malaysia to relatively small countries like Singapore, Samoa. As a result, bilingual education is widespread, with language regulations and EMI programs mirroring the country's previous colonial government presence. Additionally, most of the expansion can be ascribed to national HE policies and projects in several Asian nations that prioritize EMI across academic fields. Some of those projects are as follow; China's Project 211, Project 9851, Global 30 Project, Top Global University Projects Globalization Project (Fenton-Smith et al., 2017).

Some Asian nations, such as China, without a British colonial background have embraced western education systems, particularly those of the United States. Language-related regulations and EMI initiatives of China show authorities' strong reaction to being globalized and their desire to compete in the globalized world. China has taken bold initiatives to strengthen its global competitiveness in HE. One of the initiatives was to promote "studying abroad," which had substantial results. Due to this initiative, Chinese

students made up the majority of the UK's international student population in 2007, and this rise was projected to continue (Mok, 2007). Upon the educational reform in the 1990s which promoted English-taught programs, the Ministry of Education in China released instructions concerning English medium instruction policy in 2001, stating that particular courses, including in biology, information science, law offered at top-tier universities should be conducted in English (Huang, 2011). As a consequence of the endeavors of institutions, China has been the top location in Asia, bringing approximately 260,000 foreigners to study in institutions in 2012 (Hou et al., 2013).

Likewise, in the last seven years, EMI growth rate in Japan has accelerated even more. EMI programs offered in Japan, as China's, symbolize the country's endeavor to create a learning environment that can compete with the leading institutions in the world. Considering Japan's position as being one of the biggest economies in Asia, sectors in Japan were worried about English language skills of the young, and encouraged institutions to implement educational reform (Dearden, 2015). The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT)initiated the 'Global 30 Project' in 2009, with the primary purpose of enhancing degree programs provided in English at 30 Japanese universities in order to attract foreigners. Subsequently, the project was re-evaluated and reinitiated as the 'Top Global University Project in 2014 by MEXT. This new initiative is characterized as a funding plan targeted at boosting the competitiveness of HE in Japan (Macaro et al., 2018; TGU, 2016).

Korea is another country where EMI programs are spreading fast. 'Globalization Project was launched by the president of the Korea Advanced Institute of Science and Technology (KAIST) with the purpose of raising the number of English- taught programs until all classes at all stages (bachelor's, master's, and doctorate) were conducted entirely in English by 2010. As a result of it, in Korean HEIs, the number of EMI programs increased dramatically.

Similar efforts to raise the number of university programs taught in English have been attempted across the Middle East since the 1980s. Saudi Arabia, which is one of the Gulf States, has set a lofty goal of internationalizing HE in order to enhance national, organizational, and individual competitiveness (Kırkgöz, 2019). The Saudi Ministry of Education has recognized English language competence as one of its top eleven priorities, and most Saudi universities adopt EMI. An increase in the number of preparatory year programs has occurred as a result of this. In their efforts to internationalize HE and standardize

academic programs, Saudi HE institutions are promoting global cooperation and collaborations with universities abroad, especially American, Australian, and British universities. The Saudi government recently introduced the "Colleges of Excellence" Project, which encompasses technical and vocational education and training. According to reports, the country now has 37 international institutes in operation, and 24 of which are associated with institutions and training businesses in the United Kingdom, while the remainder are partnered with institutions in Canada, New Zealand, Australia, Germany, and the Netherlands" (Phan & Barnawi, 2015). However, recent educational developments regarding language-related regulations and practices raised some significant concerns and challenges. In spite of the attempts, the research conducted in Saudi schools indicate that English education outputs fall short of expectations (Kırkgöz, 2019).

In contrast to Saudi Arabia, the United Arab Emirates (UAE) has a long history of employing EMI in state-owned HE institutions. Official statements indicated that qualified faculty fulfilling international standards needs to be employed, and English is the language to use in teaching. Ever since, there has been a spike in interest in teaching Emirati pupils through English. On the other hand, the Supreme Education Council of Qatar declared in 2012 that the country's most prestigious HEI, Qatar University, will switch to Arabic as the medium of teaching. Since then, the idea that the spread of English poses a danger to the mother tongue received attention (Belhiah & Elhami, 2015). As a result, the latest statements and information are now available online in Arabic rather than English.

2.11. EMI in Turkey

Turkey has a longstanding experience of EMI programs. Turkey has adjusted to the worldwide impacts of English in its education system with planned educational programs since the formation of the Turkish Republic in 1923 (Kirkgöz, 2019). With the adoption of the objective of opening to the Western world as well as the desire for internationalization, many formal initiatives have been undertaken with the purpose of promoting the English language all throughout the country (Kırkgöz, 2019). As stated by Kırkgöz (2019), like in Middle Eastern nations, the primary motive for promoting English in Turkey might be linked to perceived linguistic necessities for national development and economic competitiveness in the era of globalization.

At the tertiary level, Turkish is the official language of instruction at Turkey's HE institutions. Yet, the history of EMI adoption in HE goes all the way back to 1853, the time when Robert College (currently Bosphorus University) was established; hence, the base of

EMI in Turkish HE was laid with the formation of this forenamed educational establishment, which is today a state-owned HE institution. Following that, in 1956, Middle East Technical University (METU) was founded. Bilkent University, founded in 1984, was the first private HEI to provide EMI. The major aim of using English in these universities, as indicated in the Official Gazette of that year, was "[to] enable students who are registered at English medium department[s] to access scientific and technological information published in English in their related disciplines" (as cited in Karakaş, 2016, p.5). The list published in 1996 by the CoHE in order to compile a set of requirements that higher institutions need to meet if they want to adopt EMI motivated several Turkish HE to provide EMI programs with the goal of developing national human capital with English competence. Since the Turkish government officially permitted private colleges, as well as public universities, to provide EMI, the number has dramatically risen. (Kırkgöz, 2019).

Recently, HE in Turkey has undergone significant transformations over the last decade in accordance with the Turkish Vision for 2023, which maintains the goal of Turkey becoming one of the most advanced countries by 2023. The Vision for 2023 emphasizes the Turkish economy's development, as well as technology and education. To achieve the aims outlined in this declaration, the CoHE urges the public and private sectors to establish more new public and state higher institutions, and to allow current and new institutions to provide new undergraduate and graduate programs.

2.12. Studies on EMI

EMI has been researched extensively, particularly in recent years as its popularity grows with each day. Studies carried out to date examine EMI in terms of different aspects. This part provides a comprehensive overview of studies on EMI.

2.12.1. Studies on perceptions and attitudes of stakeholders in other contexts regarding English Medium Instruction: The study conducted in the Danish context by Jensen and Thøgersen (2011) showed that many lecturers, particularly the younger ones, did believe that EMI leads to the country's internationalization, so the number of EMI programs should be enhanced. The findings of the study also revealed that lecturers perceive their level of the said language to be adequate. Some lecturers, on the other hand, noted some concerns regarding EMI, such as teaching content in English necessitates more planning, makes classrooms less participatory, so teaching is more challenging.

The attitudes of lecturers towards EMI were examined by Dearden and Macaro (2016) by making comparisons among the following three countries in Europe: Austria, Italy, and

Poland. Data were collected through semi-structured interviews with 25 lecturers. Data collected revealed that there is a great difference in the opinions and attitudes of EMI teachers with respect to EMI being implemented in their nations owing to the introduction of EMI, shortage of linguistic competence, and general support for programs. There was also a significant variation in the professors' worries regarding home language vs English. In spite of differing views, they, on the other hand, had similar perspectives on the gains of EMI for students and universities, and they advocated internationalization and globalization.

Another study which revealed the positive perceptions of lecturers towards EMI was conducted in Iran by Zare-ee and Gholami (2013). Sixty English language teachers at the tertiary level participated in this study. The participants favored EMI due to the status of English as the lingua franca, the loss of meaning and content caused by translation, and a clearer understanding of worldwide published books and materials.

Yeh (2014) conducted a study in Taiwan with 476 students in order to investigate the perceptions and attitudes of students with regard to EMI. According to the findings of the survey, students had a positive view of EMI. The most appealing factor that encouraged students to select EMI programs was the popular, qualified professional lecturers in the relevant program. The students also indicated that the EMI classes were good, and their failures in the courses were due to a lack of English competence. Similarly, the study conducted by Doiz, et al. (2011) investigated lecturers' and students' perceptions of EMI. The positive and negative sides of EMI were indicated by the participants. The findings demonstrated that what encouraged lecturers and students to be a part of the EMI program was to participate in an exchange program. Concerning the negative side, they stated that inadequate English severely impacted students' academic success, and it required more energy/time for lecturers to prepare for EMI sessions.

On the other side, there were studies that pointed out concerns with regard to the implementation of EMI. That is to say, the study conducted by Tsui and Ngo (2017) is an example of this. 606 university students in Hong Kong took part in this respective study. The results indicated that there were some participants who were aware of the pragmatic importance of English, along with its possible impact on institutional reputation and international engagement and employability. There were some other students, on the other hand, who were concerned that their academic performance, willingness to learn, learning atmosphere, and in-class interaction might deteriorate. In a similar vein, Kim et al. (2017) investigated students' perspectives of EMI and reported that the majority of students preferred

their mother tongue instruction and believed that EMI was not beneficial for their English skills.

2.12.2. Studies on perceptions and attitudes of stakeholders in Turkey regarding English Medium Instruction: To start with, Ekoç (2018) conducted a study concerning the perceptions of 252 students at a technical university towards EMI. The study aimed at investigating students' opinions regarding EMI courses, the problems they experience, and the improvements they propose. The findings demonstrated that the participants in this research preferred English medium instruction for instrumental reasons. Yet, they think that certain changes to the way EMI is delivered are required. It is also underlined by Ekoç that the results of her study bear a resemblance to the studies conducted by Bozdogan and Karlidag (2013) and Macaro (2018) since they all supported the notion that EMI promotes status, and enables exchange opportunities, and increased job opportunities not only in the home county but also abroad (Tsui & Ngo, 2017). Lastly, the participants emphasized that the effectiveness of EMI courses is dependent on the quality of lecturer. It may be stated that EMI courses should not be provided unless sufficient qualified professors are available to give them.

Similarly, Macaro and Akincioğlu (2018) conducted a study regarding Turkish students' perceptions towards English medium instruction focusing on institutional variables, such as year of study, university type, and gender. From 18 universities 989 students participated in the study, and the findings summarized as follows:

- Students in all three years looked to be eager and motivated to further their education through EMI.
- Students in private universities seemed to be more convinced that EMI would provide them with considerable benefits.
- Females were more certain than males that EMI will provide them with some advantages.
- Overall, students were pleased with the procedures adopted for their EMI programs, especially the proficiency level of their professors. However, students at private institutions were more satisfied with the provision and lecturer quality of their EMI programs than students at public universities.

In another study centering on perceptions of students (Ozer & Bayram, 2019), data collected through interviews showed that students had positive perceptions toward EMI, and those were driven largely by the long-term advantages that completing an EMI program may bring them in the ahead. In other words, as stated by Ozer and Bayram, these views appear to

be connected to having access to essential materials in English, having better job opportunities, and understanding subject-specific terminology. In spite of positive views, students criticized EMI for time consumption, a drop in self-confidence, and comprehension.

In a similar vein, Atik (2010) conducted a study in order to reveal perceptions of students in a foundation university towards EMI. Data collected through a questionnaire and semi-structured interview demonstrated that students appear to support EMI at the tertiary level and have positive attitudes toward EMI since they believe that it improves their language skills. However, it was stated by the students that they had some difficulties while learning content through English. Lastly, the findings revealed a positive link between the proficiency level of students and their perceptions of EMI.

In addition to studies focusing on students' perceptions, there are also studies that aim at revealing perceptions of faculty members towards EMI. The study conducted by Kahvecioğlu (2019) is an example of this. The findings of this study demonstrated that lecturers participated in have positive perceptions towards EMI, and they stated that speaking, comprehension, and thinking in a different language arouses people's curiosity to know about other worlds. On the other hand, studies conducted by Kılıçkaya (2006), and Ölçü and Eröz-Tuğa (2013) demonstrated that lecturers in fully EMI and Turkish medium programs were found to support the use of Turkish in instruction to enhance learning outcomes, while lecturers in partial EMI programs favored EMI over Turkish (Başbek et al., 2014).

2.12.3. Studies investigating the impact of EMI on language skills and academic success: One of the most important questions about EMI is if it has any influence on the improvement of students' linguistic skills (Tsou & Kao, 2017). Even if EMI does not have a stated goal of improving learners' language skills, it is reasonable to anticipate that it will have an influence on the development of students' English language skills due to high exposure to English. Taking Macaro's (2018) definition of EMI into account, EMI has no goal of improving learners' language skills, however, Doiz and Lasagabaster's (2020) definition of EMI states the opposite and claims that "one of the objectives of EMI programs is aimed at improving students' foreign language competence while learning content delivered in English" (p.258). Studies investigating the relationship between EMI and language proficiency improvement can be put into two categories; studies investigating perceptions of stakeholders, and studies using a pre-/post-test paradigm which examines real language development. The study that Chang (2010) conducted in Taiwan is an example of the former category. The findings of the study showed that the majority of Taiwanese students did not

have any negative attitudes about EMI, and they claimed that their listening skills got better thanks to EMI. This suggests that EMI has the potential to support students' linguistic skills although it does not have a stated goal of improving learners' language skills.

From the perspectives of lecturers, Belhiah and Elhami (2015) conducted a survey with 100 lecturers from various universities in the United Arab Emirates (UAE) in order to investigate the influence EMI has on students' English language proficiency. The results revealed that lecturers believed EMI improved students' English language skills. In a similar vein, a more recent study conducted by Briggs, Dearden, and Macaro (2018) showed similar findings. Data of the study were collected from 167 participants working in secondary and higher institutions. The findings indicated that lecturers think delivering academic content in English would improve their students' English.

Having a look at the studies which belong to the latter category, the study conducted by Lei and Hu (2014) in the Chinese context can be given as an example. Lei and Hu investigated if EMI affected the English language skill of 64 students studying in the Business Administration department. There was no indication of improving one's English language skills through EMI, according to the findings. It should be noted that this study was limited to one year, so this short time period may have hampered the possibility of substantial outcomes. Similarly, Yang (2015) conducted a study with the same purpose. Yang conducted this study in Taiwanese context with the participation of 29 undergraduate students who have started studying in the international tourism department. The students took the "General English Proficiency (GEP) test" before they started their study and after two years of study. No statistically significant difference was found between pre and post- test results. This indicates that individuals who did better in the pre-test still performed better in the post-test, whereas poor achievers displayed little progress between pre- and post-tests. No statistically significant difference was found between pre and post- test results. This indicates that individuals who did better in the pre-test still performed better in the post-test, whereas poor achievers displayed little progress between pre- and post-tests.

Along a different vein, Rogier (2012) found statistically significant differences between the scores of pre and post-test of 59 students who study in the United Arab Emirates. The findings revealed that after four years of EMI study, students' total IELTS band score rose. This study, however, has two significant limitations. The first is concerned with the gender distribution in the study. All participants took part in this study were female, the findings, thus, may have been distorted. Secondly, students who study in different

departments participated in this study, and this calls into question the comparability of IELTS results of students. A very recent study conducted by Yuksel, Soruç, Altay and Curle (2021) aimed at filling the gaps in the literature by investigating the impact of EMI on learners' language proficiency in the long term. 165 undergraduate students who study in different departments in Turkey participated in this study. This longitudinal empirical study aimed at examining if English language proficiency of students improved over time due to the EMI. In addition to this, it was also examined if improving proficiency correlates EMI academic success. The participants took the General English language proficiency test starting their EMI studies and after four years of EMI study. Findings indicated that after four years of EMI study, English language proficiency of students improved., and this progress predicted EMI academic success in EMI Business Administration subjects but not in Mechatronics Engineering subjects, implying that the more competent students were in English, the greater their EMI academic accomplishment. In another study conducted in the Turkish context, Curle, Yuksel, Soruç and Altay (2020) found no statistically significant correlation between English proficiency and EMI academic achievement.

Taking a look at the other studies which investigated factors influencing EMI academic achievement, it is possible to say that there are varied factors affecting EMI academic achievement. Academic self-concept (Neumann, Padden & McDonough, 2019), language learning motivation (Rose, Curle, Aizawa & Thompson, 2019) have all been identified as variables. English language competence, on the other hand, has been the most powerful determinant. Rose et al. (2019) examined the impact of general foreign language competence and EAP on EMI academic achievement. As a result of analyzing course scores of 146 Japanese students studying in the business administration department. Findings showed a positive relationship between General English language competency, EAP and success in EMI. In the context of China, Xie and Curle (2019) found a similar conclusion in respect of the link between English language proficiency and EMI academic success.

Curle, Soruç, Yuksel and Altay (2020) conducted a study in order to investigate the academic success of students who study in the Economics department in Turkey. 159 participants took part in the study, and data collected consisted of test scores of EMI courses, TMI courses and general English proficiency (GEP) scores. The context where the data were collected adopted the Multilingual Model (Macaro,2018) where some courses were taught in English and others in the student's native language (L1). Whereas 20 courses in the programme were taught in English, 41 courses were taught in Turkish. Findings indicated that

GEP was not shown to be a statistically significant predictor of EMI academic achievement. TMI academic achievement, on the other hand, was found to be a strong predictor of EMI success. This result suggests that students who take some courses in their first language in addition to EMI courses are more likely to succeed. Thus, a partial EMI programme known as the Multilingual Model of EMI Implementation rather than full EMI programme is proposed.

2.12.4. Studies investigating challenges EMI lecturers and students face: There is also an increasing number of publications focusing on challenges lecturers and students face in the implementation of EMI. Studies conducted revealed that students from various higher education institutions allegedly suffer from a lack of language proficiency and lecture understanding (Ozer & Bayram, 2019; Sert, 2008; Yildiz, Soruç, & Griffiths, 2017). Sert (2008) reported that EMI students had problems with understanding questions, responding to them correctly, and participating in meaningful communicative activities. Taking a look at the findings of other studies, they revealed that the challenge students face in the EMI context is mostly concerned with vocabulary knowledge (Başıbek et al., 2014; Evans & Green, 2007). In a study conducted with students studying in Hong Kong, Evans and Green (2007) discovered that students' lack of vocabulary expertise, particularly technical terminology, was a key obstacle to comprehending academic content in EMI.

Kamaşak, Sahan and Rose (2020) conducted a study to investigate linguistic challenges EMI students have. Data were collected in a Turkish setting using a questionnaire, and 498 undergraduate students participated in it. According to the findings, writing and speaking were identified to be the most challenging parts of EMI study for students. Students in the study indicated that they have difficulty in organizing essays and using appropriate academic style in writing as well as participating in conversations and comprehending their classmates. In a similar vein, Evans and Morrison (2011) found that students face writing-related challenges, such as organizing writing assignments and expressing ideas properly in English

Another study that focuses on the challenges EMI students face was conducted by Yıldız, Soruç, and Griffiths (2017) in a Turkish setting. Their study aimed at investigating the challenges students face while studying in an EMI program and 83 undergraduate students participated in an open-ended questionnaire. While analyzing the data, six major themes were investigated in relation to students' challenges which are "understanding technical vocabulary, lecturers' inadequate use of English, code switching, the English preparatory-year curriculum, English language skills and the lack of language support in EMI programs" (p.387).

As for challenges EMI lecturers face, Hung and Lan (2017) conducted a study in order to investigate challenges EMI lecturers face. They collected data from 28 lecturers through questionnaires and interviews. Findings of the study demonstrated that lecturers face a variety of challenges. Lecturers are specifically challenged by students' language competency, lecture preparation time, engaging the class conversation in English, and their own language skills.

A very recent study conducted by Ozer (2020) revealed that challenges lecturers face was related to students' unwillingness to speak in English, lack of international students, difficulty in simplifying the content, inadequate lesson comprehension, lack of English terminology, and lack of spontaneity in the classroom.

2.13. Conclusion

EMI appears to be a fast-spreading trend all around the world due to various reasons including having a better place in international rankings, competitions between the private and public sectors, etc. As its popularity grows, it has been attracting the interest of researchers and prompting discussions. It has been researched to date in terms of different aspects, such as perceptions of stakeholders towards EMI, the effects of EMI on language learning, challenges faced by students and lecturers. Though the number of EMI studies is rising, much more research is needed in this area. Especially, studies focusing on the challenges EMI teachers face and strategies they use to overcome, which is stated as an under-researched area by Pun and Thomas (2020), are needed.

Although EMI is seen as an advantage in many respects, it is not a problem-free process. That is to say, studies conducted to date have shown some concerns with regard to EMI implementation. In this regard, this study aims to investigate perceptions with regard to EMI, challenges faced by students and lecturers, and strategies used to overcome them. It hereby aims to contribute to the EMI literature.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter presents the methodology of the current study. Initially, it starts with the section which explains the overall research design, then continues with the details with regard to the setting where the study was conducted, and the participants took part in it. In addition to these, the last section presents the data collection procedure, data gathering instruments utilized in the study, validity and reliability analyses for those data collection tools, and statistical methods used in the research in great detail.

