PERCEPTIONS OF STUDENTS TOWARDS ENGLISH MEDIUM
INSTRUCTION AT TERTIARY LEVEL: THE CASE OF A TURKISH
PRIVATE UNIVERSITY

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ABSTRACT

PERCEPTIONS OF STUDENTS TOWARDS ENGLISH MEDIUM INSTRUCTION AT TERTIRAY LEVEL: THE CASE OF A TURKISH PRIVATE UNIVERSTY

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This study aimed to examine and describe the perceptions of English-medium instruction of tertiary –level students in a private university in Turkey. The scale which consists of a demographic inventory, a questionnaire, and a semi-structured interview were used by the researcher. The results of the questionnaire were analyzed through SPSS 15.0. This data gathering instrument was implemented on 233 students studying at three different faculties at Atılım University which offer English-medium instruction. In analyzing the data, descriptive statistics as frequency, percent, and standard deviation and inferential statistics such as one sample t-test and Pearson Product Moment Correlations were used. As the second scale of the present study, semi-structured interviews were conducted with 10 students studying at three different faculties at Atılım

University which offer English-medium instruction (EMI). The results of the interviews were analyzed through content analysis. The results of the study revealed that students support EMI at tertiary level and they hold positive attitudes towards EMI in terms of the improvement of language skills in English; nevertheless, they experience some difficulties in the learning of the content delivered in English. Results also showed that there is a positive relationship between students' proficiency levels and perceptions towards EMI regarding the learning of the subject matters. Moreover, it was found that there is also a positive relationship between students' attitudes towards EMI regarding the learning of the subject matters and their academic success.

Keywords: English-medium instruction; perceptions towards English-medium instruction; immersion and bilingual education programs.

ÖZ

ÜNİVERSİTE DÜZEYİNDEKİ ÖĞRENCİLERİN ÖĞRETİM DİLİNİN

İNGİLİZCE OLMASINA KARŞI TUTUMLARI: ÖZEL BİR TÜRK

ÜNİVERSİTESİNDEKİ DURUM

Atik, Evrim

Yüksek Lisans, İngiliz Dili Öğretimi

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Bu çalışma, üniversite düzeyindeki öğrencilerin öğretim dilinin İngilizce olmasına ilişkin tutumlarını incelemeyi amaçlamaktadır. Veri toplamak için katılımcıların öğretim dilinin İngilizce olmasına ilişkin var olan tutumlarını araştıran bir anket ve bir yarı yapılandırılmış görüşme içeren iki araç kullanılmıştır. Anketin sonuçları SPSS 15.0 programı ile analiz edilmiştir. Bu ölçek Atılım Üniversitesinde öğretim dili İngilizce olan üç farklı fakültede öğrenim gören 233 öğrenci üzerinde uygulanmıştır. Veri analizi için betimsel istatistik olarak sıklık, yüzde, ortalama ve standart sapma, çıkarımsal istatistik olarak "one sample t-test" ve "Pearson Product Moment Correlations" kullanılmıştır. Çalışmanın ikinci aracı olan yarı yapılandırılmış görüşme Atılım Üniversitesinde öğretim dili İngilizce olan üç farklı fakültede okumakta olan 10

öğrenciye uygulanmıştır. Görüşme sonuçları içerik analizi yöntemi ile analiz edilmiştir. Çalışmanın sonuçları öğretim dilinin İngilizce olmasının alan derslerinin öğrenilmesi açısından zorluklar oluşturmasına rağmen, üniversite öğrencilerinin genel olarak öğretim dilinin İngilizce olmasını destekledikleri ve bununla beraber öğrencilerin İngilizce dil becerilerinin edinilmesi açısından öğretim dilinin İngilizce olmasına ilişkin olumlu bir tutum sergilediklerini ortaya konulmuştur. Çalışmanın sonuçları aynı zamanda öğrencilerin İngilizce yeterlilik düzeyleri ile öğrencilerin öğretim dilinin İngilizce olmasının alan derslerinin öğrenilmesi açıdan var olan tutumları arasında olumlu bir ilişki olduğunu ortaya koymuştur. Aynı zamanda, öğrencilerin öğretim dilinin İngilizce olmasının alan derslerinin öğrenilmesi açıdan var olan tutumları ile akademik başarıları arasında da olumlu bir ilişki olduğu tespit edilmiştir.

Anahtar Kelimeler: İngilizce dili ile öğretim; İngilizce dili ile öğretime karşı tutumlar; yabancı dille ve ana dille eğitim

To family,

To my husband,

For their perpetual belief in me...

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CHAPTER 1

INTRODUCTION

1.1 Background to the study

Economic developments, the new communication technologies such as telephone, television and computer, the growth of business and industry among the countries, and the desire for getting advanced in science and technology have led people and countries to adopt a language as the international medium of communication. Moreover, it should be noted that the establishment of the United Nations in 1950- which now includes 190 countries in the world- and some other international bodies such as World Bank in 1945, UNESCO and UNICEF in 1946 have led to he growth in international contacts and supported a global language to grow so as to facilitate communication both within these contexts and the countries in the globe (Kırkgöz, 2009). That is, those political and economic groupings in the world have made nations communicate with each other, which in turn has to led a need for a global language in the world. The USA, being the most productive and fastest growing county in economy, and England, having the imperialist policy around the world in that century, have fostered English to become the global language (Crystal, 2003).

The unavoidable spread of English language seems to have a close connection with the globalization itself, which is also emphasized by Yıldırım and Okan (2007). In their article they argue that:

It is not surprising in the light of the inseparable association established between English and globalization to hear this language referred to as *world English, international English and global English* (p.32).

The fact that English is spreading all over the world is unanimous. However, this overwhelming spread of English and its status in various countries differs. Hence, Kachru (1985) categorized the spread of English in three concentric circles. While the native speakers of English constitute the inner circle, the speakers and users of English as a second language constitute the outer circle. However, the expanding circle represents the speakers and users of English as a foreign language. Crystal (2003) supports this theory of spread of English proposed by Kachru (1985) and asserts that a language can achieve a global status if the following conditions are met:

If a language is made the official language of a country, that is; if it is the language used to communicate within the society like in government, the media and education programs, it can be argued that that language has a priority over other languages in the world. It is known that English is an official language in more than seventy countries in the world like Nigeria, India, Singapore and Vanuatu. Moreover, it is believed that if a language is widely taught as a foreign language in different countries in the world, that language has achieved the global status. It should be noted that English is taught as the main and favored foreign language in over 100 countries such as China, Brazil, Germany, Spain, Egypt and Brazil (Crystal, 2003). These examples above reveal that English has gained the

status of being the global language and the English language is continuously increasing its presence, importance and dominance in the world.

This being the case, the dominance of English as a lingua franca has made it necessary to master English for international communication or finding and keeping a job in the globalization era. That is why; many countries have placed importance to English language education and guide their citizens to learn English. In fact, the significant spread of English implies the need to develop students' ability to communicate in not only their native languages, but also in other languages too, which in turn has an impact on countries' educational and language policies. That is, the spread of English by means of globalization requires countries to adapt their language policy concerning education. Thus, English as the world-wide lingua franca because of globalization has fostered the demand for English language education in the world, which has forced some countries to adopt bilingual education programs.

Bilingual education programs perform various functions in different social contexts so as to achieve different purposes (Baker, 1993). In the Turkish context, the purpose of English language education in the schools can be stated in various terms. One of the major reasons for providing English language education in schools in Turkey is to advance closer relationships with other countries in the world (Demirel, 1990 cited in Kırkgöz, 2005). Moreover, learning English as a second language enables students to approach scientific and technological information mostly available in English. Schneider and Räsänen (2008) argue that

English as a language instruction helps students to develop their intercultural communication competence authentically. Therefore, it can be claimed that the aforementioned aims of English language education have boosted the integration of English into the field of education in the world as well as in Turkey over time.

Educational institutions offering foreign language teaching in Turkey date back to the 1920s. After the law 'Unity of Education' was introduced in 1924, it was obligatory to teach a European foreign language (German, English, Italian or Latin) in schools. Nevertheless, the first educational institution to offer English-medium Education, in Turkey, was TED (Turkish Educational Association) Yenişehir High School. This was followed by the Middle East Technical University, established as an English-medium university in 1956 in Ankara. After the transformation of the Robert College into Boğaziçi University, this prominent university joined the educational institutions which offer English as a medium of instruction. Subsequently, several other universities all over Turkey started to provide academic content entirely in English. In addition to some state universities, private universities such as Bilkent, Koç and Sabancı Universities also offer total English-medium instruction. Moreover, the number of universities which offer English-medium instruction in some of their departments is 26 (Kırkgöz, 2005). This reveals the growing demand for foreign language medium in higher education in Turkey. Nevertheless, the prominent role of English in national education and the increasing adoption of English as a language of instruction in educational institutions have been controversial issues in many

countries, including Turkey. In fact, as it is the case in many countries, English-medium education has always been one of the items of Turkey's agenda.

1.2 Purpose of the study

The purpose of this study is to explore students' views towards English-medium instruction (EMI) and describe their attitudes towards EMI at tertiary level in Turkey. The underlying reasons behind students' perceptions are also within the scope of this study. The relationship between the perceptions of the university students and their English proficiency as well as the relationship between their perceptions and academic success are also explored.

1.3 Research questions

The main research questions of the present study are:

1. What are the perceptions of the students regarding English-medium instruction in tertiary education?

a) Do the students favor English-medium instruction at university?

b) What are the underlying reasons for favoring English-medium instruction at university?

c) What are the underlying reasons for not favoring EMI at university?

d) Does English-medium instruction influence the students' learning of the subject matter? If so, how?

e) Does English-medium instruction influence the students' acquisition of language skills in English? If so, how?

2. Is there a relationship between the perceptions of the university students towards EMI and their English proficiency?

a) Is there a relationship between the students' English proficiency and their academic success?

3. Is there a relationship between the perceptions of students towards EMI and their academic success?

1.4 Significance of the study

Turkey has experienced some changes in its language policy and planning during a course of time. The adoption of various languages as the first and most preferred foreign language and change in priorities given to foreign languages over time in Turkey are displayed in the table below.

Table 1.1 *Change in priorities given to foreign languages in Turkey over time* (Doğançay-Aktuna, 1998, p.116)

Order	Pre 1773	1773-1923	1923-1950	1950-1980	After 1980s
1	Arabic	Arabic	French	English	English
2	Persian	Persian	English	French	German
3	Turkish	French	German	German	French
4		English	Arabic	Arabic	Arabic
5		German		Persian	Persian

As seen in Table 1, the need to learn a foreign language in the Turkish context is not new. The table above indicates that after 1980s English has become the most prioritized and studied foreign language in Turkey, which has fostered integration of English language learning in Turkish education system and this in turn has led to increase in use of English for instructional purposes and the

establishment of English-medium educational institutions over time in order to enable students to have better command on English language. Demircan (1988) reported some statistical figures for 1987–88 to display the increase in the establishment of English medium educational institutions, which showed that there were 193 English medium (103 private, 90 state-owned), 15 German-medium (8 private, 7 state-owned), 11 French-medium (9 private, 2 state-owned), and 2 private Italian-medium secondary schools in Turkey then, which indicated that English medium schools outnumbered other foreign language schools as the most popular medium of instruction since 1980s. However, schools which used to offer EMI at secondary level such as Anatolian High Schools and some private schools were restructured in 2002 and courses like mathematics, chemistry and physics began to be taught in Turkish. Nevertheless, the number of universities teaching through English has increased during a course of time.

The increase in the number of educational institution offering EMI and whether education in English should be implemented have received much attention in the Turkish context. Nevertheless, most of the opinions were expressed by people from different parts of the society by means of mass media, which has caused some controversy to start. While opponents of EMI have focused on some detrimental effects of EMI both on students and on Turkish language, supporters of EMI have emphasized some positive sides of EMI such as its efficiency as a way of teaching English and internationalization of Turkish education. Although politicians, educators and intellectuals have addressed the

issue of EMI and its implementation in the Turkish educational systems many times, there is only a small number of researchers conducting studies on English medium instruction in Turkey, which in turn has led to an inadequate number of studies available (Sert, 2008; Somer, 2001; Tarhan, 2003).

Even though foreign language-medium instruction at secondary schools in Turkey has been discussed by some educators and researchers (Tarhan, 2003; Mirici, 2000; Erdem, 1990), there has been a very limited amount of research describing students' perceptions toward English-medium instruction at tertiary education. Moreover, as has been stated, teaching in a foreign language has mostly been debated in the national papers and publications (Hasol, 1999; Gönenç, 2003; Erman, 2008; Karabulut, 2009). Nor is there sufficient research to provide an analysis of the relationship between the perceptions of the university students and their English proficiency as well as the relationship between their perceptions and academic success.

In fact, the present study is important as it aims to investigate and reveal students' perceptions about EMI at tertiary level and some underlying reasons for their attitudes and the relationship between their perceptions and academic success and their proficiency levels, which has received little attention by Turkish researchers. Thus, it can be claimed that the study has significance in terms of several domains. First, the study will function as a reference study and provide information for researchers desiring to research attitudes towards EMI by university level students in Turkey. Second, the study will provide insights for

decision makers and administrators planning to establish universities where education will be in English. Third, this study will contribute to the understanding of whether and how language of education at tertiary level affects students' academic achievement.

1.5 Definition of terms

There are various language educational programs which attempt to teach second language through content. Some of those programs and their functions will be described below.

Bilingual Education: Bilingual education refers to education in students' mother tongue and the dominant language. Students' native language is used in half or more of the curriculum time. That is, a certain percent of instruction takes place in students' mother tongue and the other percent of instruction takes place in the dominant language. Thus, the development of students' mother language is also placed importance to enable students to phase in instruction in the dominant language and as argued by Garcia (2009) in bilingual education, the second language is used as a medium of instruction to teach subject matters, which is one of distinctive features of the bilingual education. There are different forms of bilingual education such as immersion and dual language programs.

Immersion Programs: In immersion programs, all subject matters are offered in students' second language (L2) until a specific grade at school. The second language might differ according to countries' or institutions' desire to make their students become bilingual in two languages. At a specific grade at school,

students begin to be introduced some subject matters in their first language (L1). Thus, the aim of immersion programs is to create proficient speakers both in their second language and first language. Schools function as institutions supporting students' first language while acquiring the second language. One of the basic features of language immersion education is to use instructional immersion language (students' second language) at least in 50% of the preschool or elementary school time so as to deliver content. That is, as stated by Fortune and Tedick (2008) curriculum in language immersion education is 'content-driven and language attentive' (p.10). Baker (2001) claims that immersion programs fall in the bilingual education. That is, immersion programs are accepted as a different form of bilingual education.

Dual Language Education: Dual language education programs aim to maintain students' native language while making students acquire a second language. Etxeberria (1993, cited in Garcia & Baker 2006) emphasized that students are exposed to two languages equally and students' both mother tongue and second language are used as the medium of instruction. Morrison (1995) stated that the unique feature of dual language programs was to protect minority languages and cultures while promoting their use among English-speaking students. Thus, it can be claimed that in dual language education integration of two languages are greater. Dual language education falls in the category of bilingual education (Leslow-Hurley, 2000).

English-medium Instruction (EMI): It is another form of language educational programs which is adopted by several countries in the world such as China, the Czech Republic, Poland and Turkey. Universities adopting total EMI in Turkey teach all subject matters in English except for Turkish and History of Turkish Revolution while partial EMI universities offer some courses in English. However, educational institutions at secondary level which used to offer EMI taught mathematics and science subject matter through the medium of English.

Perceptions: Perceptions and attitudes and viewpoints have been used interchangeably in the present study as they are frequently used to refer to people' opinions and beliefs. Perceptions are accepted to be a dimension of attitudes and it is not easy to distinguish between these two concepts (Tarhan, 2003). That is, perceptions are considered together with attitudes and viewpoints as all of these terms refer to beliefs and emotions.

Different scientists have defined attitudes in different ways. However, there is a consensus on the fact that attitudes imply evaluation (Pratkenis, Breckler & Greenwald, 1989). For instance, Rosenberg and Hovland (1960) defined attitudes as predispositions which cannot be measured but inferred from the way a person reacts to an issue or object and they argued that there are three types of response component of attitudes which are cognitive, affective and behavioral. It was stated that while cognition included perceptions, concepts and beliefs, affect was associated with feelings and emotions, and behavior was related with overt actions. Similarly, Henerson et al. (1988) also highlighted the fact that it is

difficult even impossible to measure attitudes directly; hence, relying on inference is inevitable.

Petty and Cacioppo (1981, cited in Pratkenis et al, 1989) associated attitudes with negative or positive feelings about some issues. In a similar vein, Pratkenis et al. (1989) argued that attitudes of people conveyed their values on different domains.

As regards attitude, Fishbein and Ajzen (1975, cited in Lisca, 1984) classified attitudes under four different components of attitudes namely affect, cognition, conation and connation unlike three categories proposed by Rosenberg and Hovland (1960). They argued that attitudes could be inferred better from four different types of responses. Connation refers to observed overt acts. In his book entitled "Attitudes, Personality and Behavior" (2005), Ajzen stated:

> An individual' favorable or unfavorable attitude toward an object, institution or event can be inferred from verbal or nonverbal responses. These responses can be of cognitive nature, reflecting perceptions of the object, or beliefs concerning its likely characteristics; they can be of an affective nature, reflecting the person's evaluations and feeling; they can be of a conative nature, indicating how a person does or would act with respect to the object (p.5).

As can be inferred from the paragraph above, attitudes represent beliefs, feelings and actions. Thus, in the present study aiming to explore perceptions, attitudes will be used as an alternative term since those two terms are closely interlinked as aforementioned different definitions of attitude indicate.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter presents relevant literature to languages policies of countries, foreign language learning and EMI. It starts with a general overview of global status of English in the world. Then, the effect of the rise and spread of the English language on language policies of different countries including Turkey is focused on. The third part presents some studies conducted in various countries involving studies at Turkish context on students' attitudes towards English as a foreign language. Finally, several studies on different programs in second language learning and EMI are reviewed.

2.1 The global language

Some political and economic groupings in the world such as the establishment of the United Nations in 1950 and World Bank in 1945 have fostered communication among countries and this has led a need for a global language in the world. English has become the language of the world since it has made a progress as a medium of communication internationally owing to economic, technological, and cultural power of England and the USA in the world. Coulmas (1992, cited in Zughoul, 2003) outlines five privileges of English, which is an indication for the prominent status of English language as a global language in the world.

1. The most taught foreign language all over the world is English, which is also the most preferred lingua franca in international

circles. English has a connection with many languages in the world, which is not achieved by any other languages in the world.
2. English which has a connection with many languages has many pidgins, which results in a spread of the language in the world.
3. Many languages borrow some words and structures from English so English is accepted as the most important loaning language.
4. English has a crucial role on the communication in science, technology, finance and tourism in the world, which interests not only Third World countries but also industrialized countries.
5. Regarding linguistic change and transformation in language communities, English is accepted as a target. (p.263)

Those privileges of English language reveal that English language has a global status in the world and it is claimed that no other language can compete with the English language today Zughoul (2003). In a similar vein, Tsui and Tollefson (2007: p.1) assert "globalization is affected by two inseparable mediation tools, technology and English; and to respond to the rapid changes brought about by globalization, all countries have been trying to ensure that they are adequately equipped with these two skills". Thus, the motive for keeping up with developments in technology and economy as well as having an access to information, English has spread all around the world and become one of the most valuable lingua franca. It can be claimed that the status of English as an international language has fostered governments to change or adapt their education policies, which has led to further spread of the language.

2.2 Language policies of other countries

There are various domains within a society which have been influenced by globalization and the English language. That is, globalization and the spread of English within the globalization process have promoted some fundamental

changes to occur in relationships, institutions and practices. One of these practices is concerned with education policies of countries as it is known that schools are the places where people are prepared for social participation and education is a way of being able to engage with the wider international community. As stated by Gopinathan (2007: p.56) 'as global and national economies have changed and as new types of workers are needed, educational reform is an imperative in the race to stay economically competitive.'

Rizvi (2007) states that education is a local phenomenon although the local education has inevitably to be connected to outside. Almost every country today is trying to find some strategies to implement in their education systems so that some contributions will be enhanced during the globalization process. Social skills of communication, empathy for others and tolerance of difference, being able to utilize technology and having better higher order thinking skills are some of the key features in the new education policy emphasized recently. It is worth noting in the discussion of globalization and its impact on education that English as a dominant language in a globalizing world has taken its place in education systems in the world.

Today, people and countries know that English is the language enabling them to get in touch with more people than any other language. Thus, the spread of English by means of globalization has required countries to adapt their language policy concerning education.

In Europe it is emphasized that English has a status of the first and main foreign language in education systems of numerous countries including Baltic States and post-soviet countries (Graddol, 2006). One of the countries in Europe where language policy has changed in accordance with the rise of English is Hungary. Petzold and Berns (2000) state that the attempts to modernize, catch up with the economic development in the world and have a connection to Western civilization as well as the increase of importance of English in the tourist and entertainment industries and education have triggered the need for learning English mainly in Budapest as well as other cities in Hungary. In other words, so as to realize some goals, it is argued that English has started to play an important role in Hungary as it is a language of wider communication. It is highlighted that today English is the most preferred foreign language in Hungary and students are provided with English instruction in every type of educational institution with an increasing range and quality in Hungary (Foldes, 1994 cited in Petzold & Berns, 2000). An increasing demand for English and growth of the language in the country are evident since the number of schools and universities having English as a medium of instruction is going up (Petzold & Berns, 2000). Some of the English medium universities in Hungary are The Medical University, the Economics University and the Technical University. Switzerland has also experienced some changes in its language policy. Graddol (2006) states that English will be implemented instead of French at an earlier level of education in Switzerland. He also notes that foreign language learning in Europe, which is mainly in English

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recently, is aimed to ensure understanding between nations and mobility of people for working purposes.