3.2. Overall Design of the Study

The purpose of the study is to investigate the perceptions of students, who study at a foundation university, towards EMI, the challenges EMI lecturers face, and strategies they use to overcome these challenges. In addition to the views of students towards EMI, the examination of whether the stated opinions change according to the descriptive characteristics of the students was also included in the research. In this respect, the research questions that this study addresses are:

1- What are the perceptions of psychology department students at a foundation university in Turkey towards EMI?
   - Do these perceptions differ according to which year they are in?
   - Do these perceptions differ according to whether students study in the English preparatory program or not?
   - Is there a relationship between these perceptions and students' perceived self-efficacy in L2 skills?
2- What are the perceived difficulties regarding the content learning process?
3- What is the perceived impact of EMI on L2 skills?
4- What difficulties do EMI lecturers face in teaching content through English?
5- What strategies do they use to cope with these challenges?

To address research questions, a mixed-methods approach was adopted in this study. The mixed-methods approach, as the name implies, combines two data collection methods, which are quantitative and qualitative. The aim of combining data collection methods is to triangulate the data which allows a researcher to enhance the validity of the evaluation and to

gain a deeper understanding of the phenomenon. According to Manion and Morrison (2007), if a study relies on one single method of data collection, the results of the research may be distorted. In a similar vein, Tashakkori and Tedlie (1998) regard using one single data collection method with disfavor since they consider it as insufficient and partially incorrect data. The questionnaire survey was one of the data collection methods employed in this study, which is considered as an effective instrument since it allows researchers to gather a large amount of data readily and economically, especially if it takes place online (Dörnyei, 2003; Wray & Bloomer, 2006).

Furthermore, this study employs an explanatory sequential mixed method design. A typical study design, according to Duff (2008, p.111) and Creswell and Clark (2017), begins with a questionnaire, then is followed up with a limited number of participants who show a desire to engage in future investigations and who represent significant industries or categories of cases within the wider survey. The current study was designed in the direction proposed by Duff (2008) and Creswell and Clark (2017).

3.3. Research Setting

Considering the increasing number of EMI provisions, EMI is becoming more prevalent in Turkish HE (Büyükkantarcı,2004; Kırkgöz, 2005). That is why the current study was conducted at one of the foundation universities in Turkey that provide English-medium courses. This study takes psychology as its focus because it has been proven that psychology is one of the disciplines in which English is the predominant language (Groddol, 1997 as cited in Arik &Arik, 2018).

In terms of the language of instruction, universities in Turkey provide three types of education: First, all psychology courses are taught in Turkish; second, all psychology courses are taught in English; and third, 30% (known as partial implementation of EMI) of psychology courses, such as Research Methods, Introduction to Psychology are taught in English, whereas the rest are taught in Turkish. According to the data presented by CoHE Program Atlas (2020), there has been significant growth in the number of HE institutions offering psychology degrees, which subsequently leads to an increase in the number of students enrolled in these departments. Table 4 given below shows the change in number in 24 years.

Table 4

The number of universities with a psychology department and students in these departments in Turkey

Year	The number of universities with a psychology department	The number of students studying in psychology department
2020	107	-
2015	72	5,809
2010	34	2,128
2005	22	954
2000	13	489
1996	10	391

In 2015, 31 out of 79 programs were offered in English, four programs offered 30% of psychology courses in English, and the rest (44 programs) were taught in Turkish. While 48 of 107 universities with a psychology department are state universities in 2020, 59 are foundation universities.

Taking a look at the setting where the current study was conducted, the university is located in the Marmara Region in Turkey. It has six faculties, two vocational schools, postgraduate institute, and it offers 199 associate degrees, 168 undergraduate, 64 master's, and six doctoral programs. Students enrolled in full English medium programs are supposed to take an English proficiency exam. The passing mark for this proficiency exam is 70, and students who get this score are excused from the English Preparatory Program. They are considered to have language proficiency at B2 level and are considered to have passed the preparatory program. Preparatory Program Education is required for students who do not meet the required proficiency level. The Preparatory Programme provides general English courses in order to enable students to become the "independent user" (B2) level according to the Common European Framework of Reference for Languages (CEFR). The Preparation Program consists of four separate tracks (A2, B1, B1+, B2). During the program, students' performances are evaluated in different methods and techniques (quizzes, homework, written, oral exam, practice, etc.) and all these affect the final grade. At the end of the year, the average of the General Evaluation Test (GET) and track grades determine the success level of the students.

3.4. Participants

The population of this research included both students studying in the EMI program and lecturers giving lessons in the EMI program. Whereas the number of students who participated in the research was 89, the number of lecturers who participated in the research was seven.

Table 5

Participants' Characteristics

Participants' Characteristics	Category	Frequency (n)	Percentage (%)
Gender	Female	44	49.4%
	Male	45	50.6%
Year of Study	First	23	25.8%
	Second	26	29.2%
	Third	26	29.2%
	Fourth	14	15.7%
	Other	1	1.1%
High School	Anatolian High School	39	43.8%
	Anatolian Vocational High School	14	15.7%
	General High School	4	4.5%
	Vocational High School	3	3.4%
	Private High School	28	31.5%
English Preparatory Program	No	17	19.1%
	Yes	72	80.9%

The distribution of the student participants by gender is as follows: 49.4% Female (n=44), 50.6% Male (n=45). The distribution of the students by grade, year of study, and high school is as follows: 25.8% 1st grade (n=23), 29.2% 2nd grade (n=26), 29.2% 3rd grade (n=26), 15.7% 4th grade (n=14), 1.1% other (n=1), 43.8% Anatolian High School (n=39), 15.7% Anatolian Vocational High School (n=14), 4.5% General High School (n=4), 3.4% Vocational High School (n=3), 31.5% Private High School (n=28). 19.1% of the participants did not study in the English Preparatory Program (n=17), and 80.9% did (n=72).

The statistics of the students' proficiency exam scores and overall grade point averages (GPA) are given in Table 6 below:

Table 6

Statistics of the Prep Proficiency Exam and GPA Scores

Score	Category	Frequency (n)	Percentage (%)
	Between 70-75	50	56.2%
	Between 75-80	20	22.5%
Prep Proficiency	Between 80-85	9	10.1%
Exam Score	Between 85-90	8	9.0%
	Between 90-95	1	1.1%
	Between 95-100	1	1.1%
	Between 0-2	7	7.9%
	Between 2-2.5	15	16.9%
GPA Scores	Between 2.5-3	33	37.1%
	Between 3-3.5	21	23.6%
	Between 3.5-4	13	14.6%

The distribution of the students according to the preparatory proficiency exam scores is as follows: 56.2% 70-75 (n=50), 22.5% 75-80 (n=20), 10.1% 80-85 (n=9), 9.0% 85-90 (n=8), 1.1% 90-95 (n=1), 1.1% 95-100 (n=1). The statistics on the current grade point averages of the students are as follows; 7.9% 0-2.0 (n=7), 16.9% 2-2.5 (n=15), 37.1% 2.5-3.0 (n=33), 23.6% 3-3.5 (n=21), 14.6% between 3.5-4.0 (n=13).

The distribution of the lecturer group by gender is as follows; four male and three female lecturers participated in the study. They all hold a doctorate degree. Their years of experience in teaching through English range from two years to 20 years.

3.5. Data Collection

In the current study, two data collection instruments – a survey questionnaire and individual interviews – were used. The data collection process for this sequential mixed-method study was divided into two phases: first, for the quantitative part, questionnaires aimed at collecting data about students' perceptions towards EMI and the practices of EMI lecturers, the second phase included interviews with volunteer participants, which provided a deeper understanding of the phenomenon.

Prior to collecting the data, ethical approval was obtained from the administration of the respective HE institution (See Appendix A). The participants were informed that their answers would only be used within the scope of the research.

3.5.1. Data Collection Tools: As shown in Figure 3, questionnaires were the initial data gathering tools utilized. To start with the questionnaire administered to the students, it was prepared and first utilized by Tarhan (2003) with the intention of examining students' opinions of EMI in secondary school. Then, within the scope of his doctoral dissertation, Arkın (2013) modified the questionnaire for higher education students. This updated version was given to students studying in the psychology department in the current study. The questionnaire was administered in Turkish in terms of practicality. The existing questionnaire was used in the current study since it was deemed to be valid and reliable by professionals and was therefore recognized by the Research and Development Center for Education of the Ministry of Education in Turkey after the reliability measurements revealed high values (Arkın,2013).

Figure 3

Data Collection Tools
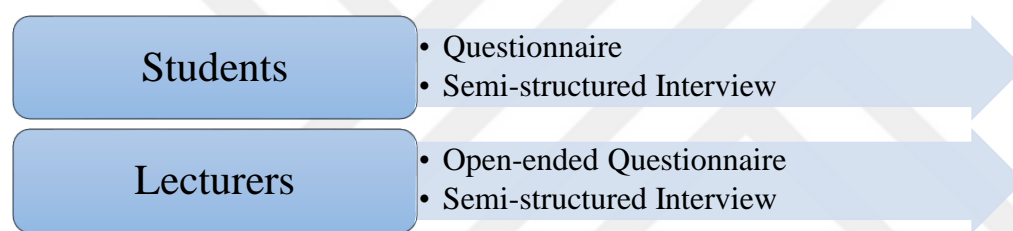
The questionnaire (Appendix B) was divided into three sections. The first component included items about demographic data and the use of English in the EMI program. The second part was concerned with the students' perceptions regarding foreign language and English as a foreign language. The last part consisted of items in order to reveal students' perspectives on EMI including general perceptions and instructional process. The questionnaire was conducted online in the 2020- 2021 academic year.

The questionnaire (Appendix C) administered to the lecturers was open-ended. The choice to utilize an open-ended questionnaire was made in order to support the respondents' anonymity, encouraging more comprehensive responses. The questions in the questionnaire were prepared and used in a recent study conducted by Ozer (2020). Whereas the first part of the questionnaire included socio-demographic questions, the second part included nine open-ended questions about EMI implementation. It was administered in English to the faculty members who teach in the psychology department.

The reliability and validity of the questionnaire are examined in this section of the study. In the study, Cronbach's Alpha reliability analyzes were applied in order to control the

reliability levels of the scale and sub-dimensions. Cronbach's Alpha is obtained by dividing the sum of the variances of the questions in a scale by the overall variance. With the alpha coefficient, it is tried to determine whether the questions in a scale form a homogeneous structure in certain groups. It takes a value between 0 and 1. A negative alpha value means that the reliability is impaired. For the Cronbach's Alpha coefficient, the corresponding reliability level for the intervals in Table 7 below can generally be defined in social sciences (Özdamar, 2016, p.114).

Table 7

Cronbach's Alpha Reference Values

Values	Confidence Level
Alpha <0.50	Unacceptable
0.50<Alpha<0.70	Acceptable
0.70<Alpha<0.80	Good and Acceptable
0.80<Alpha<0.90	Good
0.90<Alpha	Excellent

Cronbach's Alpha reliability analysis was performed on a pilot sample before being applied to the final data set. Explanatory factor analysis was used to examine the structural validity of the scales.

When a researcher wants to figure out which variables in a single dataset create consistent subsets that are largely independent of one another, they utilize explanatory factor analysis. Factors are variables that are connected to each other but are mostly independent of other groupings of variables. The fundamental mechanisms that generate correlations between variables are assumed to be reflected in factors (Tabachnick & Fidell, 2013).

Before the explanatory factor analysis, Kaiser Meyer Olkin (KMO) sampling adequacy value and Bartlett sphericity test statistics were checked. The Kaiser Meyer Olkin measure of sampling adequacy indicates the adequacy of the scale consisting of k items in measuring the phenomenon. To quantify phenomena, scales made up of a variety of questions might be created. The Kaiser Meyer Olkin sample adequacy value indicates the adequacy of the current sample consisting of k items in measuring the phenomenon compared to its

counterparts. The value must be greater than 0.5. If the value gets closer to 1, it indicates that the current scale is a scale of high adequacy in measuring the phenomenon (Özdamar, 2016)

The Bartlett sphericity test, on the other hand, determines whether the items of the current scale are related to each other and whether the scale consists of at least one or more sub-dimensions. If the Bartlett sphericity test probability value is p>0.05, it means that the items in the scale are independent from each other or that they are not at a sufficient level of correlation. A Sig.<0.05 level means that the scale is effective in measuring the sub-dimensions of the phenomenon. (Özdamar, 2016).

3.5.2. Pilot Data Reliability Analysis: In the initial stage of the study, the questionnaire was applied to 50 students for the purpose of the pilot study. Participants were composed of students who study in the EMI program at the same foundation university. Reliability levels of the scales were checked with the data obtained from the 50 students who participated in the pilot study. Findings of the pilot study are given in Table 8 below;

Table 8

Pilot Study Reliability Analysis

Scale	Item number	Cronbach's Alpha
English as a Foreign Language and a Foreign Language (General Attitudes and Opinions) Scale	16	.70
English as a Medium of Instruction (General Attitude and Perceptions) Scale	18	.73
English as a Medium of Instruction (Instructional Process) Scale	23	.71
English as a Medium of Instruction (Learning the Content Course) Sub-Dimension	16	.70
English as a Medium of Instruction (Language Skills) Sub-Dimension	7	.72

Taking a look at the table, it's apparent that all the scales and sub-dimensions have Cronbach's Alpha reliability values of 0.7 to 0.8. On the basis of the finding (0.70<Alpha<0.80), it can be said that scales and sub-dimensions are reliable measurement tools, so it was decided to proceed to the final data collection process for the study.

3.5.3. Validity and Reliability Analysis: Scale and sub-dimension reliability analyzes were repeated with the collected data after the pilot study, and explanatory factor analysis were performed to reveal the findings regarding the structural validity of the scales.

3.5.3.1. Validity and Reliability Analysis of the Foreign Language and English as a Foreign Language (General Attitudes and Opinions) Scale: The scree plot was created to determine the ideal number of factors in the explanatory factor analysis applied to the English as a Foreign Language and Foreign Language (General Attitudes and Opinions) scale with the varimax rotation method, and it is presented in Graph 1 below;

Graph 1

Scree Plot Graph of Scale 1

When the graph is examined, it can be observed that the eigenvalue decreases for up to two components is very high, and there is no significant decrease in eigenvalue after the nine components where the eigenvalue decrease continues from two to nine components. Under these conditions, it can be said that the optimal number of factors for the scale is between three and eight. The validity and reliability analysis findings applied to the scale are presented in Table 9.

Table 9

Validity and Reliability Analysis of the Scale 1

Item	Component					% of Variance	Cumulative %	Cronbach's Alpha
	F1	F2	3	4	5			
Item 9	.88					17.15	17.15	.78
Item 6	.82							

Item					
Item 15	.72				
Item 2		.84			
Item 1		.81	14.60	31.75	.71
Item 3			.88		
Item 4			.76		
Item 7			.65	13.74	45.50	.54
Item 5			.60		
Item 10			.49		
Item 11				.87	
Item 12				.86	12.20	57.71	.63
Item 13				.54	
Item 16					.82
Item 8					.78	11.36	69.08	.67

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	KMO=.53
Bartlett's Test of Sphericity	$\chi^2(120)=632.615*$ Sig.=0.000
Scale Cronbach's Alpha	.72

*(%5) significance, χ^2: Chi-Square test statistic (brackets contain the test degrees of freedom), F1: role and status of English, F2: popularity of English, F3: need for learning English, F4: significance of learning English, F5: degeneration of the native language

In the explanatory factor analysis applied to the scale, only item 14 (F. P=0.42) was found to be included in a factor other than the related factor. No problem was observed in the remaining scale items after the stated item was excluded from the scale. When the factor scores calculated for the scale items are examined, it is seen that all of them are above 0.4. On the other hand, when the explained variance rate by five factors is examined, it is seen that approximately 69% of the total variance can be explained. While it is seen that the scale Kaiser-Meyer-Olkin Measure of Sampling Adequacy indicates sufficient sampling adequacy (KMO>0.5), the Bartlett sphericity test findings show that the scale items at the 5% significance level are at a statistically sufficient level to explain the factors as superstructure. ($\chi^2(120) = 632.615$, Sig.<0.05). When the Cronbach's Alpha reliability coefficients calculated for the scale and the factors are examined, it is clear that they all indicate a high level of reliability.

In the light of the exploratory factor analysis and reliability analysis findings, the English as a Foreign Language and Foreign Language (General Attitudes and Opinions) scale

is structurally valid and reliable with five factors (role and status of English, popularity of English, need for learning English, significance of learning English, degeneration of native language).

3.5.3.2. Validity and Reliability Analysis of Foreign Language (English) Medium of Instruction (General Attitude and Perceptions) Scale: The scree plot for the Scale of English as a Medium of Instruction (General Attitude and Perceptions) is presented below.

Graph 2

Scree Plot Graph of Scale 2
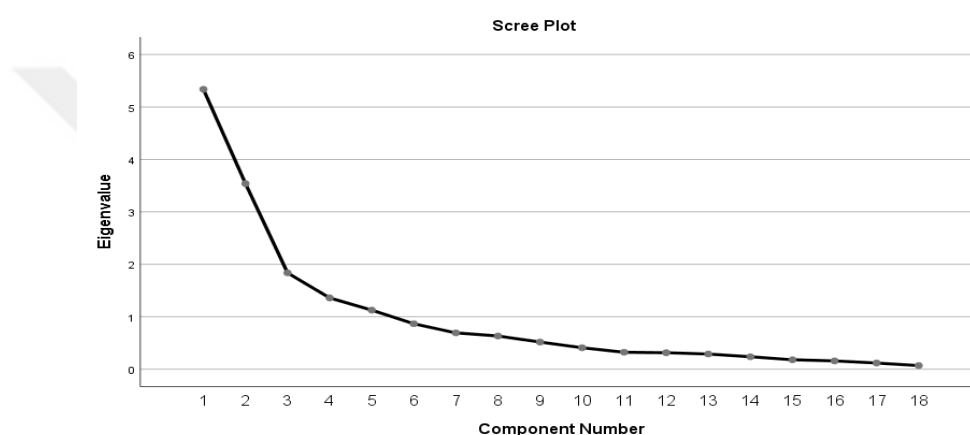
When the number of components and decreases in eigenvalues are examined, it is seen that it is ideal for the scale to discover factors between three and seven. The validity and reliability analysis applied to the scale are reported in Table 10 below.

Table 10

Validity and Reliability Analysis of Scale 2

Item	Component			% of Variance	Cumulative %	Cronbach's Alpha
	F1	F2	F3			
Item 2	.89					
Item 15	.88					
Item 16	.75			29.29	29.29	.90
Item 18	.75					
Item 3	.69					
Item 5		.66		17.52	46.82	.84

Item 9	.54			
Item 17	.88			
Item 11	.84			
Item 13	.78			
Item 12	.71			
Item 14	.67	12.69	59.51	.59
Item 4	.66			
Item 10	.65			
Item 1	.55			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		KMO=.70		
Bartlett's Test of Sphericity		$\chi^2 (153)=966.013*$	Sig.=0.000	
Scale Cronbach's Alpha		.84		

*(%5) significance, χ^2: Chi-Square test statistic (brackets contain the test degrees of freedom), F1: negative views regarding EMI F2: problems encountered during EMI, F3: personal, social, and cultural benefits of studying in an EMI program

In the exploratory factor analysis applied to the scale, it is seen that three items are included in the factors that are not related to them. The items are as follows; item seven (F. P=0.85), item eight (F. P=0.69), item six (F. P=0.56). After these three items were excluded from the scale, all the remaining items formed a factor with the items related to them. It was observed that the factor scores of all remaining items in the scale were above 0.5 and the scale variance, which could be explained by three factors, was approximately 60%.

The scale KMO sampling adequacy criterion indicates a high degree of sampling adequacy. (KMO>0.7). As for Bartlett sphericity test findings, scale items are at a sufficient level of correlation for 5% significance level to explain the superstructure. (χ2 (153) = 966.013, Sig.<0.05). When the Cronbach's Alpha reliability coefficients of the scale and the factors were examined, it was seen that all of them were at the level of sufficient and higher reliability.

As a result of the validity and reliability analysis, it can be said that the Foreign Language (English) Medium of Instruction (General Attitude and Perceptions) Scale, having the following factors: negative views regarding EMI, problems encountered in EMI and personal, social and cultural benefits of studying in an EMI program is found structurally valid and reliable tool.

3.5.3.3. Validity and Reliability Analysis of Foreign Language (English) Medium of Instruction (Instructional Process) Scale: The scree plot for the scale of English as a Medium of Instruction (Instructional Process) is presented below.