Spain is another county where teaching of English has replaced French, which is an indication of language policy change in the country during the course of time. French, which used to be sought after as a leading foreign language before 1990s, now has been replaced by English (Reichelt, 2006). Hence, English began to be taught to learners from early ages and English instruction is compulsory in Grade 1. Moreover, Reichert (2006) states that all students at secondary level study English at school and students at tertiary level perceive English as an important subject matter in many fields such as computer, science, history and engineering . The value of the English language in Spain is claimed to increase with various reasons of Spanish society like establishing contact with non-Spanish speakers, traveling and studying abroad.

After the Czech Republic became a member of European Community in 1991, some changes in education were made in the country, which required particularly engineering courses to be delivered in English as it was considered that this policy would foster economical and political changes and improvements in the country. For example, English began to be used as education language for all engineering courses in the faculty of Electrical Engineering in Czech Technical University in Prague in 1994 (Hlavicka & Pekarek, 1995).

Similarly, after 1994, some technical universities in Poland began to offer foreign language education, one of which was English, to meet the European

standards. Chojnacka and Macukow (1995) attribute EMI in engineering faculties in Poland to three different reasons. One of these reasons is to internationalize engineering education. Another reason is said to make Polish universities attractive for foreign students and the third reason is said to raise generations who are competent in engineering knowledge and English. All of these reasons are supposed to lead to the countries' internalization.

Similar to the Czech Republic, Poland and Spain, some educational changes have been made in Denmark since the participation of the country in EU. In order to internationalize the education in the county and increase opportunities for exchange programs, some universities began to teach courses in foreign languages; however, English language is mainly used at Danish universities (Jensen & Johannesson, 1995). Jensen and Johannesson (1995) argue that favorable outcome can be achieved with instructors' commitment at universities teaching in a foreign language medium education.

Arab countries also exemplify the adaption of language polices in various countries with regard to the spread of English as a global language in the world. Zughoul (2003) states that many Arab countries believe in the importance of English for students' education; thus, the Arab world offers English medium instruction in the schools of science, engineering, medicine and business. He also claims that Arabic has a secondary status in some Arab countries like Qatar and Oman since those countries are reported to have taken steps to teach in a complete English medium instruction. Moreover, many Arab countries such as Tunisia,

Algeria and Morocco, which used to give priority to teach French as the first foreign language, now prefer to teach English. Zughoul (2003) states some changes in English language teaching in Arab Word as follows:

> English used to be taught as a school subject aiming at broadening the horizon of the student and familiarizing him with another culture. It also aimed at training his mind in the learning of another language. While these may still be valid reasons for teaching the language, they have been superseded by the overriding purpose of teaching the language for pragmatic reasons that can be directly linked to the learner's 21st century needs (p. 25).

Similarly, Asian countries also reviewed their language policies in accordance with the rise of English in the world. English was made compulsory in primary schools in China in 2001. It is claimed that 20 million new users of English in China are produced every year due to their new policy. It is widely known that English medium education is quite common in every level of education in China. It is asserted that whether to make English as a medium of education is being discussed in the Philippines. Moreover, a public survey (2006, cited in Graddol, 2006) revealed that people in Taiwan want the government to adopt English as a second official language. What's more, the Prime Minister of Mongolia in 2004 stated that the country ought to become bilingual in English (Graddol, 2006). All of these changes in opinions and language policies of the countries reveal that English is accepted as the most valuable lingua franca and the English language, which is a component of basic education in almost all Asian countries, is given priority as knowledge of this language is regarded as a way of developing economically.

This being the case, in the line with some socio-cultural aims and the status of English as the world-wide lingua franca because of globalization have fostered the demand for English language education in the world, which has forced some countries to review their language policies and planning.

2.2.1 Language policy in Turkey

It is extensively agreed that as in many countries in the world globalization and the dominance of English as a global language have also affected a range of issues in human life and language policies and practices of Turkey. Doğançay-Aktuna (1998) provides some historical explanations regarding the early spread of English and its integration into education systems in the following words:

> As a result of sociopolitical and economic events, English began to spread in the non-colonized areas of the world after World War II via careful language planning. It gradually replaced French as the language of international diplomacy to become the lingua franca for trade, banking, tourism, popular media, science and technology. In order to gain access to these information networks, English was integrated into the education systems of many countries, even in officially monolingual areas, e.g. in the Middle East, Far East, and many European nations (p.25).

In the Turkish context, English has a prominent role in education system as it is the compulsory subject at all levels of education. That is why Turkey has experienced some changes in its language policy and planning since English has been adopted as the most preferred foreign language in the country.

Some language policy acts have taken place in Turkey during the course of time so as to adapt English language teaching to EU standards. One of those acts

occurred in the academic year of 1983/1984 including two major language policy acts. While the first language policy act in this period, entitled Foreign Language Education and Teaching Act (1983), is related to foreign language teaching at the level of primary and secondary school education, the second language policy is the 1984 Higher Education Act, which concerns the foreign language teaching at tertiary level. The second period covering the year 1997 and onward is concerned with the ELT curriculum reform which indicates the adjustments and standardization of the ELT in line with the norms of European Union (Kırkgöz, 2008).

With the introduction of Foreign Language Teaching and Learning Act in 1983, foreign language teaching was integrated into school curriculum at primary and secondary level. However, it does not mean that teaching a foreign language was not in the language curriculum at schools prior to 1983. After the regulation Unity of Education (Tevhid-i Tedrisat Kanunu) passed in 1924 which aimed to unite all education system within the body of MEB (Ministry of Education), teaching a European foreign language (English, German, French, Italian and Latin) became compulsory in schools (Demircan, 1988). The introduction and rise of English in the Turkish context, however, begins with the establishment of four schools- Maarif Colleges-in 1955 in six different cities in Turkey, İstanbul, İzmir, Eskisehir, Diyarbakır, Konya and Samsun (Çetintaş&Genç, 2001). Subsequently, in 1955 English was integrated in the secondary school curriculum as the chief foreign language (Kirkgöz, 2008). The Turkish Ministry of National Education

announced the justification of including English in the school curriculum as follows:

> Due to increase in cultural and economic interrelations with countries in the world, Turkey urgently needs young people knowing English quite well so as to meet the need for people to cope with economic and technical work and utilize scientific actions (*T.B.M.M Tutanak Dergisi,* 1955 cited in Çetintaş&Genç, 2001, p.51).

Thus, it can be inferred that students in the new education system are supposed to express themselves in English and be competent in the language so as to understand issues concerning them. In the following years of the act issued in 1955, some education institutions offering English-medium instruction were established both in the primary and secondary level. The first educational institution to offer English-medium Education, in Turkey, was TED (Turkish Educational Association) Yenişehir high school. This was followed by the Middle East Technical University, established as an English-medium university in 1956 in Ankara.

As stated by Baldauf and Jernudd (1983) as well as Hutchinson and Waters, (1987), the fact that English is widely used as the language of science, technology and international research and publications for various disciplines is unanimous. Hence, countries gave importance to teaching and learning English in order to become competent in scientific and technological issues. As a consequence, the second act in 1984 titled as The Higher Education Act concerning the university level was issued by the government in Turkey. Following this act, as mentioned before, English language education was integrated as a compulsory subject in

universities where the medium of instruction was Turkish. Nevertheless, there were also some universities offering English medium education prior to the Higher Education Act in 1984 like Middle East Technical University, Bosporus and Bilkent University. Subsequently, owing to growing demand for foreign language medium in higher education in Turkey, several other universities all over Turkey started to provide academic content entirely in English. In addition to some state universities, due to demand for having education at an English medium university, private universities were also allowed to offer English-medium instruction by means of the Higher Education Law (Kırkgöz, 2008). As a consequence of this law some private universities such as Bilkent, Koç and Sabancı Universities also offer English-medium instruction in Turkey. YOK (2006) reports that the students attending private universities delivering English medium instruction increased by 27%. Demircan (1988) defines the purpose underlying the establishment of English medium universities as equipping students with sufficient level of proficiency in English to follow the advances in science and technology and comprehend publications in these fields along with participating in international meetings and seminars.

While some criteria exist for English medium universities such as having enough subject instructors and having adequate number of resources in the language such as textbooks, publications and written materials, there are also some principles regarding foreign language teaching at Turkish medium universities. Hence, in order to enable students to understand and follow

publications in their disciplines, YOK recommends universities offering Turkish medium education to deliver minimum 60 hours of English language teaching in one term.

By the second act issued in 1997, the duration of compulsory education was increased to 8 years, which has caused some changes in foreign language teaching in school curriculum. One of the basic changes in a foreign language teaching is concerned with integrating English into school curriculum during Grade 4. However, English used to be a regular subject at the level of primary school in some private schools even before this educational reform. Thus, it can be claimed that longer exposure to English by young learners aimed to reach a certain level of proficiency, which does not seem to have been achieved at all by prior language policy and planning. Following the 1997 curriculum reform, the students at Grade 4 and 5 started to be taught a foreign language two hours a week while a foreign language courses started to be delivered at sixth, seventh and eighth grade for four hours per week. Genç (1999) highlights that 99% of the students at the level of primary education are taught English as the first foreign language.

Some of the objectives of the English courses at Grade 4 and 5 are stated as to promote a positive attitude towards the learning of English language, increase students' interest and motivation towards English and provide students with meaningful learning classroom activities (Kocaoluk& Kocaoluk, 2001, cited in Kırkgöz, 2007). The objectives of the English language courses concentrate on

increasing students' communicative skills by providing students with activities ensuring to activate the four language skills.

The problems with the new language policy in Turkey are discussed in an article by Kırkgöz (2007). She carried out a survey with 50 teachers of English in primary schools to investigate the impact of English language teaching in the curriculum of a Turkish primary school. In her article she reports that teaching English to young learners at the level of primary education has a positive effect on children with respect to acquiring English. However, the participants in the survey emphasized some problems with the new language policy concerning time allocated for each grade and creating the proposed communicative environment in classrooms and the mismatch between the proposed methodology and textbooks. She highlights the need for studies on issues related to teaching English to Turkish learners at all levels at macro and micro level.

The impact of 1997 educational reform on Anatolian and private schools, which used to be English-medium schools and give education in a 7 year period including a preparatory class, is quite fundamental. Anatolian and some secondary schools offering one year preparatory English program were reorganized as 4 years institutions which also continued to offer mainly English education in the first year until 2005. Moreover, as it was the case before the 1997 educational reform, these institutions went on teaching subjects matters like mathematics, chemistry and physics through English medium instruction until 2002 (Kırkgöz, 2008). However, in 2002, it was decided that the subjects which used to be taught

in English would be taught in Turkish as it is claimed that there were some drawbacks of being students at these types of schools as the centralized university examinations are administered in Turkish (Doğançay-Aktuna & Kızıltepe, 2005).