Graph 3

Scree Plot Graph of Scale 3
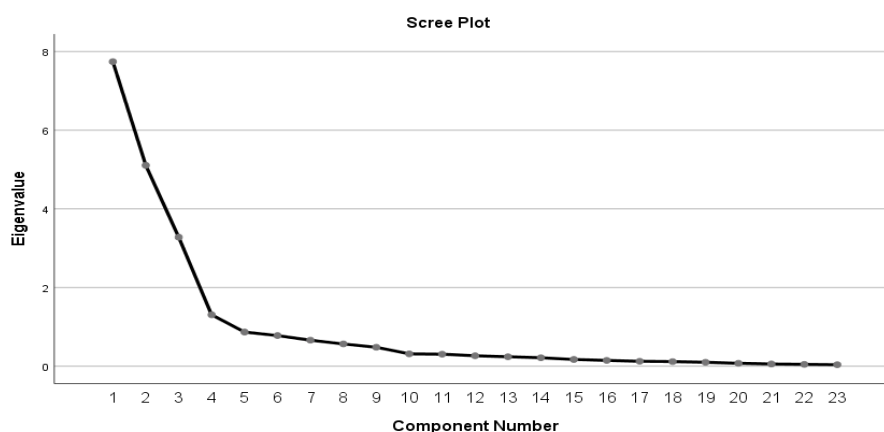
When the graph is examined, it can be said that the ideal factor number for the scale is between four and eight on the basis of the relationship between the number of components and the decrease in eigenvalue. The validity and reliability analysis applied to the scale are presented in Table 11.

Table 11

Validity and Reliability Analysis of Scale 3

Item	Component				% of Variance	Cumulative %	Cronbach's Alpha
	1	2	3	4			
Item 18	.92						
Item 19	.91						
Item 21	.91				23.09	23.09	.94
Item 20	.91						
Item 17	.87						
Item 15	.75						
Item 6		.89					
Item 7		.86					
Item 10.		.86			22.59	45.69	.93
Item 2		.80					
Item 5		.68					

Item 4	.59				
Item 11	.79				
Item 12	.72				
Item 3	.64				
Item 16	.63				
Item 9		.88			
Item 8		.84	15.80	61.50	.84
Item 13		.71			
Item 1		.55			
Item 22			.65		
Item 23			.58	14.30	75.80	.82
Item 14			.41		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.				KMO=.79	
Bartlett's Test of Sphericity				χ^2 (253)=2039.971*	Sig.=0.000
Scale Cronbach's Alpha				.88	

*(%5) significance, χ^2: Chi-Square test statistic (brackets contain the test degrees of freedom) F1: impact of EMI on L2 language skills, F2: perceived difficulties, F3: positive effects of students' English competence on EMI courses, F4: negative impact of EMI on the native language

In the analysis applied to the scale, it was observed that all of the items were distributed across the relevant factors. While the scale KMO value indicated high sampling adequacy (KMO>0.7), the Bartlett sphericity test findings also indicated that the scale items are in a sufficient relationship at the 5% significance level. (χ^2(253) =2039.971, Sig.<0.05). Cronbach's Alpha reliability coefficients calculated for the factors and the scale showed that all factors and the scale are at a high level of reliability.

As a result of the validity and reliability analysis, it can be said that the scale, having the following factors: impact of EMI on L2 language skills, perceived difficulties, positive impacts of students' English competence on EMI courses, negative impact of EMI on L1, is found structurally valid and reliable tool.

3.6. Data Analysis

3.6.1. Quantitative Data Analysis: The survey data collected online within the scope of the research was first transferred to the Microsoft Excel program, after the necessary numerical coding was done, it was transferred to the IBM SPSS 22.0 version and the said package program was used in the continuation of the research.

The descriptive findings were presented in the first part of the findings section. In the second part, the frequency distributions and the mean and standard deviation values of the answers given to the questions in the scale were presented. In the third part, there are

descriptive statistics of the scale factor values obtained from the scale item averages, and normal distribution tests. In the fourth part, there were hypothesis tests for the research questions that needed to be answered through hypothesis tests. Non-parametric hypothesis tests, which are known to be more reliable in these conditions, were used because the variables subject to the hypothesis tests did not fit the normal distribution.

Whereas Mann Whitney U test was applied in order to detect the differences between the two groups, the Kruskal Wallis H test was applied to detect the differences between more than two groups. (Karagöz, 2016).

The null and alternative hypotheses for the Mann Whitney U test are as follows:

H0: $\mu 1 = \mu 2$ (There is no statistically significant difference between the means of the two groups.)

H1: $\mu 1 \neq \mu 2$ (There is a statistically significant difference between the means of the two groups.)

When there is a significant difference as a result of comparing the calculated significance value of the Z test statistic with the selected significance levels (10%, 5% and 1%), the group means are interpreted by making a comparison.

The null and alternative hypotheses for the Kruskal Wallis H test are as follows:

H0: $\mu 1 = \mu 2 = \mu 3 = \mu m$ (There is no statistically significant difference between m group averages.)

H1: $\mu 1 = \mu 2 = \mu 3 = \mu m$ (at least one of the m group averages is statistically significantly different from the others.)

Non-parametric Spearman Correlation analysis was used to examine the relationships between students' self-efficacy perceptions and factors. The interpretation of the correlation coefficients can be made as follows (Akgül & Çevik, 2003, p. 358):

If RXY=0, there is no correlation between X and Y,

0.00<RXY≤0.25 Very weak positive correlation between X and Y,

0.26≤RXY≤0.49 Weak positive correlation between X and Y,

0.50≤RXY≤0.69 Moderate positive correlation between X and Y,

0.70≤RXY≤0.89 High degree of positive correlation between X and Y,

0.90≤RXY <1 Very high degree of positive correlation between X and Y,

If RXY=1, there is full correlation between X and Y.

The sign of the correlation coefficient indicates the direction of the correlation. In the study, the critical significance value was chosen as 0.05 among all hypothesis tests, and the tests were interpreted at 95% confidence level.

3.6.2. Qualitative Data Analysis: On the other side, thematic analysis was performed in order to make sense of the qualitative data obtained through open-ended questionnaires and interviews. After semi-structured interviews were transcribed, thematic analysis was done to identify codes and themes. Then, the participants' responses were analyzed in terms of these occurring themes and were grouped under them depending on the frequency.

CHAPTER 4

FINDINGS

In this chapter, the findings obtained as a result of the analysis of the survey data are presented with tables and comments.

4.1. Quantitative Data

4.1.1. Descriptive Findings: The reasons for the participants to prefer an EMI program are given in Table 12 below:

Table 12

Reasons for choosing an EMI program

Reasons	Frequency (n)	Percentage (%)
Having a quality education	45	50.6%
To learn English language better	53	59.6%
EMI will enable me to follow the works done in my field.	68	76.4%
Studying in English will help me find a job	50	56.2%
Choice of my family	5	5.6%
Due to my score	7	7.9%

The distribution of the answers provided by the students to the question about the reasons for choosing an EMI program is as follows: 50.6% to get a quality education (n=45), 59.6% to learn English better (n=53), 76.4% EMI will enable me to follow the works done in my field (n=68), 56.2% studying in English will help me find a job (n=50), 5.6% choice of my family (n=5), 7.9% due to my score (n=7). Statistics on students' own perceptions of English proficiency are presented in Table 13 below:

Table 13

Perceived Self-Efficacy in L2 Skills

Language Skill	Poor		Average		Good		Excellent	
	N	%	N	%	N	%	N	%
Reading	0	0.0%	9	10.1%	55	61.8%	25	28.1%
Writing	6	6.7%	27	30.3%	48	53.9%	8	9.0%
Listening	3	3.4%	37	41.6%	34	38.2%	15	16.9%
Speaking	10	11.2%	44	49.4%	28	31.5%	7	7.9%
Grammar	9	10.1%	35	39.3%	37	41.6%	8	9.0%
Vocabulary	4	4.5%	48	53.9%	34	38.2%	3	3.4%

Students stated their self-efficacy in reading English as follows: 10.1% average (n=9), 61.8% good (n=55), 28.1% excellent (n=25). Students stated their self-efficacy in writing in English as follows; 6.7% poor (6), 30.3% average (n=27), 53.9% good (n=48), 9.0% excellent (n=8). Students stated their self-efficacy in English listening as follows; 3.4% poor (3), 41.6% average (n=37), 38.2% good (n=34), 16.9% excellent (n=15). Students stated their self-efficacy in speaking English as follows; 11.2% poor (n=10), 49.4% average (n=44), 31.5% good (n=28), 7.9% excellent (n=7). Students stated their self-efficacy in English grammar as follows; 10.1% poor (9), 39.3% average (n=35), 41.6% good (n=37), 9.0% excellent (n=8). Students stated their self-efficacy in English vocabulary as follows; 4.5% poor (n=4), 53.9% average (n=48), 38.2% good (n=34), 3.4% excellent (n=3).

Table 14 below demonstrates statistics on the students' opinions and expectations about the frequency of English used in classrooms and examinations.

Table 14

The Use of English in Classes/ Examinations and Expectations of Students

Course Type	Always English		Mostly English		Sometimes English		Always Turkish	
	N	%	N	%	N	%	N	%
Frequency of English use in courses								
Content Courses	78	87.6%	8	9.0%	2	2.2%	1	1.1%
Elective Content Courses	77	86.5%	7	7.9%	2	2.2%	3	3.4%
Elective Courses	66	74.2%	9	10.1%	4	4.5%	10	11.2%
Frequency of English use in exams								
Content Courses	82	92.1%	5	5.6%	1	1.1%	1	1.1%
Elective Content Courses	81	91.0%	4	4.5%	1	1.1%	3	3.4%
Elective Courses	69	77.5%	6	6.7%	4	4.5%	10	11.2%
preference for the frequency of English use in the courses								
Content Courses	67	75.3%	19	21.3%	3	3.4%	0	0.0%
Elective Content Courses	65	73.0%	22	24.7%	2	2.2%	0	0.0%
Elective Courses	55	61.8%	20	22.5%	7	7.9%	7	7.9%

The frequency of English used in content courses is as follows; 87.6% always English (n=78), 9.0% mostly English (n=8), 2.2% sometimes English (n=2), 1.1% always Turkish (n=1). The frequency of English used in elective content courses is as follows; 86.5% always English (n=77), 7.9% mostly English (n=7), 2.2% sometimes English (n=2), 3.4% always Turkish (n=3). The frequency of English used in elective courses is as follows; 74.2% always in English (n=66), 10.1% mostly in English (n=9), 4.5% sometimes in English (n=4), 11.2% always in Turkish (n=10).

The frequency of English used in the exams of content courses is as follows; 92.1% always English (n=82), 5.6% mostly English (n=5), 1.1% sometimes English (n=1), 1.1% always Turkish (n=1). The frequency of English used in the exams of elective content courses is as follows; 91.0% always in English (n=81), 4.5% mostly in English (n=4), 1.1% sometimes in English (n=1), 3.4% always in Turkish (n=3). The frequency of English used in the exams of elective courses is as follows; 77.5% always English (n=69), 6.7% mostly English (n=6), 4.5% sometimes English (n=4), 11.2% always Turkish (n=10).

The expectation of students with regard to the frequency of the use of English in content courses is as follows; 75.3% always in English (n=67), 21.3% mostly in English (n=19), 3.4% sometimes in English (n=3). The expectation of students with regard to the frequency of the use of English in content elective courses is as follows; 73.0% always English (n=65), 24.7% mostly English (n=22), 2.2% sometimes English (n=2). The expectation of students with regard to the frequency of the use of English in elective courses is as follows; 61.8% always English (n=55), 22.5% mostly English (n=20), 7.9% sometimes English (n=7), 7.9% always Turkish (n=7).

4.1.2. Scale Frequency Analysis: The frequency distributions of the answers given to the scale items, the item mean, and standard deviation values were presented in this part of the study. The frequency analysis of the first scale is given in Table 15 below:

Table 15

Foreign Language and English as a Foreign Language (General Attitudes and Opinions) Scale Frequency Analysis

Items	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree		mean	standard deviation values
	n	%	N	%	n	%	N	%	n	%		
Item 1	0	.0	0	.0	0	.0	18	20.2	71	79.8	4.80	.40
Item 2	0	.0	1	1.1	2	2.2	12	13.5	74	83.1	4.79	.53
Item 3	0	.0	0	.0	0	.0	4	4.5	85	95.5	4.96	.21
Item 4	0	.0	0	.0	0	.0	1	1.1	88	98.9	4.99	.11
Item 5	0	.0	0	.0	0	.0	12	13.5	77	86.5	4.87	.34
Item 6	0	.0	4	4.5	3	3.4	29	32.6	53	59.6	4.47	.77
Item 7	0	.0	1	1.1	1	1.1	11	12.4	76	85.4	4.82	.49
Item 8	20	22.5	36	40.4	14	15.7	8	9.0	11	12.4	2.48	1.28
Item 9	4	4.5	3	3.4	5	5.6	26	29.2	51	57.3	4.31	1.04
Item 10	0	.0	0	.0	0	.0	12	13.5	77	86.5	4.87	.34
Item 11	0	.0	1	1.1	10	11.2	9	10.1	69	77.5	4.64	.73
Item 12	0	.0	0	.0	1	1.1	14	15.7	74	83.1	4.82	.41
Item 13	1	1.1	4	4.5	9	10.1	13	14.6	62	69.7	4.47	.93
Item 14	0	.0	0	.0	6	6.7	18	20.2	65	73.0	4.66	.60
Item 15	3	3.4	14	15.7	36	40.4	16	18.0	20	22.5	3.40	1.10
Item 16	23	25.8	26	29.2	20	22.5	4	4.5	16	18.0	2.60	1.40

"1-*Learning a foreign language is necessary for everyone in our country.*" The frequency distributions of the responses given to the item are as follows; 20.2% agree (n=18), 79.8% strongly agree (n=71). When the item mean (4.80±.40) is examined, it is seen that the sample mean is close to the answer I strongly agree.

"2- *Learning English is necessary for everyone in our country.*" The frequency distributions of the responses given to the item are as follows; 1.1% disagree (n=1), 2.2% not sure (n=2), 13.5% agree (n=12), 83.1% strongly agree (n=74). When the item mean (4.79±.53) is examined, it is seen that the sample mean is close to the answer I strongly agree.

"3-*Learning a foreign language is necessary for me.*" The frequency distributions of the responses given to the item are as follows; 4.5% agree (n=4), 95.5% strongly agree (n=85). When the item mean (4.96±.21) is examined, it is seen that the sample mean is close to the answer I strongly agree.

"4- *Learning English is necessary for me.*" The frequency distributions of the responses given to the item are as follows; 1.1% agree (n=1), 98.9% strongly agree (n=88). When the item mean (4.99±.11) is examined, it is seen that the sample mean is close to the answer I strongly agree.

"5- *It is pleasing to be learning English.*" The frequency distributions of the responses given to the item are as follows; 13.5% agree (n=12), 86.5% strongly agree (n=77). When the item average (4.87±.34) is examined, it is seen that the sample mean is close to the answer I strongly agree.

"6- *Knowing English makes one gain prestige in a society.*" The frequency distributions of the responses given to the item are as follows; 4.5% disagree (n=4), 3.4% not sure (n=3), 32.6% agree (n=29), 59.6% strongly agree (n=53). When the item mean (4.47±.77) is examined, it is seen that the sample mean is close to the answer I agree.

"7- *It is important to learn English at an advanced level.*" The frequency distributions of the responses given to the item are as follows; 1.1% disagree (n=1), 1.1% not sure (n=1), 12.4% agree (n=11), 85.4% strongly agree (n=76). When the item mean (4.82±.49) is examined, it is seen that the sample mean is close to the answer I strongly agree.

"8- *Foreign language medium instruction leads to degeneration of the native language.*" The frequency distributions of the responses given to the item are as follows;

22.5% strongly disagree (n=20), 40.4% disagree (n=36), 15.7% not sure (n=14), 9.0% agree (n=8), 12.4% strongly agree (n=11). When the item mean (2.48±1.28) is examined, it is seen that the sample mean is close to the disagree answer.

"*9-The spread of English positively affects the culture of a person.*" The frequency distributions of the responses given to the item are as follows; 4.5% strongly disagree (n=4), 3.4% disagree (n=3), 5.6% not sure (n=5), 29.2% agree (n=26), 57.3% strongly agree (n=51). When the item mean (4.31±1.04) is analyzed, it is seen that the sample mean is close to the answer I agree.

"*10-Knowing English is advantageous for a person.*" The frequency distributions of the responses given to the item are as follows; 13.5% agree (n=12), 86.5% strongly agree (n=77). When the item average (4.87±.34) is examined, it is seen that the sample mean is close to the answer I strongly agree.

"*11- English should be taught as an obligatory course in primary school.*" The frequency distributions of the responses given to the item are as follows; 1.1% disagree (n=1), 11.2% not sure (n=10), 10.1% agree (n=9), 77.5% strongly agree (n=69). When the item mean (4.64±.73) is examined, it is seen that the sample mean is close to the answer I strongly agree.

"*12-English should be taught as an obligatory course in secondary school.*" The frequency distributions of the responses given to the item are as follows; 1.1% not sure (n=1), 15.7% agree (n=14), 83.1% strongly agree (n=74). When the item average (4.82±.41) is examined, it is seen that the sample mean is close to the answer I strongly agree.

"*13-English should be carried on as an obligatory foreign language at tertiary level.*" The frequency distributions of the responses given to the item are as follows; 1.1% strongly disagree (n=1), 4.5% disagree (n=4), 10.1% not sure (n=9), 14.6% agree (n=13), 69.7% strongly agree (n=62). When the item average (4.47±.93) is examined, it is seen that the sample mean is close to the answer I agree.

"*14-Languages other than English should be taught as selective courses at higher education.*" The frequency distributions of the responses given to the item are as follows; 6.7% not sure (n=6), 20.2% agree (n=18), 73.0% strongly agree (n=65). When the item average (4.66±.60) is examined, it is seen that the sample mean is close to the answer I strongly agree.

"15-Common use of English affects Turkish in a positive way." The frequency distributions of the responses given to the item are as follows; 3.4% strongly disagree (n=3), 15.7% disagree (n=14), 40.4% not sure (n=36), 18.0% agree (n=16), 22.5% strongly agree (n=20). When the item mean (3.40±1.10) is examined, it is seen that the sample mean is close to the answer "not sure".

"16-Foreign language medium of instruction prevents the use of native language." The frequency distributions of the responses given to the item are as follows; 25.8% strongly disagree (n=23), 29.2% disagree (n=26), 22.5% not sure (n=20), 4.5% agree (n=4), 18.0% strongly agree (n=16). When the item mean (2.60±1.40) is examined, it is seen that the sample mean is close to the answer "not sure".

The frequency analysis of items of the second scale is presented in Table 16 below:

Table 16

English as a Medium of Instruction (General Attitude and Perceptions) Frequency Analysis of Scale Items

Items	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree		mean	Standard deviation
	N	%	N	%	N	%	N	%	N	%		
Item 1	0	.0	2	2.2	2	2.2	22	24.7	63	70.8	4.64	.64
Item 2	19	21.3	40	44.9	13	14.6	6	6.7	11	12.4	2.44	1.25
Item 3	28	31.5	30	33.7	7	7.9	5	5.6	19	21.3	2.52	1.52
Item 4	2	2.2	4	4.5	3	3.4	43	48.3	37	41.6	4.22	.89
Item 5	10	11.2	26	29.2	15	16.9	27	30.3	11	12.4	3.03	1.25
Item 6	2	2.2	10	11.2	5	5.6	34	38.2	38	42.7	4.08	1.07
Item 7	19	21.3	31	34.8	19	21.3	13	14.6	7	7.9	2.53	1.21
Item 8	8	9.0	18	20.2	21	23.6	16	18.0	26	29.2	3.38	1.34
Item 9	7	7.9	14	15.7	23	25.8	21	23.6	24	27.0	3.46	1.26
Item 10	3	3.4	2	2.2	4	4.5	21	23.6	59	66.3	4.47	.94
Item 11	2	2.2	0	.0	4	4.5	18	20.2	65	73.0	4.62	.78
Item 12	0	.0	0	.0	1	1.1	21	23.6	67	75.3	4.74	.47
Item 13	2	2.2	3	3.4	6	6.7	24	27.0	54	60.7	4.40	.93
Item 14	0	.0	1	1.1	5	5.6	18	20.2	65	73.0	4.65	.64
Item 15	32	36.0	29	32.6	9	10.1	7	7.9	12	13.5	2.30	1.39
Item 16	28	31.5	33	37.1	6	6.7	5	5.6	17	19.1	2.44	1.47
Item 17	2	2.2	1	1.1	2	2.2	28	31.5	56	62.9	4.52	.80
Item 18	27	30.3	30	33.7	16	18.0	7	7.9	9	10.1	2.34	1.27

"1-Teaching content courses at higher education in English is beneficial." The frequency distributions of the responses given to the item are as follows; 2.2% disagree (n=2),

2.2% not sure (n=2), 24.7% agree (n=22), 70.8% strongly agree (n=63). When the item average (4.64±.64) is examined, it is seen that the sample mean is close to the answer I strongly agree.