The new policy in higher education implemented in 2001-2002 academic year which is an extension of 1997 reform indicates that one year English preparatory class was to be integrated into all Turkish-medium university programs and students in a four-year degree program at these universities are to take English courses called reading and speaking in a foreign language in the third semester, Foreign language for specific purposes in the fourth and fifth semester and Foreign language for business in the sixth semester (Kırkgöz, 2008). Moreover, with the recent new regulation in higher education students who have been accepted to departments in which English-medium courses make up less than 30% of the attended program have been given the right to choose whether or not to attend prep-schools.

All the reviews in English language policy and planning in Turkey can be argued to be implemented to achieve political and socioeconomic goals in the globalization process. Moreover, these changes during the course of time reflect the growth and increasing need for English language in the Turkish context.

2.3 Research on attitudes towards English as a foreign language in other contexts

Studying a second language and the value of foreign language learning (FL) have always been an interest for researchers. While some researchers advocate

foreign language learning, some others express their doubts about the value of foreign language learning. Research on this issue was reviewed by Lantolf and Sunderman (2001), which indicated that it dates back to the beginning of twentieth century. Shelton (1923, cited in Lantolf & Sunderman 2001) was one of those advocators of foreign language study and highlighted FL study entailed better reasoning ability. Some other researchers followed the foot steps of Shelton by putting forward the importance of FL study. Buehner (1952, cited in Lantolf & Sunderman 2001) also argued that language courses enabled people to empathize with nations and cultures, which might play a crucial role to prevent wars in the world. Peyre (1956, cited in Lantolf & Sunderman 2001) asserted a country could make more use of a person knowing a foreign language than a physicist who might cause a war to break out as having the knowledge of a foreign language leads to intelligent interpretation ability. However, most of the defenders of FL study concentrated on the utilitarian part of FL and learning which emphasizes the practical needs of individuals and society. That is why education systems which aim to serve this goal have been supported. Lantolf and Sunderman (2001) proposed that FL study was considered to contribute to individuals not only to understand themselves better but also appreciate different nations and cultures. Furthermore, Kenyon et al (2000) believe that 'FL study enables people to 'participate more fully in the global community and market place.' (p.5)

However, some researchers question the value of FL study. Feise (1930, cited in Lantolf & Sunderman 2001) opposed the proposal that FL study improves

to think quickly and he stated that as a matter of the fact FL learning may not boost individuals' memory and mental acuity. Boyer (1955, cited in Lantolf & Sunderman 2001), on the other hand, had an objection to the fact that FL study fosters the ability to understand other cultures better. He argues that one might be multilingual; however, it cannot ensure his/her open mindedness or rich humanistic values. Brewer (1983, cited in Lantolf & Sunderman 2001) makes a similar suggestion and claims that being introduced to different cultures through language study is not necessarily a guarantee for one's broad-mindedness.

The debates focusing on foreign language learning also entails people's attitudes towards learning a foreign language. That's why research surrounding students' attitudes who are directly involved in the learning process has been underway for many times by various researchers. A considerable number of researchers emphasize that developing positive attitudes and good skills as well as a sense of identity promotes better performance in mastering a second language (e.g. Cummins, 1979, 1986, 1996; Hakuta& McLaughlin, 1996; Lamber, 1992; Thomas& Collier, 1997).

In a study with forty-two freshmen at one of the universities in China, student attitudes to the learning of English before and after their tertiary studies were explored (Yang & Lau, 2002). Participants were involved in the study for three years. In fact, the study attempts to answer the questions if English courses offered at university improve students' interest and proficiency in the language and whether their opinions and attitudes of English language learning have

changed as they obtain a higher qualification. The findings reveal that students at tertiary level tend to have positive attitudes towards learning English as they believe mastery in English will help them in their future careers; in other words, participants are aware of the fact that having a positive attitude towards English is influential in the sense of learning it. However, student attitudes to English are reported to have changed as they become more proficient in English even though being proficient in English is still accepted to be crucial. The researcher attributes this result to the fact that students at that level consider knowledge of English is not enough to become successful in society. Although the study is valuable in terms of in-depth analysis of students' attitudes, there could have been more informants in the study to be able to generalize the results.

Another study in similar nature was carried out by another Chinese researcher at tertiary level (Wang, 2005). The participants in the study consisted of 175 first and second year students and three types of questionnaires including Beliefs about Language Learning Inventory (Honvitz, 1987), Foreign Language Classroom Anxiety Scale (Honvitz, 1983) and a background questionnaire were administered to participants. The results reveal that students at university in China hold positive attitudes towards English and English culture and they value the importance of English as a foreign language although they experience high level of foreign language anxiety. What's more, Chinese students at tertiary level are both instrumentally and integratively motivated. The study is valuable in the sense that various questionnaires were used to investigate students' beliefs and attitudes

towards language learning. Thus, it provides in-depth understanding of Chinese students' beliefs in English language learning.

In order to investigate first year university students' beliefs of English language learning in Japan and whether there is a change in their attitudes towards English language learning , research by Riley (2006) was carried out with 661 first year students at a private university in Japan. Data were collected by means of a questionnaire and discussion groups. The findings show that students have different beliefs in the learning of English, which is affected by various factors. One of the major factors influencing English language learning in Japan was to be reported the level of proficiency of students; that is, the more proficient the students, the more positive attitudes they hold. Moreover, during a course of the study some positive as well as negative changes in their beliefs were stated to be observed. While some students mentioned a loss of confidence in improving their level of English, which affected their beliefs towards the learning of English negatively, some others stated experience in English language learning influenced their attitudes positively during discussion groups. Although the questionnaire was administered to a large group of participants, the number of the participants in discussion groups was a bit limited, which was reported to be eight as it is well known that more participants in discussion groups provide deeper insight into students' beliefs in English language learning.

Similarly, in a study with over 300 freshmen in a Japanese university, students' attitudes towards English and the effect of length of exposure to the

language on their attitudes were investigated by Benson (1991). The results show that students having had little exposure to English have slightly more negative attitudes towards English compared to the ones who have had more exposure to the language. The results seem to be consistent with the findings of Riley's study (2006).

Another study that has implications for attitudes towards English was conducted Buschenhofen (1998) in Papua New Guinea. The study intends to analyze students' attitudes towards English, which is an official language in Papua New Guinea, and it also aims to investigate whether students' attitudes towards English develop or change over time. The informants in the study consisted of 537 final year students at secondary level and 734 first-year students at tertiary level. One of the findings of the study indicates that high school and university students have positive attitudes towards English. The study also reveals that students do not associate English language and its learning with a threat to their cultural identity; moreover, the respondents stated that English should not be abandoned as a medium of instruction. In terms of changes in attitudes towards English language, due to the changing social, educational and linguistic conditions students' attitudes are reported to change in the course of time. Although the researcher conducted an extensive survey with a large sample, the researcher intended to examine whether any developments in attitudes of learners take place over time; however, final-year high school and first- year university students were included in the study. That is, changes in attitudes over a year were examined in

the study but changes in attitudes towards English in the long term might be different.

2.3 Some studies on attitudes towards learning English in Turkey

As it is the case in some countries, students' attitudes towards learning English as a school subject have also been researched in the Turkish context as these researchers are aware of the fact that students achieve learning a foreign language better and more efficiently when they have positive attitudes and motivation while negative attitudes towards a language and learning it affect learning that language successfully in a negative way. One of the important studies on the attitudes and motivation of Turkish learners towards English was carried out by Kızıltepe (2000). This empirical study included 308 male and female high school students at four different types of schools in Turkey. Within those four different kinds of schools there were two private schools run by Americans and Turks, one state and one private language school. The research aimed to investigate some factors in language learning such as students' interest in foreign language learning, their attitudes towards learning English as well as British and Americans. The findings of the study show that Turkish students at those four different kinds of schools have positive attitudes towards learning English and British and American people. Moreover, the results indicate that students think in order to get a good job and become an educated person, one needs to have the knowledge of English in the globalizing world. Although the study and the informants in the research are comprehensive in nature, the study is

restricted to a particular geographical area in Turkey; therefore, different groups of learners with different backgrounds and in different areas in the country might produce different results.

Bağçeci (2004) found similar results with regard to the students' attitudes towards English. In her extensive survey with 417 students in Gaziantep about secondary students' attitudes towards learning English, Bağçeci (2004) found that students at Anatolian, Super High School and private schools tend to have more positive attitudes than the students at other state schools. Moreover, she reports that there is a gender difference regarding student attitudes towards learning English. Attitudes of female students towards English were found to be more positive. However, educational levels of students' parents and their financial status were reported not to affect students' attitudes towards learning English. The study is limited to secondary students in a particular city in Turkey so representativeness of students from other cities in the country and their attitudes towards English have to be surveyed as well in order to make generalizations about attitudes of Turkish students at secondary level.

The results of a study at the preparatory school in a state university in Turkey with 95 students indicate that students at university have positive attitudes towards English and learning it and students have both instrumental and integrative motivation (Elyıldırım & Aston, 2006). Furhermore, the researchers report that content-based literacy instruction which provides students with

interesting and dramatic content of literature materials and activities influences students' attitudes in a more positive way.

The study conducted by Çekiç (1992) aimed at determining Turkish students' attitudes to English language. Whether students who are interested in learning English have positive attitudes was another focus of the study. Thus, among 42 informants, there were 24 final year university students of ELT department. The rest of the participants were the students at preparatory class at an English medium private secondary school. The findings of the study revealed that both student groups had positive attitudes towards English. One of the interesting results was that students at prep-class seemed to hold more positive attitudes to English than university students of ELT departments. Nevertheless, the reason why it might have been the case was not explained in the article.

Akalın and Zengin (2007) explored the attitudes of Turkish people towards foreign language learning and 711 people from various regions in Turkey participated in the survey. The informants ranged in terms of age and educational level. Moreover, the number of female and male participants was reported to be almost equal. The findings reveal that people in Turkey tend to have positive attitudes towards learning a foreign language and the informants prefer mostly learning English as a foreign language. As the educational level of respondents increased, attitudes were reported to be more positive. Nevertheless, teaching through a foreign language is regarded as a threat to the independence of Turkey. The study is valuable in the sense that it was carried out with people from

different walks of life and regions in Turkey; therefore, the results can be generalized.

As can be inferred from several studies on attitudes to learning English in Turkey as well as in some other countries, people particularly students tend to hold positive attitudes towards learning English, which can be attributed to the fact that being competent in English language is thought to give individuals some privileges. That is, people in the Turkish context and other settings might consider that if one is able use the language, he/she is more likely to approach better professions or top positions in their careers.

Studies on attitudes towards English might be of importance regarding perceptions towards EMI as these attitudes may form one of the underlying reasons behind attitudes towards EMI. That is, it is likely that students having more positive perceptions towards English and learning this language hold more positive attitudes towards EMI, however, students who hold more negative attitudes towards English language learning might have more negative attitudes towards EMI.

Whether positive viewpoints towards English language and learning it is in the same line with attitudes towards English medium instruction as well as some forms of second language instruction will be focused on in the following two sections.

2.4 Bilingual education and immersion programs

As it is known there are various forms of bilingual and second language instruction. Immersion instruction is one form of these instructions in which students are offered education completely in a second language although students have little or no background in that language (Lambert, 1992). Lambert (1992) claims that a high level of proficiency both in the mother tongue and in the second language is achieved by means of early immersion programs. That is, he argues that the earlier one begins to be taught exclusively in a second language, the better results occur regarding a high level of functional bilingualism. Thomas and Collier (1997) also emphasize the efficacy of early immersion programs. Their study with 42.000 language minority students in the United States shows that if students have at least 2 years of schooling before beginning the immersion programs in the States, they seem to develop language skills earlier than those who begin schools giving instruction exclusively in English without prior experience in the second language.

2.4.1 Research on the effectiveness of bilingual and immersion programs

Reviewing some studies on bilingual education Casanova (1991, cited in Tarhan, 2003) proposed that bilingual children had better performance with respect to several domains such as conceptual development, creativity, meta-linguistic awareness and analytical skills.

In a study on whether and how students' native language should be utilized in education, Lucas and Katz (1994) concluded that using native languages of students might produce beneficial educational outcomes. This study was conducted in the six states in the U.S to determine to what extent native languages of students were used in schools offering a foreign language instruction. The results revealed that the content knowledge in mathematics, social sciences and some other fields were mostly taught in students' native languages.

In a study on dual language education in Virginia, it was found that both native Spanish and native English speaking children made a good progress and their progress was reported to be comparable to the students in monolingual English classrooms (Howard & Christian, 1997 cited in Garcia & Baker, 2006)

2.4.2 Research on the effects of bilingual and immersion programs on academic success

A number of studies on immersion programs have revealed that having education through a second language medium instruction have some negative effects on students' academic success. Willig (1985) argues that students who are not the native speakers of English learn more efficiently in their mother tongue. He also claims that being taught in a second language leads to some drawbacks on the part of the students while learning social science subjects as these subject areas are closely linked with language comprehension. Furthermore, Marsh et al (2000) argue that high school students especially in the first three years in a late immersion program in Hong Kong are affected negatively by late immersion in

instruction in English concerning learning the non-language subject matters. They also report that these negative effects on students' performance in other subjects are somewhat smaller for students who have had some preexisting proficiency in English. Moreover, they argue that the negative effects of instruction in English decline over time to some extent. One of the interesting findings of this study is that when the use of English in schools where the immersion program is administered is increased, it seems to affect non-language school subjects positively. This extensive use of English in immersion programs was reported to lead to some positive effects on acquiring English as a second language and achievement of Chinese as a first language. However, they emphasize that the negative effects of late immersion programs in high schools in Hong Kong outweigh the positive effects. That is, in their article Marsh et al report that students with limited proficiency in late immersion programs do worse while mastering the non-language subjects compared to students who are taught in their first language. Despite some major negative effects of immersion programs on students' performance and achievement in some content areas other than English, the results of a survey conducted by the Hong Kong Education Commision (1990, cited in Marsh et al, 2002) reveal that students and parents in Hong Kong value English immersion programs at schools in China as they believe learning English will offer better chances for their future.

Bilingual education is another form of language instruction, which involves using the child's language in addition to English as a language of instruction

(Cummins, 1992). In order to answer the question what types education programs work best in helping Latino students succeed in school, Ramirez et al (1991, cited in Cummins, 1992) carried out a longitudinal study with Latino students in bilingual education programs. Their findings indicated that Latino students receiving most or all of their instruction through English had worse academic success than the ones who received L1 instruction throughout elementary level. However, the study concluded that bilinguals performed better compared to monolinguals regarding general reasoning and verbal abilities. Although the study is valuable in researching the effectiveness of bilingual education in the long run, the findings seem to be a bit contradictory, as stated above it was reported in the study that bilingual education had negative effects on students' academic achievements, nevertheless, it was also noted that general reasoning and verbal abilities of students were affected positively by bilingual education programs. However, one can conclude that general reasoning and verbal abilities which are influenced in a positive way by bilingual education programs should lead to better academic achievement.

Porter (1990) asserts that "My personal experience and professional investigations together impel me to conclude that the two overriding conditions that promote the best learning of a second language are (1) starting at an early age, say at five, and (2) having as much exposure and carefully planned instruction in the language as possible." (pp. 63-64). Such a view increased programs offering EMI in some countries, which is another form of second language instruction.

The following section will present several studies on attitudes towards EMI in various countries in the world including Turkey.

2.5 EMI in other contexts

The growing importance of globalization and a wish to communicate easily with anyone and anywhere have probably led to an increase in English-medium programs in several countries in the world. Although studying and learning English are accepted as playing an important role in students' future careers and getting ahead in one's occupation as well as learning more about other cultural communities, there have been some signs of discontentment in many societies regarding foreign language-medium instruction. In their book Wilkinson and Zeger (2008) argue that teaching a foreign language through teaching of other subjects challenges students since they have to cope with both the content to be learned which is unfamiliar to them and with new language exponents.

2.5.1 Perceptions towards EMI in other contexts

China is one of the countries where numerous studies on attitudes towards EMI were conducted. In 1973, Cheng et al carried out a study on the attitudes of students towards the use of English as a medium of instruction in Hong Kong secondary schools. The findings suggested that 64% of the students thought that English was not a suitable medium of instruction and 73% thought that using English as a medium of instruction increased the workload they had to cope with. In a survey of 2,500 secondary students from English-medium schools in Hong

Kong, Tam (1980) reported that students wanted their teachers to use more Chinese in their teaching; however, they did not favor Chinese-only instruction. The experimental research findings of Johnson et al (cited in Pennington, Yue, 1994) indicate that less than 3% of the students within the participants preferred an all-English medium of instruction. The results of a survey carried out by Pennington and Yue (1994) seems to be inconsistent with the findings of Cheng et al (1973), Tam (1980) and Johnson et al (cited in Pennington and Yue, 1994) as Pennington and Yue (1994) found that EMI was preferred to be the instructional language in Hong Kong by most of the students. However, what was common in studies conducted by Cheng et al (1973) and Tam (1980) and Pennington and Yue (1994) was the use of questionnaires for collecting data; thus, those studies can be argued to be limited regarding gathering valid and reliable data as it has been mentioned before utilizing alternative data collection method increases the validity and reliability of the results in a study.

Balla and Pennington (1996) carried out research on the perceptions of university students towards EMI and found that students are supportive of dual medium instruction rather than English as a sole medium instruction. Similar to aforementioned studies carried out in China, a survey questionnaire was the single data collection method used in this study.

Research of a similar nature has been carried out in different parts of the world as well as in China. One of these studies was carried out by Vicenti (2005) who examined the attitudes of ninth graders in a rural middle school in Yauco,

Puerto Rico toward the English language and toward the English class. The results show that the students have negative attitudes toward English as a medium of instruction and as a subject of study; however, the students were reported to have positive attitudes toward English. The study is valuable in the sense that four different data collection procedures- ethnographic participant-observation, questionnaires, tape-recorded oral interviews, and matched guise tests- were used and it can be claimed that these various data gathering methods made the findings in the study more valid and reliable.

Wu (2006) conducted a study on students' attitudes towards EMI at one of the universities teaching through English in Taiwan. The results suggested all the subjects agreed on the importance of EMI policy in the country as they associated the knowledge of English with having the global view and international culture. Moreover, they considered that EMI was advantageous for them in many different ways since they argued EMI promoted better command in the language (86% of the participants) and understanding reference materials in English (93% of the informants). Nevertheless, they also noted some disadvantages of being a student at an English medium university. One of the main problems related to EMI was uttered by 82% of the participants who highlighted that EMI made it difficult to comprehend the course content. 86% of the informants stated they had difficulty in expressing themselves in English during lessons. Furthermore, some students mentioned the adverse effect of EMI on discussion and interaction within the class. Thus, the study gives some valuable information not only about university

students' attitudes towards EMI but also about some difficulties they encounter as being the students at this type of university. The study was restricted to 28 university students and one type of data collection method; however, it is widely acknowledged that increased sample size and alternative data collection method will reflect students' attitudes towards EMI more truthfully.

In an article entitled Questions for debate in English medium lecturing in Spain, Fortanet (2008) presented the results of a survey with a group of students on effectiveness of EMI in Spanish universities and students' attitudes towards EMI at tertiary level. In the article, it was reported that all the objectives of the program were reached by the students and students had positive attitudes towards EMI. It was also asserted that students were satisfied by being a student at a university where courses are taught through English. Moreover, the author of the article noted that European higher education could be internationalized through education offered in English, which is an indication of support for EMI at tertiary level in Spain. In a similar vein, Wilkins and Zeger (2008) state that teaching in a foreign language ought to be developed and encouraged in higher education as the integration of content and foreign language teaching enhances students' academic and language attainments.

In order to investigate how instructors of English-medium courses at one of the universities in Netherlands would feel to be in a class where the language of instruction is not in their mother tongue, a survey was carried out by Klaassen (2008). Participant teachers joined some workshops where the language of

instruction was not their native language so as to make them experience feeling of learning content in another language, which is experienced by the Dutch students at English-medium programs at tertiary level. The results were appealing as they showed that most of the teachers stated they recognized student difficulties in EMI. Thus, the researcher concluded that teachers' awareness of difficulties encountered by students was crucial as it would foster improvement of instructors' pedagogical and language skills. Although the study is not directly related to attitudes towards EMI, it can be inferred from the article that students in Netherlands seem to have some difficulties in English-medium courses, which might affect their attitudes negatively.

There are also a few studies of teachers' attitudes towards the medium of instruction in schools carried out in China. Tung (1990) conducted research on the teachers' views on teaching through the medium of English and Chinese. The results of his study displayed that carrying out various teaching tasks involving reading and writing is easier in English than Chinese for the teachers participating in the study. Nevertheless, the same teachers agreed on the use of more Chinese with students at lower levels.

In a similar vein, Flowerdew et al (1998) carried out a study with 20 lecturers at one of the universities in Hong Kong on instructors' attitudes towards EMI. It was found that lecturers preferred education both in Cantonese, the most common spoken language in China, and in English as during their teaching experience at a university offering EMI they observed that students' level of

proficiency to be taught through English is not sufficient and the lecturers argued this low level of proficiency in English created some problems in the application of English language as a medium of instruction in Chinese universities. Some of the problems in applying education in English mentioned by the participants were students' unwillingness to take part in discussions made in English, their incapability to ask questions in English and their tendencies to force lecturers to explain the content in Cantonese. Thus, some solutions were offered by the informants in the study. One of the solutions mentioned by the instructors was the necessity of providing students with intensive English courses, which they considered would help them in the studies at their departments giving education in English.

The findings of the research on the perception of students, teachers and parents towards the use of English as a medium of instruction conducted by Tung et al. (1997) indicated that students and their parents opted for English medium instruction rather than Chinese since English is the language of business and technology; however, they had similar opinions with the teachers concerning the effectiveness of Chinese as a medium of instruction in education.