"*2-Medium of instruction at tertiary level should be Turkish, not a foreign language.*" The frequency distributions of the responses given to the item must be in Turkish are as follows; 21.3% strongly disagree (n=19), 44.9% disagree (n=40), 14.6% not sure (n=13), 6.7% agree (n=6), 12.4% strongly agree (n=11). When the item mean (2.44±1.25) is examined, it is seen that the sample mean is close to the disagree answer.

"*3-There should not be English medium instruction at higher education.*" The frequency distributions of the responses given to the item are as follows; 31.5% strongly disagree (n=28), 33.7% disagree (n=30), 7.9% not sure (n=7), 5.6% agree (n=5), 21.3% strongly agree (n=19). When the item mean (2.52±1.52) is examined, it is seen that the sample mean is close to the answer "not sure".

"*4-Foreign language medium of instruction increases my social prestige.*" The frequency distributions of the responses given to the item are as follows; 2.2% strongly disagree (n=2), 4.5% disagree (n=4), 3.4% not sure (n=3), 48.3% agree (n=43), 41.6% strongly agree (n=37). When the item mean (4.22±.89) is examined, it is seen that the sample mean is close to the answer I agree.

"*5-I have difficulty in understanding my teachers during the English medium instruction courses.*" The frequency distributions of the responses given to the item are as follows; 11.2% strongly disagree (n=10), 29.2% disagree (n=26), 16.9% not sure (n=15), 30.3% agree (n=27), 12.4% strongly agree (n=11). When the item mean (3.03±1.25) is examined, it is seen that the sample mean is close to the answer "not sure".

"*6-Content courses in English do not prevent me from participating in classroom activities.*" The frequency distributions of the responses to the item " are as follows; 2.2% strongly disagree (n=2), 11.2% disagree (n=10), 5.6% not sure (n=5), 38.2% agree (n=34), 42.7% strongly agree (n=38). When the item mean (4.08±1.07) is examined, it is seen that the sample mean is close to the answer I agree.

"*7-English medium instruction negatively affects the success of university students in their content courses.*" The frequency distributions of the responses given to the item are as follows; 21.3% strongly disagree (n=19), 34.8% disagree (n=31), 21.3% not sure (n=19),

14.6% agree (n=13), 7.9% strongly agree (n=7). When the item mean (2.53±1.21) is examined, it is seen that the sample mean is close to the answer "not sure".

"8-It would be better to teach English effectively rather than English medium instruction." The frequency distributions of the responses to the item " are as follows; 9.0% strongly disagree (n=8), 20.2% disagree (n=18), 23.6% not sure (n=21), 18.0% agree (n=16), 29.2% strongly agree (n=26). When the item mean (3.38±1.34) is examined, it is seen that the sample mean is close to the answer "not sure".

9-It is a natural process to have higher education in one's native language." The frequency distributions of the responses given to the item are as follows; 7.9% strongly disagree (n=7), 15.7% disagree (n=14), 25.8% not sure (n=23), 23.6% agree (n=21), 27.0% strongly agree (n=24). When the item mean (3.46±1.26) is examined, it is seen that the sample mean is close to the answer "not sure".

"10-Foreign language medium of instruction positively affects students' cognitive development." The frequency distributions of the responses given to the item are as follows; 3.4% strongly disagree (n=3), 2.2% disagree (n=2), 4.5% not sure (n=4), 23.6% agree (n=21), 66.3% strongly agree (n=59). When the item mean (4.47±.94) is examined, it is seen that the sample mean is close to the answer I agree.

"11-Being a graduate of a university with English medium instruction provides better job opportunities to a person." The frequency distributions of the responses given to the item are as follows; 2.2% strongly disagree (n=2), 4.5% not sure (n=4), 20.2% agree (n=18), 73.0% strongly agree (n=65). When the item average (4.62±.78) is examined, it is seen that the sample mean is close to the answer I strongly agree.

*"12- There is a need for English knowledge in working life after graduation." T*he frequency distributions of the responses given to the item are as follows; 1.1% not sure (n=1), 23.6% agree (n=21), 75.3% strongly agree (n=67). When the item mean (4.74±.47) is examined, it is seen that the sample mean is close to the answer I strongly agree.

"13-Teaching content courses in English helps graduates to be successful in their working life." The frequency distributions of the responses given to the item are as follows; 2.2% strongly disagree (n=2), 3.4% disagree (n=3), 6.7% not sure (n=6), 27.0% agree (n=24), 60.7% strongly agree (n=54). When the item mean (4.40±.93) is examined, it is seen that the sample mean is close to the answer I agree.

"*14-Teaching content courses in English helps graduates to be successful in their academic life.*" The frequency distributions of the responses given to the item are as follows; 0.0% strongly disagree (n=0), 1.1% disagree (n=1), 5.6% not sure (n=5), 20.2% agree (n=18), 73.0% strongly agree (n=65). When the item mean (4.65±.64) is examined, it is seen that the sample mean is close to the answer I strongly agree.

"*15- Foreign language medium of instruction restricts students' academic creativity.*" The frequency distributions of the responses given to the item are as follows; 36.0% strongly disagree (n=32), 32.6% disagree (n=29), 10.1% not sure (n=9), 7.9% agree (n=7), 13.5% strongly agree (n=12). When the item mean (2.30±1.39) is examined, it is seen that the sample mean is close to the disagree answer.

"*16-Foreign language medium of instruction restricts students' command of content knowledge.*" The frequency distributions of the responses to the item are as follows; 31.5% strongly disagree (n=28), 37.1% disagree (n=33), 6.7% not sure (n=6), 5.6% agree (n=5), 19.1% strongly agree (n=17). When the item mean (2.44±1.47) is examined, it is seen that the sample mean is close to the disagree answer.

"*17-Foreign language medium of instruction is an effective method to learn that language.*" The frequency distributions of the responses to the item are as follows; 2.2% strongly disagree (n=2), 1.1% disagree (n=1), 2.2% not sure (n=2), 31.5% agree (n=28), 62.9% strongly agree (n=56). When the item mean (4.52±.80) is examined, it is seen that the sample mean is close to the answer I agree.

"*18-Foreign language medium of instruction negatively affects the scientific and academic development of a native language.*" The frequency distributions of the responses given to the item are as follows; 30.3% strongly disagree (n=27), 33.7% disagree (n=30), 18.0% not sure (n=16), 7.9% agree (n=7), 10.1% strongly agree (n=9). When the item average (2.34±1.27) is examined, it is seen that the sample mean is close to the disagree answer. The frequency analysis of items of the third scale is presented in Table 17 below:

Table 17

English as a Medium of Instruction (Instructional Process) Frequency Analysis of Scale Items

Item	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		mean	Standard deviation
	n	%	n	%	N	%	N	%	n	%		
Item 1	0	.0	11	12.4	17	19.1	27	30.3	34	38.2	3.94	1.04

Item 2	18	20.2	45	50.6	6	6.7	14	15.7	6	6.7	2.38	1.17
Item 3	11	12.4	17	19.1	6	6.7	35	39.3	20	22.5	3.40	1.35
Item 4	13	14.6	23	25.8	10	11.2	32	36.0	11	12.4	3.06	1.31
Item 5	13	14.6	29	32.6	10	11.2	21	23.6	16	18.0	2.98	1.37
Item 6	25	28.1	23	25.8	8	9.0	27	30.3	6	6.7	2.62	1.35
Item 7	30	33.7	21	23.6	5	5.6	25	28.1	8	9.0	2.55	1.43
Item 8	3	3.4	11	12.4	17	19.1	28	31.5	30	33.7	3.80	1.14
Item 9	2	2.2	18	20.2	16	18.0	30	33.7	23	25.8	3.61	1.14
Item 10	15	16.9	37	41.6	9	10.1	19	21.3	9	10.1	2.66	1.27
Item 11	14	15.7	33	37.1	10	11.2	23	25.8	9	10.1	2.78	1.28
Item 12	12	13.5	37	41.6	10	11.2	18	20.2	12	13.5	2.79	1.29
Item 13	5	5.6	14	15.7	12	13.5	38	42.7	20	22.5	3.61	1.16
Item 14	11	12.4	27	30.3	15	16.9	22	24.7	14	15.7	3.01	1.30
Item 15	2	2.2	1	1.1	4	4.5	27	30.3	55	61.8	4.48	.83
Item 16	26	29.2	34	38.2	10	11.2	11	12.4	8	9.0	2.34	1.27
Item 17	2	2.2	2	2.2	2	2.2	34	38.2	49	55.1	4.42	.84
Item 18	2	2.2	0	.0	1	1.1	28	31.5	58	65.2	4.57	.74
Item 19	2	2.2	0	.0	4	4.5	28	31.5	55	61.8	4.51	.79
Item 20	2	2.2	1	1.1	3	3.4	31	34.8	52	58.4	4.46	.81
Item 21	2	2.2	0	.0	2	2.2	36	40.4	49	55.1	4.46	.75
Item 22	36	40.4	33	37.1	7	7.9	6	6.7	7	7.9	2.04	1.21
Item 23	36	40.4	29	32.6	8	9.0	4	4.5	12	13.5	2.18	1.37

"*1- Having content courses in English affects my academic success in a positive way.*" The frequency distributions of the responses given to the item are as follows; 12.4% disagree (n=11), 19.1% not sure (n=17), 30.3% agree (n=27), 38.2% strongly agree (n=34). When the item mean (3.94±1.04) is examined, it is seen that the sample mean is close to the answer I agree.

"*2-Having content courses in English prevents me from understanding the lesson.*" The frequency distributions of the responses to the item are as follows; 20.2% strongly disagree (n=18), 50.6% disagree (n=45), 6.7% not sure (n=6), 15.7% agree (n=14), 6.7% strongly agree (n=6). When the item mean (2.38±1.17) is examined, it is seen that the sample mean is close to the disagree answer.

"*3- It is essential to have a Turkish summary of the content course that is taught in English.*" The frequency distributions of the responses given to the item are as follows; 12.4% strongly disagree (n=11), 19.1% disagree (n=17), 6.7% not sure (n=6), 39.3% agree (n=35), 22.5% strongly agree (n=20). When the item mean (3.40±1.35) is examined, it is seen that the sample mean is close to the answer "not sure".

"4-During the lessons, I have difficulty in asking questions in English." The frequency distributions of the responses given to the item are as follows; 14.6% strongly disagree (n=13), 25.8% disagree (n=23), 11.2% not sure (n=10), 36.0% agree (n=32), 12.4% strongly agree (n=11). When the item mean (3.06±1.31) is examined, it is seen that the sample mean is close to the answer "not sure".

"5-I have difficulty giving verbal answers to the questions in English." The frequency distributions of the responses given to the item are as follows; 14.6% strongly disagree (n=13), 32.6% disagree (n=29), 11.2% not sure (n=10), 23.6% agree (n=21), 18% strongly agree (n=16). When the item mean (2.98±1.37) is examined, it is seen that the sample mean is close to the answer "not sure".

"6-I have difficulty giving written answers to the questions in English." The frequency distributions of the responses given to the item are as follows; 28.1% strongly disagree (n=25), 25.8% disagree (n=23), 9.0% not sure (n=8), 30.3% agree (n=27), 6.7% strongly agree (n=6). When the item mean (2.62±1.35) is examined, it is seen that the sample mean is close to the answer "not sure".

"7-I have difficulty understanding the teachers' answers in English." The frequency distributions of the responses given to the item are as follows; 33.7% strongly disagree (n=30), 23.6% disagree (n=21), 5.6% not sure (n=5), 28.1% agree (n=25), 9.0% strongly agree (n=8). When the item mean (2.55±1.43) is examined, it is seen that the sample mean is close to the answer "not sure".

"8-I can write the summary of an English-medium course in English." The frequency distributions of the responses given to the item are as follows; 3.4% strongly disagree (n=3), 12.4% disagree (n=11), 19.1% not sure (n=17), 31.5% agree (n=28), 33.7% strongly agree (n=30). When the item mean (3.80±1.14) is examined, it is seen that the sample mean is close to the answer I agree.

"9- I can give a verbal summary of an English-medium course in English." The frequency distributions of the answers given to the item are as follows; 2.2% strongly disagree (n=2), 20.2% disagree (n=18), 18.0% not sure (n=16), 33.7% agree (n=30), 25.8% strongly agree (n=23). When the item mean (3.61±1.14) is examined, it is seen that the sample mean is close to the answer I agree.

"10-I have difficulty understanding the sources in English." The frequency distributions of the responses given to the item are as follows; 16.9% strongly disagree (n=15), 41.6% disagree (n=37), 10.1% not sure (n=9), 21.3% agree (n=19), 10.1% strongly agree (n=9). When the item mean (2.66±1.27) is examined, it is seen that the sample mean is close to the answer "not sure".

"11-It is an extra burden to learn both Turkish and English terminology in the courses." The frequency distributions of the responses given to the item are as follows; 15.7% strongly disagree (n=14), 37.1% disagree (n=33), 11.2% not sure (n=10), 25.8% agree (n=23), 10.1% strongly agree (n=9). When the item mean (2.78±1.28) is examined, it is seen that the sample mean is close to the answer "not sure".

"12- Having content courses in English makes it difficult to keep the terminology in mind." The frequency distributions of the responses given to the item are as follows; 13.5% strongly disagree (n=12), 41.6% disagree (n=37), 11.2% not sure (n=10), 20.2% agree (n=18), 13.5% strongly agree (n=12). When the item mean (2.79±1.29) is examined, it is seen that the sample mean is close to the answer "not sure".

"13- It doesn't matter if the lesson is given in Turkish or English; I can express myself well in both." The frequency distributions of the responses given to the item are as follows; 5.6% strongly disagree (n=5), 15.7% disagree (n=14), 13.5% not sure (n=12), 42.7% agree (n=38), 22.5% strongly agree (n=20). When the item mean (3.61±1.16) is examined, it is seen that the sample mean is close to the answer I agree.

"14-Having content courses in English increases memorization". The frequency distributions of the responses to the item are as follows; 12.4% strongly disagree (n=11), 30.3% disagree (n=27), 16.9% not sure (n=15), 24.7% agree (n=22), 15.7% strongly agree (n=14). When the item mean (3.01±1.30) is examined, it is seen that the sample mean is close to the answer "not sure".

"15-English medium instruction helps me reach sources in my department more easily." The frequency distributions of the responses given to the item are as follows; 2.2% strongly disagree (n=2), 1.1% disagree (n=1), 4.5% not sure (n=4), 30.3% agree (n=27), 61.8% strongly agree (n=55). When the item mean (4.48±.83) is examined, it is seen that the sample mean is close to the answer I agree.

"16-Having exams in English negatively affects my academic success." The frequency distributions of the responses given to the item are as follows; 29.2% strongly disagree (n=26), 38.2% disagree (n=34), 11.2% not sure (n=10), 12.4% agree (n=11), 9.0% strongly agree (n=8). When the item average (2.34±1.27) is examined, it is seen that the sample mean is close to the disagree answer.

"17- Having content courses in English improves my grammatical knowledge in English." The frequency distributions of the responses given to the item are as follows; 2.2% strongly disagree (n=2), 2.2% disagree (n=2), 2.2% not sure (n=2), 38.2% agree (n=34), 55.1% strongly agree (n=49). When the item mean (4.42±.84) is examined, it is seen that the sample mean is close to the answer I agree.

"18-Having content courses in English improves my listening skills in English." The frequency distributions of the responses given to the item are as follows; 2.2% strongly disagree (n=2), 0.0% disagree (n=0), 1.1% not sure (n=1), 31.5% agree (n=28), 65.2% strongly agree (n=58). When the item mean (4.57±.74) is examined, it is seen that the sample mean is close to the answer I strongly agree.

"19-Having content courses in English improves my reading skills in English." The frequency distributions of the responses given to the item are as follows; 2.2% strongly disagree (n=2), 4.5% not sure (n=4), 31.5% agree (n=28), 61.8% strongly agree (n=55). When the item average (4.51±.79) is examined, it is seen that the sample mean is close to the answer I strongly agree.

"20-Having content courses in English improves my writing skills in English." The frequency distributions of the responses given to the item are as follows; 2.2% strongly disagree (n=2), 1.1% disagree (n=1), 3.4% not sure (n=3), 34.8% agree (n=31), 58.4% strongly agree (n=52). When the item mean (4.46±.81) is examined, it is seen that the sample mean is close to the answer I agree.

"21-Having content courses in English improves my speaking skills in English." The frequency distributions of the responses given to the item are as follows; 2.2% strongly disagree (n=2), 0.0% disagree (n=0), 2.2% not sure (n=2), 40.4% agree (n=36), 55.1% strongly agree (n=49). When the item mean (4.46±.75) is examined, it is seen that the sample mean is close to the answer I agree.

"22- Having content courses in English affects my native language (Turkish) in a negative way." The frequency distributions of the responses given to the item are as follows; 40.4% strongly disagree (n=36), 37.1% disagree (n=33), 7.9% not sure (n=7), 6.7% agree (n=6), 7.9% strongly agree (n=7). When the item average (2.04±1.21) is examined, it is seen that the sample mean is close to the disagree answer.

"23- Having content courses in English affects the development of my academic Turkish usage in a negative way." The frequency distributions of the responses given to the item are as follows; 40.4% strongly disagree (n=36), 32.6% disagree (n=29), 9.0% not sure (n=8), 4.5% agree (n=4), 13.5% strongly agree (n=12). When the item average (2.18±1.37) is examined, it is seen that the sample average is close to the disagree answer.

4.1.3. Descriptive Statistics: In this part of the study, there are descriptive statistics and normal distribution tests of the variable values obtained from the averages of the items belonging to the scale items and factors. Variable descriptive statistics are given in Table 18 below:

Table 18

Variable Descriptive Statistics

Variable	N	Min.	Max.	Mean	Std. Deviation
Role and status of English	89	1.333	5.000	4.06	.83
Popularity of English	89	3.000	5.000	4.79	.43
Need for learning English	89	4.000	5.000	4.89	.22
Significance of learning English	89	3.000	5.000	4.64	.54
Degeneration of the native language	89	1.000	5.000	2.53	1.19
Negative views regarding EMI	89	1.000	5.000	2.40	1.15
Problems encountered during EMI	89	2.500	5.000	4.59	.59
Personal, social and cultural advantages of studying in an EMI program	89	3.000	5.000	4.53	.50
Impact of EMI on L2 language skills	89	1.000	5.000	4.48	.70
Perceived difficulties	89	1.000	5.000	2.85	.99
Positive effects of students' English competence on EMI courses	89	1.750	5.000	3.73	.90
Negative impact of EMI on the mother tongue	89	1.000	5.000	2.41	1.03

The role and status of the English dimension score is distributed between a minimum of 1.333 and a maximum of 5.000, with a standard deviation of .83 around the mean of 4.06. The popularity of English dimension scores is distributed between a minimum of 3,000 and a maximum of 5,000, with a standard deviation of .43 around a mean of 4,79. The need for learning English dimension score is distributed between a minimum of 4,000 and a maximum

of 5,000, with a standard deviation of .22 around an average of 4.89. The significance of learning English dimension score is distributed between a minimum of 3,000 and a maximum of 5,000, with a standard deviation of .54 around the mean of 4,64. The degeneration of the native language dimension score is distributed between a minimum of 1,000 and a maximum of 5,000, with a mean value of 2,53 and a standard deviation of 1,19.

The negative views regarding EMI dimension score is distributed between minimum 1,000 and maximum 5,000 values, with a standard deviation of 1.15 around the mean of 2.40. The problems encountered during EMI dimension score are distributed between a minimum 2.500 and maximum 5.000 value, with a standard deviation value of .59 around the average of 4.59. The personal, social and cultural benefits of studying in an EMI program are distributed between a minimum of 3,000 and a maximum of 5,000, with a standard deviation of .50 around an average of 4.53.

The impact of EMI on L2 language skills is distributed between a minimum 1,000 and a maximum 5,000 value, with a standard deviation of 0.707 around an average of 4.48. Perceived difficulties are distributed between a minimum 1,000 and a maximum 5,000-dimension score, with a standard deviation of .99 around an average of 2.85.