2.6 EMI in Turkish context

Language policies have been subjected to some changes in Turkey during the course of time as it is widely acknowledged that knowledge of a foreign language, especially English, is crucial and requisite today. Thus, various ways have been searched to enhance the level of language attainment of students, which has

fostered the establishment of foreign language medium instruction at educational institutions as it is regarded that students at these schools are able to reach a high level of proficiency in that foreign language. Moreover, previous language policies to teach English seem to have failed to meet the end and this has led to some discussions like whether teaching through English could produce better results with regard to learning the language efficiently. However, to date, increase in English-medium programs and whether teaching in English ought to be adopted have been open to debate among Turkish researchers, professionals, politicians and intellectuals since people from different parts of the society have been aware of the potential effects of foreign language education on students.

2.6.1 Opinions towards EMI expressed through mass media

Most of the educators, professionals and politicians have expressed their opinions about foreign language learning and education in a foreign language by means of television, magazines and newspapers, which sparked off controversy. In the following paragraph Tarhan (2003) describes what one of the Turkish politicians thinks about the foreign language-medium instruction:

> The big controversy over foreign language medium-instruction
>
> flared up in
>
> January 2001, when a parliament member proposed drastic
>
> modification in "Foreign Language Education and Instruction
>
> Act", which will ban foreign language medium instruction in
>
> Turkey, arguing that this practice is a threat to national identity

as it jeopardizes the linguistic integrity of the Turkish language.

It was also argued the education should be in the mother tongue

and subject matter is best learned in one's native language (p.7).

Furthermore, at the conference titled 'AB ile Bütünleşme Bağlamında Türkiye'de Yabancı Dil Öğretimi' (Foreign Language Learning in Turkey with regard to Integration with EU) the Minister of Education Çelik (2006) asserted that knowledge of a foreign language would help people to understand the world and it would be beneficial for the country's relations with other countries in the world. However, he spoke out against education in a foreign language as he thinks foreign language instruction is not a realistic target to learn the language efficiently. In a similar vein, at the same conference the rector of TOBB University of Economics and Technology, Kesici (2006) stated offering foreign language instruction is not a must to teach a foreign language effectively (cited in Akalın& Zengin, 2007). Sinanoğlu (2003) states not only does the native language suffer considerably from education in a foreign language but also this issue causes students' brains to be under imperial control. He also claims that teaching tasks carried out in Turkish will enable students to think and question, which will ensure learning rather than memorizing. Teaching subject matters through English destroys the education system since it decreases students' understanding of the essential points of the subject matter as well as their creativity (Erman, 2008). Bartu (2003) has a similar argument and argues that implementing education in a foreign language prevents Turkish language from developing since the use of

Turkish is restricted to some extent. In a newspaper interview, Tavşanoğlu (1999) stresses EMI or education in any foreign languages cannot be an efficient way of teaching English. He put forward that if it was the case, many developed countries would adopt this system as a way of teaching English. Çelebi (2006) also criticizes people who are in favor of EMI and who consider EMI is effective to teach English. According to him, enhanced proficiency in the language at EMI schools could stem from some factors such as good quality in education and social services. Hasol (1999) is another researcher disapproving EMI as he considers learning a subject matter through English slows down the learning process; in other words, according to him, EMI makes teaching and learning process difficult. He goes so far by putting forward that offering EMI at educational institutions is funny and a torture for students at these types of schools. He also considers EMI impedes improvement of Turkish as a language. One of the criticisms to EMI at university level has been uttered by Köksoy (2000) who believe that offering EMI is an indication of low quality in education.

As regards English-medium instruction, the head of the association of educators in Turkey (Eğitimciler Derneği) and a columnist at the newspaper titled *Cumhuriyet*, Karabulut, states that education was implemented in a foreign language in Military High Schools in Turkey from 1974 to1990; however, Turkish was preferred as a medium of instruction later simply because the implementation was unsuccessful. He also reports the results of a study on the evaluation of English-medium instruction at Anatolian High Schools and states 81.91% of the

students at Anatolian High Schools which used to offer total EMI think that EMI leads to memorization so they believe subject matters taught through English are not acquired properly by the students at these types of schools. In addition to that, he asserts 82.4 % of the students prefer science subject matters to be offered in Turkish rather than English (cited in Çelebi, 2006). Consequently, Çelebi (2006) argues that educational systems adopting English or any other language as a medium instruction can be seen only in countries being exploited by other developed countries. He also believes that education in the mother tongue is essential as it enables people to question, comment and unite all pieces of information learnt before, which in turn fosters thinking and producing beneficial works. That is, it is underlined by him EMI makes students become passive in learning process as students do not participate in lessons and discussions during those lessons so they tend to store all the knowledge rather than talk over it. In a study in a similar nature done by Mirici et al (2000), it was found that students at Anatolian High Schools which used to offer total EMI were affected adversely at the university entrance exam; thus, it was suggested that instead of teaching through English, it would be better for students to be delivered with an efficient English teaching planning. In line with this sequence of events at schools offering EMI, he puts forward that in an educational institution where the education language is in English or in any other foreign languages, education is one-sided since students are passive learners and they do not take an active role in their education process. Apparently, these attitudes often receive strong support from

authors and politicians because learning through a foreign language is a challenge in any form of education.

Some academicians emphasize the disadvantages of education in English. One of the academicians in İstanbul University argues that content education in English is not learnt well in some universities in Turkey as the level of students' proficiency is not sufficient for such education. Moreover, another academician in Marmara University considers that English medium instruction leads to an artificial classroom environment since both most of the instructors and students at universities in Turkey are Turkish. The rector of Bilkent University, Çoruh, which is a prestigious private English medium university in Turkey, also suggests that the ability to judge and comment on content cannot be developed in an education institution where education is in a foreign language (cited in Özden & Çağatay, 1993). Similarly, it is claimed by the director of ÖSYM (exam center for selecting and placing students to university) that students at universities offering EMI are less successful than the students at universities where Turkish is the education language (cited in Özden & Çağatay, 1993).

Nevertheless, people have also expressed their opinions in favor of teaching in a foreign language in the national papers and publications because they argue that the integration of content and language has been an effective way to teach foreign languages historically. In his article, Çelebi (2006, p.292) lists the rationale put by the supporters of EMI as follows:

1. Knowledge of a foreign language improves tourism sector in the country.

2. Knowledge of English accelerates economic and social developments.
3. Turkish is not a language of science.
4. European languages, especially English, have become an international language.

Similarly, Sebüktekin (1981) argues that foreign language teaching has been more successful in schools where education is implemented in a foreign language. Teaching science in a foreign language is effective as reaching information gets easier and fast (Bilhan, 1991 cited in Bartu, 2003). Furthermore, Kocaman (1997) states that learning through a foreign language creates an authentic learning environment. The beneficial effect of EMI on learners regarding their cross-cultural and mental development is highlighted in the article by Aptekin (2003, cited in Sert, 2008). According to the director of Robert High College, a private English medium school in Turkey, schools where education is in English will help Turkey to internationalize and have an active role in globalization process. Futhermore, Çoruh, the rector of Bilkent University, thinks that having education at an English medium university will ensure students' ability to read and understand sources in English (Özden & Çağatay, 1993).

People who are in favor of teaching through English can be argued to raise some claims for the essentiality of education in English. Firstly, they argue that science is something international and the language of international science is English, which necessitates the use of English in education. Secondly, they believe that the only logical way to ensure efficient language learning is to teach in English, which will enable Turkey to open up to the world. Thirdly, parents

prefer their children to have education in a school which offers EMI as they also think this policy is a better way to learn the language. Finally, they argue that Turkish language is not a language of science; thus, there is not a sufficient number of books or sources written in Turkish, which entails EMI especially at universities so as to make them international.

As seen from the reviews above, EMI in Turkey has been addressed by many politicians, educators and intellectuals as it has been a debatable concern in the Turkish context. Thus, the reviews present those people's opinions on EMI in Turkey and they are not based on scientific research; however, views of those people about EMI were included in the present study as those people play a crucial role in decision making process in Turkey so it was considered that their opinions may have influenced some decisions which have been made about the instructional language in education in Turkey. Moreover, those opinions expressed by politicians, educators and intellectuals might also have led some researchers to conduct a study on EMI in Turkey.

2.6.2 Research on attitudes towards EMI in Turkey

In addition to some arguments for teaching in a foreign language put forward by means of visual and print media, a number of academic studies have attempted to describe the perceptions towards English-medium instruction (EMI) and the effectiveness of EMI in Turkey.

Akünal (1997) carried out research to investigate whether a foreign language is learnt better in an education institution where a foreign language is an education

language and what the effect of education in a foreign language on the comprehension of content by students is. The study with 186 students at METU (Middle East Technical University) concluded that 50% of the participants think that they are unable to express themselves in English and partake of discussions held in English. Furthermore, 48% of the informants believe that content should be taught in Turkish rather than English; however, they also consider that their education at university ought to be supported by an intensive English program. According to these findings, the researcher concludes that education in English in Turkey has neither scientific nor institutional basis.

One of the few studies on EMI among Turkish university students was carried out by Kalfazade et al (1987-1988). The study consisted of two steps. While the first part of the study aimed at investigating students' motivation and underlying reasons for the choice of English medium education, the purpose of the second part of the study was to analyze their attitudes towards studying at a university which offers EMI and what problems they face when attending lectures delivered in English. The number of the informants for the first part of the research was 239 preparatory school students whose departments offer EMI. Some of the preference factors for English medium education were to be able to learn English, mentioned by 74% of the female students and 55.40% of the male students, and to be able to find a better job or have good educational opportunities abroad, pointed out by more than 60% of the students. As seen from the results, most of the students are instrumentally motivated. The second part of the survey

included 308 participants at three different departments offering EMI. The results of the second survey revealed that fourth year students had fewer problems in following lessons in English compared with second year students. Moreover, more students in their second year were reported to have difficulty in participating actively in the lesson than students in their fourth year. However, not only fourth year students but also second year students, 92.68% of the participants, did not favor lessons delivered in Turkish as they did not consider learning would be easier if courses were conducted in Turkish. Although the survey provides detailed information about students' motivation to choose an English medium university and their opinions about studying at a university where the medium of education is in English, the study and the results are based on a single data collection method. In fact, an alternative data collection could have been used to validate the findings and have reliable results.

In her article on instructors' attitudes towards English-medium instruction in Turkey, Kılıçkaya (2006) reported that Turkish instructors believed implementing education in Turkish would produce better results in terms of learning subject matters. Similarly, Akünal's study on an evaluation of immersion programs in Turkey by the students and teachers (1992) revealed that while EMI improved students' listening and reading skills, it appeared to fail to promote meaningful and communicative tasks in English.

Another study aiming to explore instructors' attitudes towards English in engineering and architecture courses was carried out at Anadolu University in

Turkey and 114 faculty members at seven different engineering departments where English medium of instruction is obligatory were included in the study. Somer (2001) reported that the participants of the study emphasized some problems due to education in English and instructors preferred content to be taught in Turkish as students' proficiency levels were not adequate to understand the topic in English well. That is, the majority of the informants were reported not to support education in English and prefer teaching in Turkish. However, all the lecturers highlighted the importance of learning English by students. The limitation of the study is the inadequate number of items in the questionnaire, which was reported to be one direct question, aiming at finding out instructors' attitudes towards EMI although one of the main focuses of study is Turkish instructors' attitudes to education in English at tertiary level.