Positive effects of students' English competence on EMI courses are distributed between a minimum 1.750 and a maximum 5.000 value, with a standard deviation of .90 around an average of 3.73. Negative impacts of EMI on the native language are distributed between a minimum of 1,000 and a maximum of 5,000, with a standard deviation of 1.03 around the mean of 2.41. The normal distribution test statistics of the variables are presented in Table 19 below:

Table 19

Normality Tests

Variable	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Role and status of English	.17	89	0.000	.86	89	.00
Popularity of English	.46	89	0.000	.54	89	.00
Need for learning English	.42	89	0.000	.52	89	.00
Significance of learning English	.39	89	0.000	.68	89	.00
Degeneration of the native language	.22	89	0.000	.89	89	.00
Negative views regarding EMI	.21	89	0.000	.87	89	.00
Problems encountered during EMI	.30	89	0.000	.71	89	.00

Personal, social and cultural benefits of studying in an EMI program	.19	89	0.000	.82	89	.00
Impact of EMI on L2 language skills	.23	89	0.000	.68	89	.00
Perceived difficulties	.10	89	0.013	.97	89	.04
Positive effects of students' English competence on EMI courses	.10	89	0.014	.94	89	.00
Negative impact of EMI on the native language	.16	89	0.000	.90	89	.00

When the significance values of normality tests statistics are examined in the table, it is seen that all of them are greater than .05. In this case, it can be said that all variables do not comply with the normal distribution at the 5% significance level, according to both Kolmogorov-Smirnov and Shapiro-Wilk tests (Sig.<0.05) (Hair, 2013), so in hypothesis testing involving variables, it was decided to utilize non-parametric test techniques that do not assume a normal distribution.

4.1.4. Hypothesis Tests: In this part of the study, appropriate hypothesis tests were applied considering the question type and non-normal distribution, and the test findings were presented. The findings of the Kruskal-Wallis H test, which shows the differences in perceptions by the grade, are given in Table 20 below:

Table 20

Kruskal-Wallis H Test Findings Showing Differences in Perceptions by Grade (Scale 1)

Variable	Grade	N	$\underline{X}$	S.D	r	Z	sig.	Post Hoc
Role and status of English	1	23	4.23	.57	48.43			
	2	26	4.06	.58	41.94	.83	.84	-
	3	26	4.03	.95	45.63			
	4	14	3.83	1.25	43.86			
Popularity of English	1	23	4.89	.25	48.02			
	2	26	4.69	.47	39.65	3.09	.37	-
	3	26	4.80	.42	46.15			
	4	14	4.78	.57	47.82			
Need for learning English	1	23	4.87	.26	44.15			
	2	26	4.89	.19	42.46	1.54	.67	-
	3	26	4.88	.26	45.40			
	4	14	4.97	.07	50.36			
Significance of learning English	1	23	4.47	.55	37.24			
	2	26	4.71	.45	47.27	4.47	.21	-
	3	26	4.62	.66	46.06			
	4	14	4.81	.40	51.57			
	1	23	2.63	1.12	47.65	2.99	.39	-
	2	26	2.48	1.07	45.63			

| Degeneration of the native language | 3 | 26 | 2.71 | 1.29 | 47.73 |
| | 4 | 14 | 2.17 | 1.39 | 34.39 |

$\underline{X}$:Mean, S.D: Standard Deviation, $\underline{r}$: Mean Rank, z: Z test statistic

There is no statistically significant difference at the 5% significance level among 1st grade (4.23±.57), 2nd grade (4.06±.58), 3rd grade (4.03±.95), 4th grade (3.83±1.25) students in terms of role and status of English (z=.83, Sig.>0.05).

There is no statistically significant difference at the 5% significance level among 1st grade (4.89±.25), 2nd grade (4.69±.47), 3rd grade (4.80±.42), 4th grade (4.78±.57) students in terms of popularity of English dimension score (z=3.09, Sig.>0.05).

There is no difference statistically significant difference at the 5% significance level among 1st grade (4.87±.26), 2nd grade (4.89±.19), 3rd grade (4.88±.26), 4th grade (4.97±.07) students in terms of the need for learning English dimension score (z=1.54, Sig.>0.05).

There is no statistically significant difference at the 5% significance level among 1st grade (4.47±.55), 2nd grade (4.71±.45), 3rd grade (4.62±.66), 4th grade (4.81±.40) students in terms of the significance of learning English dimension (z=4.47, Sig.>0.05).

There is no statistically significant difference at 5% significance level among 1st grade (2.63±1.12), 2nd grade (2.48±1.07), 3rd grade (2.71±1.29), 4th grade (2.17±1.39) students in terms of degeneration of native language dimension score (z=2.99, Sig.>0.05).

The findings of the Kruskal-Wallis H test, which shows the differences in perceptions by grade are given in Table 21 below:

Table 21

Kruskal-Wallis H Test Findings Showing Differences in Perceptions by Grade (Scale 2)

Variable	Grade	N	$\underline{X}$	S.D	$\underline{r}$	Z	sig.	Post Hoc
Negative views regarding EMI	First	23	2.71	1.21	52.09	4.81	.18	-
	Second	26	2.21	1.18	39.65			
	Third	26	2.57	1.19	48.54			
	Fourth	14	1.94	.78	36.71			
Problems encountered during EMI	First	23	4.73	.42	50.39	2.09	.55	-
	Second	26	4.57	.48	41.27			
	Third	26	4.50	.72	43.19			
	Fourth	14	4.53	.74	46.43			
Personal, social and cultural benefits of studying in an EMI program	First	23	4.56	.36	43.74	5.03	.16	-
	Second	26	4.61	.42	48.19			
	Third	26	4.36	.61	37.38			
	Fourth	14	4.65	.55	55.29			

$\underline{X}$:Mean, S.D: Standard Deviation, $\underline{r}$: Mean Rank, z: Z test statistics

There is no statistically significant difference at the 5% significance level among 1st grade (2.71±1.21), 2nd grade (2.21±1.18), 3rd grade (2.57±1.19), 4th grade (1.94±.78) students in terms of negative views regarding EMI dimension score (z=4.81, Sig.>0.05).

There is no statistically significant difference at the 5% significance level among 1st grade (4.73±.42), 2nd grade (4.57±.48), 3rd grade (4.50±.72), 4th grade (4.53±.74) students in terms of problems encountered during EMI dimension score (z=2.09, Sig.>0.05)

There is no statistically significant difference at the 5% significance level among 1st grade (4.56±.36), 2nd grade (4.61±.42), 3rd grade (4.36±.61), 4th grade (4.65±.55) students in terms of personal, social and cultural benefits of studying in an EMI program dimension score (z=5.03, Sig.>0.05).

Table 22

Kruskal-Wallis H Test Findings Showing Differences in Perceptions by Grade (Scale 3)

Variable	Grade	N	$\underline{X}$	S.D	$\underline{r}$	z	Sig.	Post Hoc
Perceived difficulties	First	23	3.10	1.03	50.78			
	Second	26	2.98	.99	48.94	5.13	.16	-
	Third	26	2.72	.95	42.52			
	Fourth	14	2.45	.95	32.79			
Positive effects of students' English competence on EMI courses	First	23	3.73	.90	45.17			
	Second	26	3.55	.86	39.17	3.42	.33	-
	Third	26	3.76	.87	45.33			
	Fourth	14	4.01	1.05	54.93			
Negative impact of EMI on the native language	First	23	2.84	1.05	56.02			
	Second	26	2.26	.95	40.85	6.90	.07	-
	Third	26	2.38	1.13	44.52			
	Fourth	14	2.02	.79	35.50			

$\underline{X}$:Mean, S.D: Standart Deviation, $\underline{r}$: Mean Rank, z: Z test statistics

There is no statistically significant difference at the 5% significance level among 1st grade (3.10±1.03), 2nd grade (2.98±.99), 3rd grade (2.72±.95), 4th grade (2.45±.95) students in terms of "perceived difficulties" dimension score (z=5.13, Sig.>0.05).

There is no statistically significant difference at the 5% significance level among 1st grade (3.73±.90), 2nd grade (3.55±.86), 3rd grade (3.76±.87), 4th grade (4.01±1.05) students in terms of "positive effects of students' English competence on EMI courses" dimension score (z=3.42, Sig.>0.05).

There is no statistically significant difference at the 5% significance level among 1st grade (2.84±1.05), 2nd grade (2.26±.95), 3rd grade (2.38±1.13), 4th grade (2.02±.79) students in terms of negative impact of EMI on the native language dimension score (z=6.90, Sig.>0.05).

The findings of Mann Whitney U test, which shows the differences in perceptions by gender, are given in Table 23 below:

Table 23

Mann Whitney U Test Findings Showing Differences in Perceptions by Gender (Scale 1)

Variable	Gender	N	X̲	S.D	r̲	Z	sig.
Role and status of culture	Female	44	3.96	.90	42.85	-0.78	.43
	Male	45	4.16	.74	47.10		
Popularity of English	Female	44	4.77	.43	43.31	-0.83	.40
	Male	45	4.81	.43	46.66		
Need for learning English	Female	44	4.89	.24	44.07	-0.44	.65
	Male	45	4.90	.20	45.91		
Significance of learning English	Female	44	4.58	.55	41.75	-1.38	.16
	Male	45	4.70	.54	48.18		
Degeneration of the native language	Female	44	2.27	1.02	39.93	-1.85	.06
	Male	45	2.80	1.30	49.96		

X̲:Mean, S.D: Standart Deviation, r̲: Mean Rank, z: Z test statistics

There is no statistically significant difference at the 5% significance level between female (3.96±.90) and male (4.16±.74) students in terms of role and status of English factor mean. (z=-.78, Sig.>0.05).

There is no statistically significant difference at the 5% significance level between female (4.77±.43) and male (4.81±.43) students in terms of the popularity of English dimension mean (z=-.83, Sig.>0.05).

There is no statistically significant difference at the 5% significance level between female (4.89±.24) and male (4.90±.20) students in terms of the need for learning English. (z=-.44, Sig.>0.05).

There is no statistically significant difference at the 5% significance level between female (4.58±.55) and male (4.70±.54) students in terms of the significance of learning English. (z=-1.38, Sig.>0.05).

There is no statistically significant difference at the 5% significance level between female (2.27±1.02) and male (2.80±1.30) students in terms of degeneration of native language dimension mean. (z=-1.85, Sig.>0.05).

Table 24

Mann Whitney U Test Findings Showing Differences in Perceptions by Gender (Scale 2)

Variable	Gender	N	X̲	S.D	r̲	Z	sig.
Negative views regarding EMI	Female	44	2.04	.86	37.47	-2.732*	.00
	Male	45	2.76	1.30	52.37		
Problems encountered during EMI	Female	44	4.54	.65	43.84	-0.463	.64
	Male	45	4.63	.52	46.13		
Personal, social and cultural benefits of studying in an EMI program	Female	44	4.52	.42	41.47	-1.290	.19
	Male	45	4.54	.57	48.46		

*(%5) Significance, X̲:Mean, S.D: Standard Deviation, r̲: Mean Rank, z: Z test statistics

There is a statistically significant difference at the 5% significance level between female (2.04±.86) and male (2.76±1.30) students in terms of negative views regarding EMI dimensions. (z=-2.73, Sig.<0.05). When the means are examined, it is seen that male students have negative attitudes towards EMI more than female students.

There is no statistically significant difference at the 5% significance level between female (4.54±.65) and male (4.63±.52) students in terms of the problems encountered during EMI (z=-.46, Sig.>0.05).

There is no statistically significant difference at the 5% significance level between female (4.52±.42) and male (4.54±.57) students in terms of the personal, social and cultural benefits of studying in an EMI program (z=-1.29, Sig.>0.05).

Table 25

Mann Whitney U Test Findings Showing Differences in Perceptions by Gender (Scale 3)

Variable	Gender	N	X̲	S.D	r̲	Z	sig.
Impact of EMI on L2 language skills	Female	44	4.45	.71	43.14	-0.69	.48
	Male	45	4.51	.71	46.82		
Perceived difficulties	Female	44	2.67	.88	40.43	-1.65	.09
	Male	45	3.03	1.07	49.47		
Positive effects of students' English competence on EMI courses	Female	44	3.67	.87	42.73	-0.82	.41
	Male	45	3.80	.94	47.22		
	Female	44	2.21	.86	40.69	-1.57	.11

Negative impact of EMI on the native language	Male	45	2.60	1.15	49.21

X:Mean, S.D: Standard Deviation, r: Mean Rank, z: Z test statistics

There is no statistically significant difference at the 5% significance level between female (4.45±.71) and male (4.51±.71) students in terms of impact of EMI on L2 language skills (z=-.69, Sig.>0.05).

There is no statistically significant difference at the 5% significance level between female (2.67±.88) and male (3.03±1.07) students in terms of perceived difficulties (z=-1.65, Sig.>0.05).

There is no statistically significant difference at the 5% significance level between female (3.67±.87) and male (3.80±.94) students in terms of positive effects of students' English competence on EMI courses (z=-.82, Sig.>0.05).

There is no statistically significant difference at the 5% significance level between female (2.21±.86) and male (2.60±1.15) students in terms of the negative impact of EMI on the native language (z=-1.57, Sig.>0.05).

Findings of Mann Whitney U test, which shows the differences in participants' perceptions according to whether the students studied in the English preparatory program or not, are given in Table 26 below:

Table 26

Mann Whitney U Test Findings Showing Differences in Perceptions by English Preparatory Program (Scale 1)

Variable	Preparatory Program	N	X	S.D	r	Z	Sig.
Role and status of English	No	17	4.54	.48	61.29	-2.930*	.00
	Yes	72	3.94	.85	41.15		
Popularity of English	No	17	4.70	.50	41.47	-0.858	.39
	Yes	72	4.81	.41	45.83		
Need for learning English	No	17	4.96	.14	53.06	-1.892	.05
	Yes	72	4.88	.23	43.10		
Significance of learning English	No	17	4.68	.50	45.82	-0.172	.86
	Yes	72	4.63	.56	44.81		
Degeneration of the native language	No	17	2.76	1.45	48.29	-0.593	.55
	Yes	72	2.48	1.13	44.22		

*(%5) Significance, X:Mean, S.D: Standard Deviation, r: Mean Rank, z: Z test statistics

There is a statistically significant difference at the 5% significance level between the students who did not attend the English preparatory class (4.54±.48) and those who did

(3.94±.85) in terms of role and status of English (z=-2.93, Sig.<0.05). When the averages are examined, it can be said that the role and status of English perceptions of the students who do not attend the preparatory program are at a higher level than the students who attend the preparatory program.

There is no statistically significant difference at the 5% significance level between the students who do not study (4.70±.50) and those who do (4.81±.41) in the English preparatory program in terms of the popularity of English (z=-.85, Sig.>0.05).

There is no statistically significant difference at the 5% significance level between the students who do not study in the English preparatory class (4.96±.14) and those who do (4.88±.23) in terms of the need for learning English (z=-1.89, Sig.>0.05).

There is no statistically significant difference at the 5% significance level between the students who do not study in the English preparatory program (4.68±.50) and those who do (4.63±.56) in terms of the significance of learning English (z=-.17, Sig.>0.05).

There is no statistically significant difference at the 5% significance level between the students who do not study in the English preparatory program (2.76±1.45) and those who do (2.48±1.13) in terms of the extent of degeneration of the native language (z=-.59, Sig.>0.05).

Table 27

Mann Whitney U Test Findings Showing Differences in Perceptions by English Preparatory Program (Scale 2)

Variable	Preparatory Program	N	X	S.D	r	Z	Sig.
Negative views regarding EMI	No	17	2.77	1.29	52.85	-1.399	.16
	Yes	72	2.31	1.11	43.15		
Problems encountered during EMI	No	17	4.85	.34	56.88	-2.332*	.02
	Yes	72	4.52	.62	42.19		
Personal, social and cultural benefits of studying in an EMI program	No	17	4.61	.54	51.79	-1.219	.22
	Yes	72	4.51	.49	43.40		

*(%5) Significance, X:Mean, S.D: Standard Deviation, r: Mean Rank, z: Z test statistic

There is no statistically significant difference at the 5% significance level between the students (2.77±1.29) who do not study in the English preparatory program and those who do (2.31±1.11) in terms of negative views regarding EMI (z=-1.39, Sig.>0.05).

A statistically significant difference was found at the 5% significance level between the students who did not study in the English preparatory program (4.85±.34) and those who

did (4.52±.62) in terms of the dimension of the problems encountered during EMI (z=-2.33, Sig.<0.05). When the averages are examined, it is seen that the perception levels of the students who do not study in the preparatory program with regard to the problems encountered during EMI are higher than the students who study.

There is no statistically significant difference at the 5% significance level between the students who do not study in the English preparatory program (4.61±.54) and those who do (4.51±.49) in terms of the personal, social and cultural benefits of studying in an EMI program (z=-1.21, Sig.>0.05).

Table 28

Mann Whitney U Test Findings Showing Differences in Perceptions by English Preparatory Program (Scale 3)

Variable	Preparatory Program	N	X	S.D	r	Z	Sig.
Impact of EMI on L2 language skills	No	17	4.64	.42	50.18	-0.94	.34
	Yes	72	4.44	.75	43.78		
Perceived difficulties	No	17	2.79	1.05	44.38	-0.11	.91
	Yes	72	2.87	.99	45.15		
Positive effects of students' English competence on EMI courses	No	17	4.23	.65	58.71	-2.44	.01
	Yes	72	3.62	.92	41.76		
Negative impact of EMI on the native language	No	17	2.68	1.21	49.26	-0.75	.44
	Yes	72	2.34	.98	43.99		

X:Mean, S.D: Standard Deviation, r: Mean Rank, z: Z test statistics

There is no statistically significant difference at the 5% significance level between students who do not study in the English preparatory program (4.64±.42) and those who do (4.44±.75) in terms of the impact of EMI on L2 language skills (z=-.94, Sig.>0.05).

There is no statistically significant difference at the 5% significance level between the students who do not study in the English preparatory program (2.79±1.05) and those who do (2.87±.99) in terms of the perceived difficulties (z=-.11, Sig.>0.05).

There is no statistically significant difference at the 5% significance level between the students who do not study in the English preparatory program (4.23±.65) and those who do (3.62±.92) in terms of positive effects of students' English competence on EMI courses (z=-2.44, Sig.>0.05).

There is no statistically significant difference at the 5% significance level between the students who do not study in the English preparatory program (2.68±1.21) and those who do (2.34±.98) in terms of the negative impact of EMI on the native language (z=-.756, Sig.>0.05).

The correlation matrix between the students' English self-efficacy and their perceptions of EMI is presented in Table 29 below:

Table 29

Students' Self-Efficacy and Perceptions Correlation Matrix

Variable	Statistics	Reading	Writing	Listening	Speaking	Grammar	Vocabulary
Degeneration of the native language	R_{XY}	-.23*	-.04	-.18	.00	-.07	-.10
	Sig.	.03	.64	.08	.95	.51	.35
Problems encountered during EMI	R_{XY}	.00	.00	.14	-.04	.01	.00
	Sig.	.96	.98	.17	.67	.91	.98

*(%5) Significance, R_{XY}: Correlation

When the statistically significant correlation coefficients at the 5% significance level are examined given in the table; It is seen that there is a statistically significant, negative and very low correlation at the 5% significance level between the level of self-efficacy in reading and the degeneration of the native language (RXY=-0.230, Sig.<0.05). To put it more clearly, it can be said that while the students' self-efficacy levels regarding reading increase, their perceptions of the degeneration of the native language slightly decrease.

Statistically significant, negative, very weak correlation relationships were found between the students' self-efficacy perceptions regarding reading, writing, listening, speaking, grammar, and vocabulary and their perceptions of the problems encountered during EMI. To put it more clearly, while students' self-efficacy perceptions regarding reading, writing, listening, speaking, grammar, and vocabulary increase, their perception levels about the problems encountered during EMI decrease.

4.2. Qualitative Data

In addition to five-point Likert items, the questionnaire given to the students included open-ended questions in the last part. When students were asked to share positive and negative sides of having content courses in English, they provided the following answers. The responses were listed from the most repeated ones to the least. Table 30 below shows the responses:

Table 30

Positive and negative sides of having content in English

Positive sides of having a content course in English	Negative sides of having a content course in English
improving languages skills & practicing English language	difficulties in understanding lessons due to low level of English proficiency
opportunity to get a better job in future in the country or abroad	spending much more time on studying when it is in English
easy access to a variety of resources in the field	difficulties in understanding lessons due to lecturers' low level of English proficiency and accent
having a positive impact on academic success and being more knowledgeable in the field	reducing academic achievement and professional competence
having an impact on social skills in a good way and boosting self confidence	causing a lack of motivation and the possibility of degeneration of the mother tongue

To start with the positive sides, most of the students stated that having content courses in English is a chance for them to improve their language skills and practice English in that way.

Student: "I believe that the language and speaking skills improve as the department courses are in English"

The second most repeated reply regarding positive sides was concerned with the opportunity to get a better job in the future.

Student: "It helps me find work more easily and express myself better"

Student: "In today's world, in addition to our own mother tongue, we need to speak one more foreign language, if possible, a second or third foreign language due to the increasing number of graduates in the professional life. Having departmental courses in English will increase our chances of being selected while applying for a job.

Students also stated that they have access to a variety of sources.

Student: "Articles, research articles, etc. published in almost every field around the world, they are usually written and published in English. Thanks to the departmental courses conducted in English, we can read such articles as soon as possible. We can have information in the shortest and fastest way without waiting for the translations."

As for the negative sides, the most repeated answer was related to difficulties in understanding lessons due to low level of English proficiency.

> Student: "Sometimes I find it difficult to understand because I do not know English well"

> Student: "Lack of vocabulary can lead to misunderstanding and incomplete understanding."

The second most repeated reply was about spending much more time on studying when it is in English.

> Student: "Since there is only an English explanation and no notes are given in Turkish, we have to work twice as hard."

> Student: "We study both in English and Turkish, which requires extra effort."

> Student: "We have to memorize terms in both languages"

The third most repeated answer was related to difficulties in understanding lessons due to lecturers' low level of English proficiency and accent.

> Student: "We have difficulty understanding the accent of some of our teachers. For this reason, we find it difficult to understand some lessons."

> Student: "Some of my lecturers cannot speak English well and sometimes they can't even answer our questions."

> Student: "Sometimes the English proficiency of the lecturers is very low and my concentration and motivation for that lesson decrease."

> Student: "It is a big disadvantage that lecturers who are not good at English teach through English."

Unlike the data we obtained from quantitative data, two participants indicated detrimental impact of EMI on academic achievement and professional competence. They state that;

> Student: "EMI may reduce our academic competence"

> Student: "Incomplete understanding of the course content or incomplete understanding in the mother tongue may result in incomplete treatment in the professional life, or inability to fully apply the techniques learned."

In addition to this, only one participant underlined the negative impact of EMI on motivation.

Student: "It can cause a loss of motivation for those who are not interested in a foreign language and start studying in an EMI program for different reasons other than their own will."

In order to learn more about the challenges students face, and the strategies they use, a semi-structured interview was held with the participation of one student. Once the interviewee was asked to share challenges he faces when he learns content through English, he highlighted three different challenges. Whereas the first one was concerned with the terms used in the field, the second challenge mentioned by the interviewee was concerned with lecturers' accents. And, the last one was about making presentations in a language that is not his first language.

Learning terminology

"As a psychology department student, the most serious challenge I have faced is the terms and their meanings. Psychology is a difficult field and there are many terms used. We had certain difficulties reading English chapters because we translated them simultaneously during the lesson, during the exam, or while talking to our lecture."

Difficulties caused by lecturers' accent

"I also had difficulties with the accent. Since the English language is spoken differently in the places where some of our teachers come from, and there are differences in accents, we have difficulties understanding and listening.

Making presentation in English

"I have difficulty speaking during the presentation. With the excitement of the presentation, mistakes can occur because we are presenting in a language that is not our mother tongue. There were times when I couldn't even present things in English that I could have easily explained without getting stuck in Turkish. We need to have both subject mastery and language proficiency."

When the interviewee was asked to share strategies he uses in order to overcome challenges, he stated that

"I first searched for the English explanation of a term that I am not familiar with. Then, I look at how it is used in Turkish and the applications in Turkey. For example,

if it is a treatment method, I also look at the way this method is applied in Turkey.
After all, these are the things we will use. In addition to this, I try to improve my
language skills as much as possible. Everyone uses different techniques to improve the
language."

As aforementioned, in addition to the quantitative data collection tools, qualitative
data collection tools were also used in this study to gain a better knowledge of EMI
implementation. One of the tools was the open-ended questionnaire given to the lecturers.
Following that, a semi-structured interview was conducted with two lecturers who wanted to
take part. Responses given to items by lecturers concerning their' EMI experience were listed
in Table 31 below:

Table 31

EMI Experiences of Lecturers

Items	Responses given to the items by lecturers
Preparations lecturers make prior to their lessons	-repeating the lesson, checking for the words from translation which I don't know or remember -give lecture notes in the hope that students read and prepare before class starts -I do not make a special preparation -lecture itself, PPT, additional materials (cartoons, posters, films, etc.) -only on my notes for class and the latest progress on my subject -prepare slides, review slides before class -detailed lesson plans
Major challenges lecturers face	-speaking ability. finding the correct words. especially while giving some daily examples -the difficulty faced is more on students 'perceptions of the subject being studied; they think it's difficult even though I haven't started to explain in class yet. -different level of students, different levels of resources -foreign students may not know English -Actually, nothing during preparation for class and studying. The main issue is that students are not aggressive. Frequently they are not really interested in their subject. However, I encourage them in my subject and describe the importance to them -English level of students -finding relevant resources
Challenges faced by their students in the classroom	-sometimes it is hard for them to follow and understand -most students never prepare and read lecture material given before the class starts -they do not understand -English level of students Students 'level of English might not be advanced and suitable for course level.

Strategies used by lecturers to cope with challenges	-by repeating my slides before the course and in my mind trying to speak as I am giving the lecture that time. Sometimes even before the night at bed. -explain the theoretical basis with easy-to- understand examples -I am using different learning techniques. Reading, writing, listening and speaking and social interaction are very important things for me. -since they generally prefer to miss classes; I do not have to cope -do one-on – one meeting with students require further assistance -asking professionals -I am trying to give examples to explain more about it. Rarely I explain once more in Turkish -I will explain again using an easy-to-understand example. -review, homework and questions -translate or explain again. Also, students translate the slides into their languages -the first step for students to find out this is an important topic; you should point them out to the commonplace living problems and define your topic and its outstanding features from everyday life. Under these circumstances students would be eager to your subject and they would be completely involved in your discussion through the class. -provide slides for review and assign homework -use visual aids and lots of examples
How lecturers feel when they practice EMI	-well because it develops my English-speaking skill -excited and happy. My mood is shaped generally according to students 'feedback -great because it is a challenge for all of us -satisfied when teaching in English. Keeping my English fluent -it is pleasurable as not only am I teaching my course content but also reinforcing the students' language level

A noteworthy detail here is that not only do students think EMI has a positive effect on their language skills, but some lecturers also think so. When lecturers were asked to share their feelings while they teach content in English. Some stated that "I feel well because it improves my English-speaking skills" and "I feel satisfied when teaching in English. Keeping my English fluent."

After the open-ended questionnaire was administered to the instructors, semi-structured interviews were conducted with two lecturers who volunteered to participate. Semi structured interviews revealed 16 codes and 4 categories based on qualitative analysis. Table 32 below depicts the codes and categories.

Table 32

EMI experiences of lecturers (interview)

Codes	Categories
- English as a global language - variety of resources and lecturers who experienced working in different setting - better quality sources - difficulties caused by accent - prices of sources	Perceptions towards EMI
- difficulties due to learners' low level of English proficiency - mixed proficiency level in a group - addressing the needs of two groups (Turkish students and foreign students) in the same class - spending much more effort to catch students' attention	Difficulties encountered during EMI implementation

- increasing the number of foreign students (macro-level)
- providing syllabus in the first lesson and explaining all the details both in English and Turkish (micro-level)
- providing summary in Turkish at the end of the lesson (micro level)
- translating (micro-level)
- being more energetic and using tone of voice to catch students' attention (micro-level)
- providing students with a word list (micro-level)
	Strategies applied to cope with difficulties
	   - macro level strategy
	   - micro level strategy

- much more work should be done in the preparatory program	Solutions offered

When lecturers were asked about advantages and disadvantages of EMI, they put emphasis on the necessity of learning English since it is the global language. In addition to this, Interviewee 1 stated that "There are many foreign lecturers in our school and in EMI programs. There are professors from different schools, countries, and different systems, so students can benefit from this." Another advantage of it is to be able to have access to better quality sources. In this regard, Interviewee 2 highlighted that "it is also advantageous in terms of resources. Reading resources in English is much better and better quality than translation because some translations are of very poor quality."

When they were asked to share the difficulties that they have during EMI implementation, they both mentioned the difficulties caused by the students' low level of English. They particularly highlighted the differences between Turkish students and foreign students.

Interviewee 1: "Foreign students understand the content of the course better because their English proficiency level is higher. They are better able to adapt to the lesson and are more concentrated. When we think of these two groups in the same class, it is hard to maintain balance for the lecturer. I even tried this; I taught the lesson half in English and half in Turkish to draw Turkish students' attention to the lesson. This time, foreign students got distracted from the lesson."

Interviewee 2: "Foreign students understand the lesson, but only some of the Turkish students do. Some students keep asking if I can summarize it in Turkish. They even ask for slides in Turkish. Whereas Turkish students ask for direct translation, foreign students ask specific questions directly related to the content."

When asked about the strategies they use to overcome challenges, they mentioned macro and micro- level strategies. Starting with macro level strategy, interviewee 2 indicated that

"In the first year I started working, there were completely Turkish students in the class, and they did not understand me. After the quota of foreign students increased, many foreign students started to come. It started to get easier after that. The arrival of foreign students has been very beneficial for Turkish students."

As for the micro-level strategies;

Interviewee 2: "In the first lesson, I provide the syllabus, explain all the details in English / Turkish. I ask bonus questions on exam papers. If there are not many foreign students in the class, I give a summary in Turkish. In fact, sometimes foreign students think that they acted against them. I explain every question in exams. If there are words they do not know, I write them on the board and translate them. I can say that I am a translator. Other than that, generally 1st and 2nd grade students ask for a free word list, and I give it to them."

Lastly, both interviewees agreed upon the significance of English preparatory programs. They underlined the point that the students do not come ready to the departments in terms of proficiency level of English.

CHAPTER 5

DISCUSSION

This chapter presents the study's findings, which were collected through qualitative and quantitative data collection tools, by corresponding to each of the research questions. Statistical findings were discussed in the context of earlier studies in the respective literature. The discussion chapter was presented in the sequence of the research questions in order to make it more reader-friendly and to provide a clear framework.

5.1. The perceptions of psychology department students at a foundation university in Turkey towards English as a foreign language and EMI

One of the main aims of this study is to examine students' perceptions regarding EMI as well as their perspectives on the impact of EMI on the learning process. In addition to these, the study also investigated whether stated opinions vary based on the descriptive characteristics of the students.

To start with students' perceptions regarding English as a foreign language, the findings gathered from the first scale revealed that its sub-dimensions- need for learning a foreign language, the popularity of English, the significance of learning English, role and status of English - had very high mean scores (respectively M=4.89, M=4.79, M=4.64, and M=4.06). This basically shows that learning English is essential, according to students. All the participants stated that learning another language is crucial for them (M=4.96), particularly English language (M=4.99) In addition to these, they all indicated that knowing English is advantageous and the majority of the student believe that it is good to have English as an obligatory course in elementary school (87.6%), secondary school (98.8%), and at the tertiary level (84.3%). And, 97.8% of students indicated that it is highly significant to learn English at an advanced level.

The findings gathered from the second scale revealed that the mean score of its sub-dimension- personal, social, and cultural benefits of studying in an EMI program- was very high (M=4.53). That is to say, students appeared to have favorable views regarding EMI. A significant number of students approve of the benefits of having EMI in HE and they believe that EMI is beneficial for them because it has a positive impact on cognitive development, enables them to be successful in their academic life and to get better job opportunities in the future. In addition to these, as indicated by Rose and Galloway (2019), students (94.4%) regard it as a win-win case since it enables them to learn that language. Lastly, students do not

hold negative views regarding EMI. They think that EMI neither limits their academic creativity nor their command of content knowledge.

The answers obtained from open-ended questions also were in line with the findings gathered from the scale. That is to say, when asked to share positive sides of learning content through English, students gave the following answers: the positive impact of EMI on L2 skills, opportunity to get a better job in the future in the country or abroad, easy access to a variety of resources in the field, a positive impact on academic success and being more knowledgeable in the field, positive impact on social skills and boosting self-confidence.

When we examine these findings in the light of earlier studies in the respective literature, it is possible to say that the findings are in parallel with the results of several previous studies (Arkın, 2013; Atik, 2010; Karaman, 2018). The aforementioned studies' results also showed that students hold positive opinions towards English as a foreign language and EMI. That is, learning a foreign language, especially English, is regarded as requisite on the part of learners. The reason why the findings show similarity might be related to the fact that they all were conducted in the Turkish context. Turkey is such a context that the necessity of the English language is accepted by the majority, and the people have distinct motivations to learn the said language. Speaking of motivation, students in all these respective studies seem to have instrumental motivation while learning the said language. That is to say, they believe that learning English is advantageous because it will enable them to be more qualified in their field and find better job opportunities in the future. Unlike this study's findings, the findings of Arkın's study demonstrated that there were some participants who were concerned about the detrimental effects of the English language on their mother tongue. On the other hand, in this study, only a few participants (21.4%) stated their worries with regard to the negative impact of the English language on their mother tongue. Another dissimilar finding is concerned with whether EMI has a detrimental effect on the development of disciplinary learning or not. The participants in Arkın's study did not seem to agree on the negative impact of EMI on disciplinary knowledge. However, in this study, it was certain that EMI did not have a negative effect on disciplinary knowledge, according to the students.

Similar to the results of this study, studies conducted by Kirkgöz (2005), Turhan and Kirkgöz (2018) showed that learners in EMI programs were mostly motivated by instrumental factors, and learners hold positive perceptions towards EMI because they believe in its long-term advantages. The fact that these studies were conducted in Turkey may explain these similar findings. There is a common view in the context of Turkey that in job applications,

people who speak English are one step ahead of those who do not speak English. Thus, it is believed that speaking English will increase the chances of being selected.

In a similar vein, a research done by Macaro and Akincioglu (2018) in Turkey revealed similar results. Students in the EMI program seemed to be enthusiastic to further their education in this program. Students who study in private universities seemed to be more confident that EMI would bring them gains in the future, and they were more supportive of EMI as a method of content learning compared to the ones studying in state-run universities.

Findings of another study which was conducted in the master's degree program by Tatzl (2011) showed that both lecturers and students in the respective program have positive perceptions towards EMI. Because they believe that it has a positive impact on employability and L2 skills as well as it increases the attractiveness of the program and improves its competitiveness among HE institutions. However, this does not mean that learning or teaching through English is a problem-free process. Namely, findings also revealed the challenges lecturers and students faced. Whereas lecturers were challenged by the varying levels of learners' language skills and differing levels of content understanding, workload, spending more time on lesson preparation, students were challenged by time management, workload, technical terminology, language skills of lecturers.

A very recent study conducted by Ekoç (2018) revealed similar findings. 252 students who study in a technical university in Turkey participated in this study. Findings demonstrated that students hold positive perceptions regarding EMI for instrumental reasons. Nonetheless, they feel that certain changes to the way EMI is offered are required.

However, a study conducted in South Korea by Kim, Kweon and Kim (2017) in order to examine students' attitudes towards EMI showed that students favored Korean-medium instruction rather than EMI. Because they thought that their proficiency level of English was not adequate to follow the lessons, and they also thought that EMI was not beneficial for their L2 skills. On the other hand, the majority of the students agreed that EMI should be retained, but with revisions to obligatory school practices.

Whether the students' perceptions differ according to which year they were in are examined, there was no statistically significant difference among 1st, 2nd, 3rd, and 4th-grade students. Whether the students' perceptions differ by gender are examined, it was found that male students have negative views regarding EMI more than female students. The study's findings (Macaro & Akincioglu, 2018), which analyze Turkish students' views of EMI and

disparities in stated perceptions by gender, grade, and university type characteristics, concluded that female students were more certain than male students that EMI will provide them with some perks. Moreover, though almost all participants believed that EMI improves their L2 skills, including general English and subject-specific English, female students were more optimistic about their success in enhancing their English language skills than male students.

When it was investigated whether the perceptions of the students change according to the preparatory program factor or not, it was found that "the role and status of English" perceptions of English of the students who did not attend the preparatory program are at a higher level than the students who attend the preparatory program. In addition to these, it is seen that the perception levels of the students who did not study in the preparatory program with regard to the problems encountered during EMI are higher than the students who studied.

When the relationship between perceptions of students regarding EMI and their perceived self-efficacy in L2 skills were examined, it was found that while the students' self-efficacy in reading increases, their perceptions of the degeneration of the native language slightly decrease. Moreover, while students' self-efficacy in regarding reading, writing, listening, speaking, grammar, and vocabulary increase, their perception levels about the problems encountered during EMI decrease. Lastly, while students' self-efficacy in reading, writing, listening, speaking, grammar, and vocabulary increase, their perceptions of the positive impacts of students' English competence on EMI courses and impact of EMI on L2 skills also increase slightly.

To date, the relationship between self-efficacy and achievement has been investigated many times. However, little research which examines the relationship between self-efficacy and achievement in an EMI course or perceptions towards EMI exists. According to Bandura (1997), "students might do badly either because they lack the skills or because they have the skills but lack the perceived personal efficacy to apply them optimally" (p. 215). The study conducted by Akçayoğlu, Ozer and Efeoğlu (2019) in order to examine students' views on EMI and their self-efficacy beliefs for English showed that students who are in their last year in an EMI program had the greatest levels of English self-efficacy, which might be attributed to the length of time spent in an EMI program. In addition to this, the findings also revealed positive attitudes of students towards EMI.

Thompson, Aiz awa, Curle and Rose (2019) conducted a study with the purpose of examining the relationship between learners' self-beliefs and their success in an EMI program. The findings showed that L2 competence, preparatory program performance, and self-efficacy were found to predict success in the EMI course. The findings also indicated that students with higher efficacy make more effort and regard activities carried out within the framework of EMI course as possibilities for their growth.

5.2. Perceived difficulties regarding the instructional process, and the impact of EMI on L2 skills

The findings gathered from the scale focusing on instructional process revealed that its sub-dimensions- impact of EMI on L2 language skills (M= 4.48), positive effects of students' English competence on EMI courses (M= 3.73) had very high mean scores. This means, the majority of the students think that having content in English will improve their English language skills. The skills, which are perceived to have improved the greatest, are listening (96.7%) and speaking (95.5%), followed by reading (93.3%) and writing (93.2%). Additionally, students believe they are capable of writing the summary of an English-medium course in English and giving a verbal summary of an English-medium course in English. However, whereas 61.8% of the students stated that it is necessary to have a Turkish summary of the content course, which is taught through English, only 31.5% of the students showed disagreement.

Similarly, Chang's study, which was conducted in Taiwan, had similar findings. The study's findings revealed that the majority of Taiwanese students had positive opinions toward EMI and they felt that it improved particularly their listening skills. This implies that EMI has the potential to support students' linguistic skills, despite the fact that it does not explicitly aim to improve learners' language skills. Briggs, Dearden and Macaro (2018) found similar results from the standpoint of lecturers. The study's data were gathered from 167 individuals who worked at secondary and higher education institutions. According to the findings, lecturers believe that presenting academic content in English will enhance their students' L2 skills.

On the other side, studies that used a pre-/post-test paradigm to investigate genuine language development revealed disparate outcomes. That is to say, whereas the study conducted by Lei and Hu (2014) in the Chinese context and by Yang (2015) in the Taiwanese context showed no indication of improvement in L2 skills of students, the longitudinal empirical study conducted by Yuksel, Soruç, Altay and Curle (2021) revealed that L2 skills of

students improved, and this improvement forecasted EMI academic achievement in EMI Business Administration subjects but not in Mechatronics Engineering subjects.

As for the perceived difficulties, the findings revealed that when students were asked if they have difficulty in asking questions in English, giving verbal answers to the questions, giving written answers to the questions in English, understanding the teachers' answers, understanding the sources in English, keeping the terminology in mind or not, they did not seem to agree on the difficulties they face. The mean scores of their responses for the respective items were close to the "not sure" option. As for the perceived impact of EMI on disciplinary learning, though Arkın's study findings indicated that participants appear to confirm the claims that EMI hinders academic development, in this study 68.5% of the participants believe in the positive impact of EMI on academic success.

The findings also showed that students (92.1 %) were also aware of the advantage of EMI in terms of reaching sources more easily.

Although the answer of students gave to the item "it is an extra burden to learn both Turkish and English terminology in the courses" is close to "not sure", "spending much more time on studying when it is in English" was the second most repeated answer when they were asked to share the negative side of having a content course in English.

When asked to share the negative sides of having a course in English, students mentioned the difficulties they face during EMI. Whereas the first most repeated difficulty was concerned with lack of understanding due to low level of English proficiency, the second most repeated reply was to spend much time on studying when the course is in English. A great majority also indicated the difficulty which is caused by lecturers' accents and proficiency level of English.

In addition to this, the student who attended the interview right after he had completed the questionnaire stated that he faces difficulties with learning the terms the most. Other challenges expressed by the interviewee are as follows; understanding lecturers due to their accent, making presentations in language that is not his mother tongue.

When the interviewee was asked to share the strategies he uses to cope with challenges, he stated that "I try to improve my language skills as much as possible. Everyone has different techniques to improve the language. For the terms, I first research the English of a term that I am not familiar with. Then, I look at how it is used in Turkish and the

applications in Turkey. For example, if I search for a treatment method, I also look at how this method is applied in Turkey. After all, these are the things we will use."