2.6.3 Research on the effects of EMI on academic achievement

Tarhan (2003), who carried out a survey on perceptions of students, teachers and parents regarding English-medium instruction at secondary education, found that students, teachers and parents do not favor English-medium instruction in secondary education. In addition to that, the study revealed that students had some problems in the learning of the subject matter delivered in English. The data were collected from 42 Anatolian High Schools in Turkey, which made the survey extensive and comprehensive as the increased sample size tends to enhance the validity and reliability of a study. Moreover, the study is valuable in the sense that it gives information about attitudes of different groups- students, parents and

administrators. However, most of the studies on the same issue conducted in Turkey have concentrated on a single group like either students or teaching staff (Kalfazade, 1987-1988; Akünal, 1997; Somer, 2001; Kılıçkaya, 2006).

Similarly, Kocakulak et al (2005) did a study on the effect of being taught in Turkish and English on academic success of students in science courses. The study concluded that the students who were delivered science courses in Turkish performed better in the exam compared to the students who were taught science courses in English. The researchers made such a conclusion by comparing those two groups of students' answers in the exam and they stated that students studying science courses in Turkish tended to give more scientifically answers to the questions in the exam.

Another study (Erdem, 1990, cited in Somer, 2001) was conducted with 48 teachers and 123 students at four secondary schools in Turkey. While four of these schools were state schools, one of them was a private school. The purpose of the study was to evaluate science education in foreign languages such as English, German and French. Both teachers and students were given questionnaires which asked them to evaluate their proficiency in the education language in their schools and the efficiency of science courses taught in a foreign language. The results of the study revealed that the proficiency levels of teachers and students at these schools were low to have science education in a foreign language. Furthermore, the study concluded both students and teachers agreed that foreign language instruction was disadvantageous as it hindered comprehension of the science

content, which in turn discouraged students. It was also reported that science content was never taught in foreign languages by 12.5% participating teachers, which could be an indication of teachers' incompetency in that foreign language.

In her study Sert (2000, cited in Sert, 2008) has found that teaching in a foreign language seems to weaken academic achievement of the students. Another case study which attempted to find an answer to the language of instruction dilemma in one of the prestigious universities in Turkey by Sert (2008) has supported the idea that academic content taught through English is not that effective. The study included 587 fourth year students and 87 teaching staff; thus, the study was quite extensive for a case study in terms of the number of participants. Hence, the study itself and the results are valuable as it was one of the few studies on attitudes towards EMI at tertiary level in Turkish context.

Another study conducted at Marmara University in Turkey showed that students preferred listening to lessons passively which is delivered in English; however, when the same courses were delivered in Turkish it was observed that students started to have an active role in the lesson, which was reported to increase the level of understanding the topic (cited in Çelebi, 2006).

In her study, Akünal (1992) asserts that career and academic purposes of students determine their attitudes towards EMI at university. Another similar study was conducted by Kırkgöz (2005) and she reports that students studying at an English-medium university are not only instrumentally but also interactively motivated. She also claims that students have some negative attitudes towards

EMI as they believe learning subjects in a foreign language distances them from their native language and culture. In another article of hers, Kırkgöz (1999, cited in Kırkgöz, 2005) argues that undergraduate students studying at Business Administration department experience some difficulties while learning the academic content in English.

A recent study in Turkey on the effect of both English medium courses and Turkish medium courses on students 'self concept was carried out at six different universities in İstanbul, in Turkey (Karabinar, 2008). That is, the study aimed at investigating if total or partial integration of content and language makes difference in competence in language and content knowledge. The study included 586 university students from English medium and Turkish and English medium universities. The findings of the study indicated that courses taught both in native and foreign language promoted better learning of the content. Moreover, it was highlighted that total EMI at tertiary level did not lead students to feel more confident in English language and English-medium courses. Hence, the study concluded mother tongue is crucial with respect to better content learning. The study is of value as the number of its informants and inclusion of numerous universities. However, the results could have been validated with an alternative data collection method as a questionnaire was the single method used.

2.6.4 Research on the effects of EMI on language skills

A study aiming at exploring the effects of EMI on students' language skills in their mother tongue namely Turkish and whether any changes occur in their

language skills during a course of time was carried out at two universities in Ankara –METU and Ankara University. The total number of participants was 152 and there was an equal number of informants from both of these universities. In the study, the participants in their first years and third years were asked to write two texts in Turkish, which were evaluated by Turkish linguists later. The findings of the study showed that students' writing at Ankara University offering Turkish medium instruction was much better than students' writing at METU which is an English medium university. Moreover, it was found that in comparison with students at Ankara University, students at METU had become worse in language skills in Turkish during the course of time as third year students performed worse in writing. Thus, the study concluded that education in a foreign language influences students' language skills in their mother tongue negatively (cited in Gönenç, 2003).

Reviews of some studies on EMI in Turkey indicate that education in English is not opted by students and instructors in general terms owing to some negative effects of EMI on students' participation in lessons and their academic achievement and language skills in Turkish (Erdem, 1990; Akünal, 1997; Kırkgöz, 1999; Somer, 2001; Tarhan, 2003; Sert, 2008; Karabinar, 2008).

When some research on EMI in other contexts, especially in China and Taiwan, is reviewed (Tam, 1980; Willig, 1985; Mars et al, 2000; Vicenti, 2005; Wu, 2006), it can also be concluded that content which is taught in English affects students' academic achievement negatively as it is the case in Turkey. That is, it is

common to experience some difficulties when the content is delivered in another language rather than students' native language, which in turn results in some kind of academic failure on the part of the students. However, unlike students in Turkey, students in other contexts are reported to hold more positive attitudes towards EMI, which could be caused by the fact that these students consider EMI will influence their future careers positively in terms of finding a better job or having some opportunities to work abroad or with international companies as EMI might be associated with having comprehensive knowledge of their fields in English.

CHAPTER 3

METHOD

This chapter presents the data collection procedures, instruments, the design of the study and participants included in the study. The chapter begins with a section which explains the overall research design, which is followed by the second section describing participants. In the third section, information on the instruments utilized for the present study is presented.

3.1 Overall design of the study

In order to obtain rich and comprehensive data as well as to get an expanded picture of the phenomenon, two different data collection methods -qualitative and quantitative- were employed in this study. The reason for mixing data collection strategies is to triangulate the data which enables a researcher to increase the validity of evaluation and the results of a study. Cohen, Manion and Morrison (2007) argue that the research findings might be shown in an untrue way if a single method is used in a study. Tashakkori and Tedlie (1998) have a similar argument about relying on one single data collection method. They claim that insufficient or partially incorrect data could be gathered in research where one method is utilized. They also assert that using a variety of methods will validate or add to research findings. One of the data collection methods used in this study was the questionnaire survey, which has been proved to be a useful instrument in surveys as it enables a researcher to collect the data from a large number of informants and make easy comparisons among findings and clear conclusions

possible (Wray&Bloomer, 2006). In addition, Dörnyei (2003) argues that it is common to encounter many research projects in social sciences which have collected data through questionnaires due to its efficiency regarding researcher time and effort. Using a questionnaire survey in a study is accepted to be an effective way of addressing various issues and questions the researcher is concerned with as well as to be one of the most appropriate ways of researching a phenomenon that is not observed easily such as reviewing language attitudes and motivation (Pennington&Yue, 1994; Seliger & Shohamy, 1989). As a result, the questionnaire survey was utilized in the current study as the aim is to collect data both about attitudes and about the reasons behind those attitudes.

Despite the fact that some rationale given for the use of questionnaires in a survey by some researchers (Seliger & Shohamy, 1989; Pennington&Yue, 1994; Dörnyei, 2003; Wray&Bloomer, 2006), Bryman (1989) states that the questionnaire survey is a limited way of evaluating a particular situation so he argues it ought to be assisted by other approaches. In his book entitled *Research Methods and Organization Studies,* Bryman (1989) emphasizes the efficiency of using the questionnaire survey with interviews in a study and he argues that questionnaires are mostly used in association with interviews in a survey study since both of these methods of data elicitation enable a researcher to gain a fuller picture of the informants' attitudes and perceptions of different issues. Similar to questionnaires, interviews are also widely used to collect data on various phenomena which cannot be observed directly like attitudes (Mackey & Gass,

2005). Therefore, individual interviews have supplemented the questionnaire survey in the current study as it enables the researcher to elicit specified kinds of information about participants' perceptions about English medium instruction. That is, the present study includes triangulation of quantitative and qualitative data collection methods.

Concerning data sources, university students were involved in the study. As mentioned previously, the two data collection procedures were a survey questionnaire and interview protocols. While a survey questionnaire consisted of Likert scales and some open-ended questions, interview protocols giving qualitative data included semi-structured questions. As regards data analysis, both quantitative- descriptive and correlational statistics- and qualitative procedures – content analysis- were used.

3.2 Participants

The present study was conducted at Atılım University, which is one of the universities in Turkey offering English-medium instruction and all subject matters except for Turkish and History of Turkish Revolution are taught in English. It is a private university where three out of five faculties namely faculties of Engineering, Business Administration and Arts and Sciences offer total English-medium instruction. The faculty of Law implements education partially in English; that is, English-medium courses make up about %30 of the attended program in this faculty. The medium of instruction at the faculty of Fine Arts is Turkish and students at this faculty are offered two English courses in their first

years. All students at Atılım University have to first study English in the university's intensive English program for one or two semesters in the preparatory school to learn sufficient English so as to pursue their university studies in English except for students of the faculty of Fine Arts, for whom studying English at preparatory school is optional. Following the preparatory year, post preparatory English courses are given three, four or six hours per week in the first two years by the Departmental English Studies Unit with regard to the course the students are taking. Most of the students come through the Turkish education system, having received about nine years of English in secondary education. In order to enter their departments giving instruction in English at the university, students must pass the English Proficiency Examination administered by the Preparatory School of the university. The exam includes two sections. While the first section consists of multiple-choice questions regarding reading comprehension, language use and vocabulary knowledge, the second section consists of writing. Grading of the exam is out of 100 and the students have to get 60 to be able to enter their departments.

The sample for the present study was determined according to several criteria. Firstly, students whose departments give total EMI were targeted as students studying at the departments which offer partial EMI or Turkish-medium instruction would not serve the purposes of the study since the study concerns perceptions of students towards EMI. That is, students at the faculties of Fine Arts and Law at the university were kept outside of the sample. Moreover, students

who study at the departments of Language and Literature, and Translation and Interpretation were excluded from the sample of the study because it was considered that English is their main subject of study and they are supposed to have chosen to study at these departments as they are interested in English language, which is likely to affect their perceptions towards EMI.