When we consider these findings in the context of past research on the challenges that students face, it is possible to talk about studies that found similar and dissimilar findings. The studies conducted to date have highlighted varied challenges students face, such as, a lack of comprehension when the content is taught through English due to low level of English proficiency (Coşkun, Köksal & Tuğlu, 2014; Dafouz, Camacho & Urquia, 2014; Doiz, Lasagabaster, & Sierra, 2013; Hellekjaer, 2010; Kırkgöz, 2013), language-related challenges (Kamaşak, Sahan & Rose,2020), vocabulary-related challenges (Chang,2010; Evans & Morrison, 2011; Sert, 2008), challenges caused by lecturers' proficiency level of English (Ekoç, 2018;Klaassen, 2003; Manh, 2012; Mellion, 2008; Tange, 2010).

The study, which was conducted by Soruç and Griffths (2018) in order to examine difficulties students face regarding EMI, presented the challenges under four categories, which are *challenges with regard to speaking and listening* (difficulty in understanding the English used the lesson due to different accents and low level of English proficiency), *difficulties linked to lecturers/ lesson* (difficulty in following the lecturer and topic, difficulties caused by lecturers' inadequate language skills, communicating with a foreign lecturers, *difficulties linked to vocabulary* (understanding terms or vocabulary used in the lesson) and *affective/cognitive difficulties* (interacting comfortably in target language, feeling shy while making presentation, and feeling bored). When asked about the strategies they use to cope with challenges, students mentioned some cognitive strategies which are asking questions, visualizing, exemplifying, clarifying, etc. As for the challenges with regard to vocabulary/ terms, the strategies used were as follows: translating, using dictionary, guessing from context, using paralanguage, etc. In a similar vein, the study conducted by Yıldız, Soruç Griffths (2017) showed the same type of challenges, such as understanding vocabulary, difficulties caused by lecturers' insufficient language, codeswitching, English preparatory program curriculum, etc.

A very recent study which focuses on language-related challenges of students during EMI implementation was conducted in the Turkish context by Kamaşak, Sahan and Rose (2020). Their study's objectives were to identify the language-related challenges that students face while studying in an EMI program and to scrutinize how these challenges differ depending on student characteristics. Data gathered from 498 participants through a questionnaire showed that participants regarded writing and speaking to be the most difficult

aspects of their EMI lessons. Speaking has been identified as the main difficulty for students in the Turkish EMI setting in earlier research (Öner & Mede, 2015). When examining if challenges participants face change according to their department, year of study, L1 background, EMI experience, it was found that writing and reading were more challenging for students who study in the social sciences departments than students who study in engineering departments. In addition to this, students who are in their second and fourth year in an EMI program face reading-related difficulties more than the students who are in their first year. When examining the relationship between challenges and participants' L1 background, it was found that Turkish students found EMI courses to be far more linguistically difficult than foreign students, implying that foreign students who participated in this study might be better equipped linguistically for EMI studies. Moreover, students, who had previously studied in English, did not find EMI as challenging as their classmates who were taking EMI courses for the first time at the tertiary level.

5.3. Difficulties lecturers in EMI program face and strategies they use to overcome these challenges

The data gathered through the open-ended questionnaire and semi-structured interview conducted in order to find out the difficulties lecturers face during EMI implementation demonstrated that they face a variety of difficulties including the different levels of students in the same class, different levels of resources, students' proficiency level of English, finding the correct words; especially while giving some daily examples, addressing the needs of two groups (Turkish students and foreign students) in the same class, spending much effort to catch students' attention.

When asked to share their strategies to overcome challenges, they stated the following strategies; explaining the theoretical basis with easy-to-understand examples, using different teaching techniques, doing one to one meeting with students who require further assistance, asking professionals, reviewing, asking questions, translating or explaining again, pointing students' attention to the commonplace living problems, and defining your topic, and providing its place in everyday life, providing slides for review and assigning homework, using visual aids and lots of examples, providing syllabus in the first lesson and explaining all the details both in English and Turkish, providing a summary in Turkish at the end of the lesson, being more energetic and using tone of voice to catch students attention. In addition to the micro-level strategies mentioned above, one lecturer indicated in the interview that

increasing the quota of foreign students is a good strategy in terms of getting Turkish students involved in the learning process.

When we examine these findings in the light of earlier studies focusing on challenges lecturers face, it is probable to say that the findings are in parallel with the results of several previous studies. One of these studies is the one conducted in the secondary school context in Hong Kong by Pun and Thomas (2020). In their study, Pun and Thomas found that teachers and their students face language-related challenges more. They highlight this by saying that difficulties in EMI implementation originate from linguistic deficiencies. To cope with challenges, teachers utilize numerous strategies, such as L1 usage, to compensate for their own inadequacies or to improve their learners' comprehension.

Another study which focuses on challenges lecturers face during EMI implementation was conducted by Ozer (2020). Ozer found that challenges EMI lecturers face are students' unwillingness to talk in the target language due to their level due to their low level of English proficiency, insufficient number of overseas students, difficulty in simplifying content to make learners understand, inadequate lecture understanding, as well as a lack of English terminology, among students, and a lack of flexibility and spontaneity while teaching through English.

In a similar vein, the study conducted Hung and Lan (2017) in a state university in Vietnam showed that challenges lecturers face are as follows; students' low level of English, getting prepared for the lesson, engaging class discussion, difficulties caused by their language competence, teaching resources. Another study which was conducted in the same context by Vu and Burns (2014) found similar findings. Data collected through semi-structured interviews revealed that lecturers were challenged by their own language abilities, students' language competence and learning styles, pedagogical issues, and resource availability.

Although all these studies were carried out in different contexts at different times, their findings showed that difficulties faced by lecturers are almost the same.

All in all, this chapter contains the findings of the study, which were gathered using qualitative and quantitative data gathering tools. The statistical findings were examined in relation to previous research in the field. The present study's findings were identical to those of previous research done in the Turkish context and elsewhere. This study, like many others in the EMI literature, indicated students' positive perceptions of EMI, but that does not mean

that they have difficulty. The findings revealed that although there are various difficulties faced by students and lecturers, the most obvious one is language related.

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CHAPTER 6

CONCLUSION

6.1. Summary

As technology and trade progressed in the post-war era, communication between nations became increasingly important for the flow of ideas and products. There was a high demand for foreign language competency in order for such exchanges to be successful, which encouraged individuals and countries to embrace English language as the medium of communication.

The unprecedented rise of English as a lingua franca, along with globalization, appears to have had a significant impact on non-English-speaking countries' language policies (Kirkgöz, 2008) since learning English is regarded as essential for international engagement and finding a decent job in a globalized society. As a consequence, several countries have promoted English language instruction and incentivized their citizens to learn it, and HE institutions, as well as schools at the other stages, have started to provide English-taught programs.

Despite the fact that EMI is considered as a comparatively new area of study (Macaro, 2018) different aspects of EMI, such as stakeholders' attitudes, the effects of EMI on L2 language skills, and the challenges faced by students and lecturers, have been researched by this time. In studies conducted, it is implied that although EMI is acknowledged as beneficial in many ways, it is not a problem-free procedure. Notwithstanding the fact that the number of EMI studies is increasing, much more study is needed in this field. Studies focusing on the issues EMI instructors encounter and the techniques they take to overcome them, which Pun and Thomas (2020) identify as an under-researched subject, are particularly needed. In this respect, the purpose of this study is to look into students' perspectives of EMI, as well as the challenges students and lecturers experience and the strategies they employ to overcome them.

This study posed five research questions, which are as follows: (1) What are the perceptions of psychology department students at a foundation university in Turkey towards EMI? (2) What are the perceived difficulties regarding the content learning process? (3) What is the perceived impact of EMI on L2 skills? (4) What difficulties do EMI lecturers face while teaching content through English? (5) What strategies do they use to address these challenges?

RQ1, "What are the perceptions of psychology department students at a foundation university in Turkey towards EMI?" aimed to examine students' perceptions towards English as a foreign language and EMI. In addition to this, the study looked at whether expressed opinions differed based on the descriptive characteristics. The findings gathered showed that most of the participants agreed that learning a foreign language, particularly English, is essential for them. In addition to this, students seemed to be aware of the benefits of studying in an EMI program and held positive views regarding EMI. They feel that EMI is useful for them since it has a favorable influence on cognitive growth, assists them to be successful academically, and provides them with greater career chances in the future. More importantly, the replies given to open-ended questions revealed that EMI is favored by students since it allows them to improve L2 language skills and practice English.

When it is examined whether students' views change according to their characteristics, no difference was found according to the year they were in. However, it was discovered that male students have more unfavorable views of EMI than female students.

The views of students, who did not attend the preparation program, in terms of "the function and status of English" were found to be higher than those of students who attended the preparatory program. In addition to this, it is shown that students who did not study in the preparation program have greater awareness levels of the challenges experienced during EMI than those who studied in the preparatory program.

Lastly, when the relation between students' views of EMI and their perceived self-efficacy in language skills was investigated, it was discovered that while the students' self-efficacy regarding reading increases, their perceptions of the degeneration of the native language and slightly decrease. While students' self-efficacy in listening, speaking, grammar, and vocabulary increases, so does their perception of the positive effects of student's English competency on EMI courses and impact of EMI on L2 skills. On the other hand, while students' self-efficacy perceptions in reading, writing, listening, speaking, grammar, and vocabulary increase, their perceptions of challenges encountered throughout EMI decline.

RQ2: "What are the perceived difficulties regarding the content learning process?" aimed to examine students' perceptions with regard to the instructional process of EMI. In terms of perceived difficulties, the findings revealed that when students were asked if they have difficulty asking questions in English, giving verbal answers to questions, giving written answers to questions in English, understanding the teachers' answers, understanding the

sources in English, and keeping the terminology in mind, they did not appear to agree on the difficulties they face. The mean scores of their replies for the individual items were close to the "not sure".

Even though students' responses to the item "it is an extra burden to learn both Turkish and English terminology in the courses" are close to "not sure," "spending much more time on studying when it is in English" was the second most frequently given response when asked to share the disadvantage of having a content course in English. The other disadvantages stated by students were as follows; lack of understanding due to low level of English proficiency, difficulties caused by lecturers' accents and their proficiency level of English. The difficulty caused by lecturers' accents was also emphasized by a student during the interview. In discordance with this finding, the study of Macaro and Akincioglu (2018) showed that overall, students were pleased with EMI programs, especially the level of English proficiency of their professors. The other challenges mentioned by the interviewee were learning the terms used in the field and making presentations in language that is not his mother tongue.

RQ3: "What is the perceived impact of EMI on language skills?" aimed to examine students' perceptions with regard to the impacts of EMI L2 skills. The results of the scale indicated that its sub-dimension-impact of EMI on L2 skills, had high mean scores. This suggests that the majority of students believe that studying in an EMI program will help them enhance their English language abilities. The skills that are perceived to have improved the most are listening and speaking, followed by reading and writing.

RQ4: "What difficulties do EMI lecturers face while teaching content through English?" aimed to investigate challenges lecturers face During EMI implementation. The results indicated that they face a number of challenges, such as the different levels of students in the same class, different levels of resources, students' proficiency level of English, finding the correct words; especially while giving some daily examples, addressing the needs of two groups (Turkish students and foreign students) in the same class, spending much effort to catch students' attention.

RQ5: "What strategies do they use to address these challenges?" aimed to investigate strategies lecturers use in order to cope with stated challenges. The findings revealed that lecturers made use of the following strategies; explaining the theoretical basis with easy-to-understand examples, using different teaching techniques, doing one to one meeting with students who require further assistance, asking professionals, reviewing, asking questions,

translating or explaining again, pointing students' attention to the commonplace living problems, and defining your topic, and providing its place in everyday life, providing slides for review and assigning homework, using visual aids and lots of examples, providing syllabus in the first lesson and explaining all the details both in English and Turkish, providing a summary in Turkish at the end of the lesson, being more energetic and using tone of voice to catch students attention.

Lastly, both interviewees stated the significance of English language education in the preparatory program and they think that more work needs to be done in the preparatory program and students should start their department more prepared.

6.2. Implications

The study's findings have some implications for stakeholders who are involved in the implementation of EMI at the tertiary level. The findings from both quantitative and qualitative data highlighted that although students and lecturers have positive perceptions about EMI, when it comes to the practice, there are challenges faced by lecturers and students. Although the causes of these challenges vary, the primary cause appears to be a lack of language proficiency. At this point, the first thing that springs to mind is the efficiency of the English preparatory program education given to the students before their departments, and the linguistic support provided throughout the program. The preparatory year model was adopted in the context where the study was conducted, and the purpose of the preparatory program is considered to be preparing the student for the EMI program, but it appears to have resulted in different outcomes in practice. There might be several causes for the failure of preparatory education in the context of this study. The proficiency level of most students studying in the English preparatory program is A2, sometimes even A1, thus it is not an easy thing to do for students with a low level of English to reach the desired level, which is B2, in a short period of time.

In addition to this, although the curriculum of the English preparatory program aims to prepare students for EMI programs, only General English is taught in the program. In fact, what needs to be taught is more than General English, so there is no doubt that the English preparation program on its own is insufficient to prepare students linguistically for the EMI program, especially when it comes to preparing students with a limited command of the English language. Thus, The English preparatory program's curriculum should be structured in such a way that it prepares the student for the program. There is a need for a more

comprehensive curriculum which will both improve students' knowledge of everyday English and enable them to follow the courses in their department more readily.

In addition to the English preparatory program, as it is in the concurrent support model, students should be provided language support courses integrated into the EMI curriculum, such as the ESP course.

6.3. Suggestions for Further Research

A lot of unanswered questions remain in the field of EMI (Yıldız, Soruç & Griffths, 2017). In recent years, although a great number of studies were conducted in order to examine stakeholders' views on EMI, studies focusing on challenges and strategies used are relatively limited in number. Future studies can focus on these aspects. The findings of this study showed lecturers' concerns with regard to addressing the needs of two groups (Turkish students and foreign students) in the same group. Multicultural/ multilingual classes in the context of EMI is another topic which is worth investigating.

The findings of the study implied that male students were less content with EMI compared to female students. Future research can look into the reasons for this result in greater depth.

Concerns voiced regarding the lecturers' English language skills, particularly their accents, necessitate in-depth investigation.

Lastly, the English preparatory program has a great impact on the success of EMI. As it was found by Macaro, Akincioğlu, and Dearden (2016), preparatory programs in Turkey do not provide the degree of English required for their students to excel in EMI programs. Similarly, the lecturers who participated in this study showed the same kind of concern with regard to the English preparatory program. Therefore, the preparatory program education and to what extent the curriculum used prepares students for EMI programs is another issue that needs to be investigated in detail.

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Appendices

Appendix A

T.C.

İSTANBUL GELİŞİM
ÜNİVERSİTESİ

İstanbul Gelişim Üniversitesi Rektörlüğü

Sayı: E-53330280-602.04.01-13096   03.08.2021

Konu: Öğr. Gör. Aslıhan Demir'in Veri
ToplamaTalebi

ULUDAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi: Yabancı Diller Yüksekokulu Müdürlüğü 24.06.2021 tarihli ve E-50268604-605.01-12955 sayılı yazısı.

Üniversitemiz Yabancı Diller Yüksekokulu Öğr. Gör. Aslıhan DEMİR'in, İngilizce Öğretim Dili Üzerine Bir Vaka
Çalışması: Algılar, Zorluklar ve Stratejiler konulu tez çalışması için Üniversitenizden almış olduğu Etik Kurul
Raporuna istinaden veri toplama talebi uygun bulunmuştur.

Gereğini bilgilerinize arz/rica ederim.

**Prof. Dr.
Nail
ÖZTAŞ
Rektör V.**

Bu belge, güvenli elektronik imza ile
imzalanmıştır.

Belge Doğrulama Kodu: 3LL1-9Z7K-8OMR   Belge Doğrulama Adresi:

https://ebyssorgu.gelisim.edu.tr

Adres: Cihangir Mahallesi Şehit Jandarma Komando Er Hakan Öner Sk. No:1 Avcılar /
İSTANBUL
Bilgi İçin: Gülşah AYTAÇ

Telefon No: 02124227000-376   Fax No:
2124227401   Özel Kalem e-Posta :
bilgi@gelisim.edu.tr   İnternet Adresi :
http://www.gelisim.edu.tr/ Dâhili No:2124227000 Kep
Adresi : gelisimuniversitesi@hs03.kep.tr

BURSA ULUDAĞ ÜNİVERSİTESİ
ARAŞTIRMA VE YAYIN ETİK KURULLARI
(Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulu)
TOPLANTI TUTANAĞI

OTURUM TARİHİ	OTURUM SAYISI
27 Kasım 2020	**2020-09**

KARAR NO 8: Eğitim Bilimleri Enstitü Müdürlüğü'nden alınan Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans öğrencisi Aslıhan DEMİR'in, "Türkiye'deki Bir Vakıf Üniversitesinde İngilizce Öğretim Dili Üzerine Bir Vaka Çalışması: Algılar, Zorluklar ve Stratejiler" konulu tez çalışması kapsamında uygulanacak ölçek ve görüşme sorularının değerlendirilmesine geçildi.

Yapılan görüşmeler sonunda; Eğitim Bilimleri Enstitü Müdürlüğü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans öğrencisi Aslıhan DEMİR'in, "Türkiye'deki Bir Vakıf Üniversitesinde İngilizce Öğretim Dili Üzerine Bir Vaka Çalışması: Algılar, Zorluklar ve Stratejiler" konulu tez çalışması kapsamında uygulanacak ölçek ve görüşme sorularının fikri, hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğu başvurucuya ait olmak üzere uygun olduğuna oybirliği ile karar verildi.

Prof. Dr. Yerudun YILMAZ
Kurul Başkanı

Prof. Dr. Abamüslim AKDEMİR
Üye

Prof. Dr. Doğan ŞENYÜZ
Üye

Prof. Dr. Ayşe OĞUZLAR
Üye

Prof. Dr. Abdurrahman KURT
Üye

Prof. Gülay GÖĞÜŞ
Üye

Prof. Dr. Alev SINAR UĞURLU
Üye

Appendix B

Değerli Katılımcı,

Bu anket, bilimsel bir çalışmada veri tabanı olarak kullanılmak üzere düzenlenmiştir. Çalışmanın temel amacı yabancı dilde (İngilizce) eğitim yapılması bağlamında sizlerin sahip olduğu tutum ve görüşleri saptamak ve bunları değerlendirmektir. Cevaplarınız yalnızca araştırma kapsamında kullanılacaktır. Her soruyu duyarlılıkla istendiği biçimde cevaplamanız, çalışmanın güvenirlik ve geçerliliğini artıracaktır.

Katkılarınız için çok teşekkür ederiz, çalışmalarınızda başarılar dileriz.

Aslıhan DEMİR   Prof. Dr. Ayşegül Amanda YEŞİLBURSA

İngiliz Dili Eğitimi Yüksek Lisans Öğrencisi   Uludağ Üniversitesi

İngilizce Hazırlık Bölümü Öğretim Görevlisi   Tez Danışmanı

e-posta adresi: e-posta adresi:

I.BÖLÜM: Kişisel Bilgiler

1. Cinsiyetiniz: Kız   Erkek
2. Uyruğunuz: TC   Diğer: (Belirtiniz)
3. Fakülteniz:
4. Bölümünüz:
5. Sınıfınız: Bir   İki   Üç   Dört
6. Mezun olduğunuz lise türü:
   Devlet Lisesi   Özel Lise
   Anadolu Lisesi   Anadolu Meslek Lisesi
   Diğer: (Lütfen belirtiniz)

7- Eğitim dili İngilizce olan bir üniversiteyi seçme nedenleriniz nelerdir? (Birden fazla seçenek işaretleyebilirsiniz)

    Kaliteli bir eğitim almak için

    İngilizceyi daha iyi öğrenmek için

    Öğrenim dilinin İngilizce olması kendi alanımda yapılan çalışmaları anlamamı sağlayacağı için

    Kendi alanımı İngilizce bilmek iş bulmamı sağlayacağı için

    Ailem istediği için

    Puanım yettiği için

    Diğer: (Lütfen belirtiniz)

İngilizce Bilgisi

8- Kaç yıldır İngilizce öğreniyorsunuz?

9- İngilizce öğrenmeye ne zaman başladınız?

   İlkokul   Lise   Ortaokul   Üniversite

10- Bölümünüze başlamadan önce İngilizce Hazırlık Okulu'nda okudunuz mu?

11- Hazırlık atlama sınavı olan Proficiency notunuz:

12- İngilizce 'deki kendi yeterlik düzeyinizi her bir dil becerisi için aşağıdaki kutucuklara bir ( ) işaret koyarak belirtiniz.

Dil Becerisi	Çok iyi	İyi	Orta	Zayıf	Başlangıç
Okuma					
Dinleme					
Yazma					
Konuşma					
Dilbilgisi					
Sözcük Bilgisi					

İngilizce Kullanımı

13- Aşağıdaki tablodan bölümünüzde aldığınız dersler için, ilgili kutucuğu işaretleyerek ( ) şimdiye kadar <u>ders anlatımı</u> bakımından İngilizce kullanılma durumunu belirtiniz.

Ders	Her zaman İngilizce	Çoğunlukla İngilizce	Zaman zaman İngilizce	Her zaman İngilizce
Bölüm Dersleri				
Alan Seçmeli Dersler				
Seçmeli Dersler				

14- Aşağıdaki tablodan bölümünüzde aldığınız dersler için, ilgili kutucuğu işaretleyerek ( ) şimdiye kadar <u>sınavlarda İngilizce kullanılma</u> durumunu belirtiniz.

Ders	Her zaman İngilizce	Çoğunlukla İngilizce	Zaman zaman İngilizce	Her zaman İngilizce
Bölüm Dersleri				
Alan Seçmeli Dersler				
Seçmeli Dersler				

15- Aşağıdaki tablodan bölümünüzde aldığınız dersler için, ilgili kutucuğu işaretleyerek ( ) bu derslerde İngilizce kullanımının hangi yoğunlukta olmasını dilediğinizi belirtiniz.

Ders	Her zaman İngilizce	Çoğunlukla İngilizce	Zaman zaman İngilizce	Her zaman İngilizce
Bölüm Dersleri				
Alan Seçmeli Dersler				
Seçmeli Dersler				

16- Şu andaki genel ders ortalamanız (CGPA):

II. BÖLÜM: Yabancı Dil ve Yabancı Dil Olarak İngilizce

Aşağıdaki tümceler sizin "yabancı dil" ve "yabancı dil olarak İngilizce" hakkında görüşlerinizi saptamak için yazılmıştır. Her tümceyi dikkatle okuyarak, verilen derecelendirme ölçeği üzerinde sizin için en uygun seçeneği işaretleyiniz. Lütfen cevapsız ifade bırakmayınız. Ölçek belirteçleri:

(5) Tamamen katılıyorum (4) Katılıyorum (3) Fikrim yok (2) Katılmıyorum (1) Kesinlikle katılmıyorum

YABANCI DİLDE (İNGİLİZCE) ÖĞRETİM: GENEL TUTUM VE GÖRÜŞLER	Tamamen Katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1-Yabancı dil öğrenmek ülkemizdeki herkes için gereklidir					
2- İngilizce öğrenmek ülkemizdeki herkes için gereklidir.					
3-Yabancı bir dil öğrenmek benim için gereklidir.					
4- İngilizce öğrenmek benim için gereklidir.					
5-İngilizce öğreniyor olmak memnuniyet vericidir.					
6-İngilizce bilmek bireye toplumda saygınlık kazandırır.					
7-İngilizce'yi çok iyi düzeyde öğrenmek önemlidir.					
8-Yabancı dille eğitim/öğretim, anadilin yozlaşmasına sebep olmaktadır.					
9-İngilizce'nin yaygınlaşması bireyin kültürünü olumlu yönde etkiler.					
10-İngilizce bilmek bireye avantaj sağlar.					
11-İlköğretimde İngilizce zorunlu ders olarak okutulmalıdır.					
12-Ortaöğretimde İngilizce zorunlu ders olarak okutulmalıdır.					

	Tamamen Katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
13-İngilizce, zorunlu yabancı dil olarak üniversite düzeyinde devam ettirilmelidir.					
14-Yükseköğretimde İngilizce dışında başka diller de seçmeli ders olarak okutulmalıdır.					
15-İngilizce'nin yaygın kullanımı Türkçe'yi olumlu yönde etkiler.					
16-Yabancı dille eğitim/öğretim, anadili kullanımını engelleyici bir unsurdur.					

III. BÖLÜM: Yabancı Dilde (İngilizce) Öğretim
1- Genel Tutum ve Görüşler

Aşağıdaki tümceler sizin üniversitelerde bölüm derslerinin yabancı dilde (İngilizce) öğretimine ilişkin genel tutum ve görüşlerinizi saptamak için yazılmıştır. Her tümceyi dikkatle okuyarak, verilen derecelendirme ölçeği üzerinde sizin için en uygun seçeneği (.) işaretleyiniz. Lütfen cevapsız tümce bırakmayınız. Ölçek belirteçleri:
(5) Tamamen katılıyorum (4) Katılıyorum (3) Fikrim yok 2) Katılmıyorum (1) Kesinlikle katılmıyorum

YABANCI DİLDE (İNGİLİZCE) ÖĞRETİM: GENEL TUTUM VE GÖRÜŞLER	Tamamen Katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1-Üniversitelerde derslerin İngilizce öğretilmesi yararlıdır.					
2-Üniversite düzeyinde öğretim dili, bir yabancı dil değil, Türkçe olmalıdır					
3-Yükseköğretimde İngilizce öğretim yapılmaması gerekir.					
4- Yabancı dille eğitim, kişisel olarak sosyal saygınlığımı artırmaktadır.					
5-İngilizce yoluyla öğretim yapılan derslerde, hocalarımı anlamakta güçlük çekiyorum.					
6-Alan dersinin İngilizce olması sınıf içi aktivitelere katılmama engel değildir.					
7-İngilizce yapılan öğretim, üniversite öğrencilerinin bölüm derslerindeki başarısını olumsuz etkiler.					
8-İngilizce öğretim yapmak yerine, o dilin etkin bir biçimde öğretimi daha uygun olur.					
9-Üniversite eğitiminin anadilde yapılması doğal bir süreçtir.					
10-Yabancı bir dilde öğretim, öğrencilerin zihinsel gelişimini olumlu etkiler.					
11-İngilizce öğretim yapan bir üniversiteden mezun olmak, bireye daha iyi iş olanağı sağlar.					
12-Mezuniyet sonrası meslek hayatında İngilizce bilgisine ihtiyaç vardır.					
13-Alan derslerinin İngilizce öğretilmesi, mezunların mesleklerinde başarılı olmalarını sağlar.					
14-Alan derslerinin İngilizce öğretilmesi, öğrencilerin akademik çalışmalarında başarılı olmalarını sağlar.					
15-Yabancı bir dilde öğretim, öğrencilerin akademik yaratıcılığını sınırlar.					
16-Yabancı bir dilde öğretim, öğrencilerin alan bilgisi hakimiyetini sınırlar.					

17-Yabancı bir dilde öğretim, yabancı dili öğrenmek için etkili bir yöntemdir.					
18-Yabancı bir dilde öğretim, anadilin bilimsel ve akademik gelişimini olumsuz etkiler.					

2- Öğretim Süreci

Aşağıdaki tümceler aracılığı ile öğrenim gördüğünüz bölümünüzde yabancı dilde (İngilizce) öğretim sürecine ilişkin görüşleriniz ve deneyimleriniz hakkında bilgi toplamak istiyoruz. Her tümceyi dikkatle okuyarak verilen derecelendirme ölçeği üzerinde sizin için en uygun olanı lütfen ( ) işaretleyiniz. (5) Tamamen katılıyorum (4) Katılıyorum (3) Fikrim yok 2) Katılmıyorum (1) Kesinlikle katılmıyorum

a. Ders İçeriğini Ölçme

YABANCI DİLDE (İNGİLİZCE) ÖĞRETİM: ÖĞRETİM SÜRECİ	Tamamen Katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1-Bölüm derslerinin İngilizce olması derslerdeki başarımı olumlu yönde etkiler.					
2-Derslerin İngilizce anlatılması anlamamı engeller.					
3-İngilizce anlatılan dersin Türkçe özetinin verilmesi gerekir.					
4- Derslerde İngilizce olarak soru sormakta zorluk çekerim.					
5-İngilizce sorulara sözlü cevap vermekte zorlanırım.					
6-İngilizce sorulara yazılı cevap vermekte zorlanırım.					
7-Öğretmenin sorulara verdiği İngilizce cevapları anlamakta zorlanırım.					
8-İngilizce işlenen bir dersin özetini kendi cümlelerimle İngilizce olarak yazabilirim.					
9-İngilizce işlenen bir dersin özetini kendi cümlelerimle İngilizce olarak anlatabilirim.					
10-Kullanılan İngilizce ders kaynaklarını anlamakta zorluk çekerim.					
11-Derslerde terimlerin hem İngilizcesini hem Türkçesini öğrenmek bana fazladan yük getirir.					
12-Derslerin İngilizce olması yeni öğrenilen terimlerin ve kavramların akılda tutulmasını zorlaştırır.					
13-Derslerin Türkçe ya da İngilizce olmasının önemi yoktur; her iki dilde de kendimi iyi ifade edebiliyorum.					
14-Derslerin İngilizce öğretimi ezberciliği artırır.					
15-İngilizce öğretim, alanım ile ilgili bilgi kaynaklarına ulaşmamı kolaylaştırır.					
16-Sınavların İngilizce yapılması başarımı olumsuz yönde etkiler.					

b. Dil Becerileri

	Tamamen Katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum

17-Derslerin İngilizce yapılması İngilizce dilbilgimi geliştirir					
18-Derslerin İngilizce yapılması İngilizce dinleme becerimi geliştirir.					
19-Derslerin İngilizce yapılması İngilizce okuduğunu anlama becerimi geliştirir.					
20-Derslerin İngilizce yapılması İngilizce yazma becerimi geliştirir.					
21-Derslerin İngilizce yapılması İngilizce konuşma becerimi geliştirir.					
22-Derslerin İngilizce yapılması Türkçemi olumsuz etkiler.					
23-Derslerin İngilizce yapılması akademik Türkçemin gelişimini olumsuz etkiler.					

Derslerin İngilizce olarak yapılmasının olumlu yönleri sizce nelerdir? Lütfen maddeler halinde yazınız.
_____

 Derslerin İngilizce olarak yapılmasının olumsuz yönleri sizce nelerdir? Lütfen maddeler halinde yazınız.
_____

Student Questionnaire/ English version

SECTION I: Personal Information

1. Gender: □Female □Male
2. Faculty: _____
3. Department: _____
4. Year of Study? □First □Second □Third □Forth
5. High school you graduated from :
□General High School □Private high school □Anatolian high school
□ Anatolian teacher training high school □ Labor school □Anatolian labor school
□Other: _____
6. Reasons for preferring this university:
□ Having a quality education
□ Having a better foreign language (English) education
□ Foreign language medium of education
□ Choice of my family
□ Other _____

Knowledge of English
7. When did you start learning English? □ Primary School □ Secondary School □ High School □ University
8. Have you studied at Preparatory School before you start your department? □Yes □No
9. Which language proficiency test you have had last (Proficiency, ELT, IELTS, TOEFL, KPDS, etc.) and what is your grade? Type of test : _____ Grade: _____

10.Check the level of your proficiency on English for each language skill with a sign of (✓).

Language Skill	Excellent	Good	Average	Poor	Beginner
Reading					
Listening					
Writing					
Speaking					
Grammar					

Vocabulary				

Use of English

11.Check (✓) the appropriate blank in the table below to indicate the frequency of English use in courses that you have taken.

Class / Lesson /Course	Always English	Mostly English	Sometimes English	Always Turkish
Content courses				
Elective content courses				
Elective courses				

12.Check (✓) the appropriate blank in the table below to indicate the frequency of English use in the exams that you have had.

Class / Lesson / Course	Always English	Mostly English	Sometimes English	Always Turkish
Content courses				
Selective content courses				
Selective courses				

13.Check (✓) the appropriate blank in the table below to indicate your preference for the frequency of English use in the courses that you have taken.

Class / Lesson /Course	Always English	Mostly English	Sometimes English	Always Turkish
Content courses				
Selective content courses				
Selective courses				

14.Your grade point average (CGPA):

PART II: Foreign Language and English as a foreign language

The statements below were written to identify your perceptions on "foreign language" and "English as a foreign language". Reading each statement carefully, check (✓) the most appropriate option on the given rating scale. Do not leave statements unchecked, please. Scaling factors: (5) Strongly Agree (4) Agree (3) No idea (2) Disagree (1) Strongly Disagree

FOREIGN LANGUAGE AND ENGLISH AS AFOREIGN LANGUAGE					
1. Learning a foreign language is necessary for everyone inour country.	5	4	3	2	1
2. Learning English is necessary for everyone in ourcountry.	5	4	3	2	1
3. Learning a foreign language is necessary for me.	5	4	3	2	1
4. Learning English is necessary for me.	5	4	3	2	1
5. It is pleasing to be learning English.	5	4	3	2	1
6. Knowing English makes one gain prestige in a society.	5	4	3	2	1
7. It is important to learn English at advanced level.	5	4	3	2	1

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
8. Foreign language medium instruction leads to degeneration of the native language.	5	4	3	2	1
9. The spread of English positively affects the culture of aperson.	5	4	3	2	1
10. Knowing English is advantageous for a person.	5	4	3	2	1
11. English should be taught as an obligatory course inprimary school.	5	4	3	2	1
12. English should be taught as an obligatory course insecondary school.	5	4	3	2	1
13. English should be carried on as an obligatory foreignlanguage at tertiary level.	5	4	3	2	1
14. Languages other than English should be taught asselective courses at higher education.	5	4	3	2	1
15. Common use of English affects Turkish in a positiveway.	5	4	3	2	1
16. Foreign language medium of instruction prevents theuse of native language.	5	4	3	2	1

PART III: Foreign Language (English) Medium of Instruction

General Attitude and Perceptions

Statements below were written to identify your attitude and perceptions on foreign language (English) medium instruction in content courses at higher education. Reading each statement carefully, check (✓) the most appropriate option on the given rating scale. Do not leave statements unchecked, please. Scaling factors: (5) Strongly Agree (4) Agree (3) No idea (2) Disagree (1) Strongly Disagree

FOREIGN LANGUAGE (ENGLISH) MEDIUM OF INSTRUCTION: GENERAL ATTITUDE AND PERCEPTIONS	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. Teaching content courses at higher education in English isbeneficial.	5	4	3	2	1
2. Medium of instruction at tertiary level should be Turkish, not aforeign language.	5	4	3	2	1
3. There should not be English medium instruction at highereducation.	5	4	3	2	1
4. Foreign language medium of instruction increases my socialprestige.	5	4	3	2	1
5. I have difficulty in understanding my teachers during the Englishmedium instruction courses.	5	4	3	2	1
6. Content courses in English do not prevent me from participatingclassroom activities.	5	4	3	2	1
7. English medium instruction negatively affects the success ofuniversity students in their content courses.	5	4	3	2	1
8. It would be better to teach English effectively rather than English medium instruction.	5	4	3	2	1
9. It is a natural process to have higher education in one's nativelanguage.	5	4	3	2	1

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
10. Foreign language medium of instruction positively affects students' cognitive development.	5	4	3	2	1
11. Being a graduate of a university with English mediuminstruction provides better job opportunities to a person.	5	4	3	2	1
12. There is a need for English knowledge in working life after graduation.	5	4	3	2	1
13. Teaching content courses in English helps graduates to besuccessful in their working life.	5	4	3	2	1
14. Teaching content courses in English helps graduates to be successful in their academic life.	5	4	3	2	1
15. Foreign language medium of instruction restricts students'academic creativity.	5	4	3	2	1
16. Foreign language medium of instruction restricts students' command of content knowledge.	5	4	3	2	1
17. Foreign language medium of instruction is an effective methodto learn that language.	5	4	3	2	1

Instructional Process

By means of the statements below, it is aimed to gather information about your opinions and experiences on the instructional process of foreign language (English) medium. Reading each statement carefully, check (✓) the most appropriate option on the given rating scale. Do not leave statements unchecked, please. Scaling factors: (5) Strongly Agree (4) Agree (3) No idea (2) Disagree (1) Strongly Disagree

FOREIGN LANGUAGE (ENGLISH) MEDIUM OF INSTRUCTION: INSTRUCTIONAL PROCESS	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. Having content courses in English affects my academic successin a positive way.	5	4	3	2	1
2. Having content courses in English prevents me from understanding the lesson.	5	4	3	2	1
3. It is essential to have a Turkish summary of the content coursethat is taught in English.	5	4	3	2	1
4. During the lessons, I have difficulty in asking questions in English.	5	4	3	2	1
5. I have difficulty giving verbal answers to the questions inEnglish.	5	4	3	2	1
6. I have difficulty giving written answers to the questions in English.	5	4	3	2	1
7. I have difficulty understanding the teachers' answers inEnglish.	5	4	3	2	1
8. I can write the summary of an English-medium course in English.	5	4	3	2	1
9. I can give a verbal summary of an English-medium course inEnglish.	5	4	3	2	1
10. I have difficulty understanding the sources in English.	5	4	3	2	1
11. It is an extra burden to learn both Turkish and Englishterminology in the courses.	5	4	3	2	1
12. Having content courses in English makes it difficult to keep the terminology in mind.	5	4	3	2	1

13. It doesn't matter if the lesson is given in Turkish or English; Ican express myself well in both.	5	4	3	2	1
14. Having content courses in English increases memorization.	5	4	3	2	1
15. English medium instruction helps me reach sources in mydepartment more easily.	5	4	3	2	1
16. Having exams in English negatively affects my academic success.	5	4	3	2	1

Language Skills

17. Having content courses in English improves mygrammatical knowledge in English.	5	4	3	2	1
18. Having content courses in English improves mylistening skills in English.	5	4	3	2	1
19. Having content courses in English improves my reading skills in English.	5	4	3	2	1
20. Having content courses in English improves mywriting skills in English.	5	4	3	2	1
21. Having content courses in English improves my speaking skills in English.	5	4	3	2	1
22. Having content courses in English affects mynative language (Turkish) in a negative way.	5	4	3	2	1
23. Having content courses in English affects the development of my academic Turkish usage in anegative way.	5	4	3	2	1

What are the positive sides of having content courses in English?

What are the negative sides of having content courses in English?

Appendix C

Dear Faculty Member,

This questionnaire aims to investigate lecturers' experiences with English Medium of Instruction (EMI). Your answers to this questionnaire are of great value for the validity and reliability of the present study.

Thank you in advance for your contribution.

1- Please indicate your gender

- Male
- Female
- Prefer not to say
2- Please indicate your age
- 20-29
- 30-39
- 40-49
- 50+
3- How many years of teaching experience do you have?
4- How long have you been teaching through English?
5- What is the highest degree you have completed?
6- Did you attend any training on teaching through English? If yes, do you think it contributed to your profession? If no, do you think a training program must be provided on how to teach content subjects through English?
7- What sort of preparations do you make before your classes?
8- Do you have any difficulties in preparing lectures for EMI classes? If yes, why
9- What are the major challenges for you during the courses?
10- How do you cope with these challenges?
11- What are the challenges faced by your students in the classroom?
12- When your students do not understand the academic content presented in class, how do you handle this situation?
13- How do you feel when you practice EMI? Why?
14- Do teachers need any support to perform EMI practice? If yes, please specify
15- Would you like to be a volunteer for a short interview to provide me with further information? If yes, please share your email address below.

Appendix D

Interview Questions (For lecturers)

1-What are the advantages and disadvantages of teaching through the medium of the English language at the university level?

2-What do you think about the English level and academic success of your students? How would you evaluate your students' in-class performances?

3-Could you share your experiences of teaching content through the medium of the English language? What difficulties do you encounter?

4-And how do you deal with these situations? What strategies do you implement to cope with these challenges?

Interview Questions (For students)

1-What kind of difficulties do you experience in an English-taught program?

2- What kind of strategies do you use to cope with these difficulties?

Curriculum Vitae

Date of Birth:

Place of Birth:

EDUCATION

Master's Degree: Bursa Uludağ University- English Language Teaching (2018- 2022)

Erasmus+   PWSZ Państwowa Wyższa Szkoła Zawodowa w Nowym (2015)

Bachelor's Degree: Sakarya University, English Language Teaching (2012- 2017)

High School: Sakarya Yunus Emre Anatolian High School (2008 – 2012)

WORK EXPERIENCE

Istanbul Gelisim University- The School of Foreign Languages (9/2017 – 2/2022)
English Language Instructor & Professional Development Unit Coordinator

PROJECT

Global Community Development Programme International Kindergarten powered by AIESEC in Poland (2016)

PUBLICATION

Demir, A. (2021). Book Review: ICT and Changing Education. *Journal of Educational Technology and Online Learning,* 4 (2), 368-372.

STUDIES PRESENTED

- **"**Perceptions of Pre and In-service EFL Teachers in Turkey on Incorporating Target Language Culture into Teaching"- Narva XVII International Student Research Conference at the University of Tartu, Estonia. (2017)

- "The Efficiency of Using Corpus-Aided Learning Activities in Vocabulary Teaching" 22nd Warwick International Conference in Applied Linguistics, United Kingdom (2019).

CERTIFICATE

Erasmus+ Staff Mobility for Training - University of Bath, United Kingdom (February,2020)