After this first sampling plan, out of 800 students at the three faculties offering total EMI at Atılım University -Faculty of Business Administration, Engineering and Arts and Sciences- 250 students were targeted, which represents about 15% of the total population at the university. Since the researcher wants to make generalizations, cluster sampling procedure which involves dividing the entire population into groups, or clusters, and selecting a random sample of these clusters was utilized as the aim is to represent the wider population and cluster sampling is stated to achieve this purpose (Dörnyei, 2003). Moreover, Dörnyei (2003) argues that cluster sampling can be used in a study where the population has more than one variable and samples are chosen randomly. The researcher aims to sample Turkish female and male students at the university who are in their first years and who attend a program at a university in Ankara where English-medium instruction is offered totally; thus, cluster sampling was considered to be appropriate for the study as there are more than one variable for the population. In order to apply the questionnaire to the targeted students, the researcher in the present study first got permission from the Presidency Office of the university. Then, based on conversations with the director of the Departmental English

Studies Unit, where the research was carried out, the researcher was informed that there were no criteria for the constitution of classes at the department and students from the three faculties offering EMI were placed in English classes randomly. That is, each class at the Departmental English Studies Unit consists of a group of students chosen randomly; moreover, it was stated that in each class it was quite possible to find students from different faculties and departments. This being the case, among the classes at the department, the classes and the student sample who would be included in the study were chosen randomly. However, one of the basic criteria was to have a representative sample of students from the three faculties.

As a result, the number of the informants filling in the final version of the questionnaire was 233 and 10 volunteers were chosen for the interviews. The volunteers for the interviews were chosen by the researcher while the questionnaire was being administered.

3.3 Data collection instruments

As mentioned in the first section in this chapter, two data collection procedures –a survey questionnaire and individual interviews- have been utilized in the present study. The survey questionnaire is a modified instrument and permission to use it was taken from the researcher designing the questionnaire. Questions for the semi-structured interview protocol were prepared in accordance with the items in the questionnaire.

3.3.1 Survey questionnaire

The main data collection instrument was the survey questionnaire, which is an existing measuring instrument (Tarhan, 2003) adapted according to the aims of the study. One of the reasons for using an existing questionnaire is that the items in the instrument are parallel to the information the study is seeking, which is to elicit participants' perceptions towards EMI directly. That is, it matches the present research context. Another reason is that the instrument has been proven to be valid and reliable by two experts and the members of Research and Development Center for Education –which is the organization in the Ministry of Education in Turkey-who were reported to support the study financially conducted by Tarhan (2003); that is, it was well-designed. However, some necessary adaptations and modifications have been made according to the issues the present study concerns with by deleting some items, adding questions and rephrasing some items. That is, while adapting the instrument, some of the questions and items were omitted from the questionnaire since they would be irrelevant to the study's concerns and they would be unnecessary repetitions and some other questions were added to the demographic section. For example, asking information about whether the participants have been in a foreign country, which country they have been in, how long they have lived there and the reasons for choosing a university which provides English medium education, which are all likely to affect the students' perceptions, are some of the questions added to the demographic section. However, the question what the participants' grades at

school was omitted since the present research was carried out with the freshmen as the inclusion of students from different grades might cause some variables to occur in terms of the difference in participants' perceptions. Moreover, the question how much their parents earn a month was also omitted from the questionnaire as it was thought that similar information will be gathered through the question of their parents' educational level. Furthermore, the section concerning the frequency of the use of English within each course was omitted because informal talks with some students and instructors at the three faculties revealed that English is the main language used frequently during the lessons at the university where the research took place so it was considered that it would be unnecessary to ask such a question to the participants. Besides aforementioned adaptations, some definitions were added for item 10 in the demographic section which requires participants to evaluate their proficiency according to four skills in English as it was thought that different informants might have different definitions about 'çok iyi'(very good), 'iyi' (good), 'orta' (average) and 'zayıf' (poor) and those definitions might change with time. Therefore based on definitions given in the Common European Framework for each English language skill in each level, some explanations were appended in this part to guide informants to comprehend what it is meant by each categorization. Definitions provided by the Common European Framework were utilized as 'the Framework defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life long basis (Çavdar, 2006, p.50)'. Moreover, at the beginning

of the demographic background section two questions asking participants' proficiency exam scores and their cumulative grade point average were added so as to address the second and third main questions in the study which are concerned with the relationship between the perceptions of students towards EMI and proficiency scores and their academic success respectively.

In addition to those adaptations in the demographic background, another one is made at the section concerning learning the subject matter. In Tarhan's (2003) questionnaire the items related to learning the subject matter in terms of courses are divided into several courses such as Mathematics and Science courses. However, in the adapted form those two parts were combined and expressed as courses in general rather than Mathematics, Physics or Chemistry as the study was conducted not only at Engineering faculty but also at Arts and Sciences and Business Administration faculties. Similar adaptations –combining some questions and changing the wording of some items – were also made at the section where participants' general perceptions are investigated. For instance, all the items regarding education in a foreign language were changed to education in English as the present study concerns English medium instruction at tertiary level.

The questionnaire comprises three sections, which include Likert scale as well as open-ended questions. The items of the Likert scale comprise pro and con arguments about English medium instruction at tertiary level. The first section in the questionnaire is designed to collect data about the demographic background of the students such as the type of secondary school they attended, their parents'

educational levels, the participants' own opinions about the level of their language abilities and the reasons for choosing to study in English. As mentioned above, some additions -such as whether the informants have ever lived in a foreign country and how long they lived there- were made by the present researcher to the questionnaire in this part since it was considered that those additions might be able to elicit some essential information about participants which could be influential in shaping their perceptions towards EMI at university.

The second section, which includes 18 statements, aims to elicit information about general attitudes of the participants towards English-medium instruction through a 1 to 5 Likert scale. The pro arguments like 'Education implemented in English is beneficial.' and 'Education provided in English enables students to improve their cognitive and mental developments.' and the con arguments such as 'Education provided in English at universities ought to be abandoned.' and 'Education implemented in English limits the creativity.' attempt to provide some information for a general view of the participants' attitudes towards English medium instruction at tertiary level.

The third section includes two sub-sections on a 1 to 5 Likert scale and two open-ended questions. The first sub-section within the third section provides additional comments of the participants. The statements such as 'Learning academic subjects in English affects my academic success positively.' or 'I have difficulty in understanding a subject taught in English.' aim to research participants' perceptions towards English-medium education regarding learning

the subject matter. The open-ended questions are intended to elicit some advantages and disadvantages of EMI from the perspective of the participants and they were included in the adapted form as well since it was considered that they might allow participants to express their own ideas and views in their own manner, which may provide the researcher to get insightful data on the issue. The other sub-section consisting of statements like 'Education implemented in English enables me to improve my listening skills.' and 'Education implemented in English enables me to improve my writing skills.' is designed to explore students' perceptions towards English medium instruction in terms of improving their language skills.

The questionnaire, which was developed in Turkish in the original form, was preferred to be applied in Turkish to the participants in the present study as well since it was expected that some students' English might not be adequate to understand and fill in the questionnaire in English.

3.3.2 Interview protocol

A semi structured interview design was preferred for the study as written list of questions would guide informants and it is known that in this type of interview the researcher still has an opportunity to ask for more information and make the participants open up. The interview protocol was composed of open-ended questions in order to obtain in-depth data from the participants. Since the study seeks the participants' views concerning English medium instruction, a structured interview instrument with closed ended questions would be irrelevant. All the

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questions in the interview protocol were opinion questions because the purpose of the study is to find out student perceptions towards English medium instruction. A set of criteria was predefined. For instance, gender and faculty were taken into consideration since the aim is to have a representative sample of the two genders and the three faculties, namely Engineering, Arts and Sciences and Business Administration, where the study was carried out.

3.4 Pilot work

Once the alterations are inserted, the adapted questionnaire was checked for content validity by two experts[*]. Then, the instrument was piloted so as to obtain information about the relevancy and clarity of the questions and items as well as getting information about the amount of time required to fill in the questionnaire. Pilot work of the study was carried out in two different departments in which the medium of instruction is English, namely Engineering and Business Administration. The number of students participating in the survey was 43. After the piloting, the scales in the questionnaire of the applied pilot data was assessed for reliability by using Cronbach's Alpha statistic, which revealed the alpha coefficient of .925 for the first scale and .918 for the second one in the questionnaire. Then, the data obtained from the pilot work were analyzed and it was found that there were no problems with the questionnaire. Hence, it can be

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[*] The first expert is an Associate Professor at a well-known state university in Turkey. She has been the supervisor of several theses in English Language Teaching (ELT). Moreover, she teaches Research Skills Course at post-graduate level. The second expert is a Professor at the same university. As well as having been the supervisor of a number of theses in ELT, he has been a part of the jury of a dissertation which concerns a similar topic to the current study.

claimed that the pilot findings indicate that the survey questionnaire seems to serve the purposes of the study and there were no problems concerning the clarity of the questions and items in the questionnaire. In addition to this, the pilot work revealed that the time for filling in the questionnaire is reasonable.

3.5 Data analysis

In order to analyze the survey results, both quantitative and qualitative processes were used. Statistical procedures employed included descriptive statistics, one sample t test and Pearson Product Moment Correlations. Qualitative processes involved content analysis. That is, the data collected through interviews and open- ended questions in the questionnaire were analyzed by means of content analysis since this research methodology is claimed to reveal some values, intentions and attitudes of people participating into a study by focusing on some categories existing in the text data (Carley, 1997, Huff 1990 cited in Vincent et al, 2007). Thus, in order to apply content analysis method in the present research, the interviews were transcribed first. Next, the transcriptions were categorized into several themes according to word and sentence frequencies found in the transcriptions. Finally, the themes were used to answer the research questions.

CHAPTER 4

RESULTS

This chapter presents the findings of the statistical analyses of the data collected from the questionnaire and the qualitative analysis of the open-ended questions in the questionnaire and interview transcripts. The chapter begins with a brief description of the informants, which is followed by the results of the study. As presented in the introduction chapter, the study attempts to explore three main research questions with six sub-questions. The results are presented according to the order of the research questions formulated in the study. Each research question is first answered in line with quantitative analysis, which is followed by qualitative analysis.

4.1 Participant Demographics

This section summarizes the demographic characteristics of 233 Turkish university students who filled in the questionnaire. The sample size of the female and the male participants was approximately equal. While the female student sample consisted of 121 students, which were 51.9% of the participants, the male student sample constituted 111 students, which made up 48.1% of the informants. As illustrated in Table 4.1, while 42.06% of the students participating in the study majored in engineering, 35.62% of the participants majored in business-related fields such as business administration, economics and tourism management. The rest of the informants (22.32%) majored in arts and social sciences, namely mathematics and psychology.

Table 4.1 *Student Distribution according to Faculties*

Faculties	*N*	*%*
Engineering	98	42,06
Business Administration	83	35.62
Arts and Social Sciences	52	22.32

A majority of the 233 participants (*n*= 199; 85.4%) declared that they did not know any foreign languages other than English. Only a few of them (*n*= 34; 14.6%) affirmed that they knew any other languages except English. In addition, most (*n*= 226; 97%) did not live in any other foreign countries before; nevertheless, only 3% (*n*=7) of the participants lived in a foreign country and all of these 7 participants lived in Germany for a period of time for their parents' jobs.

Concerning the type of high school the participants graduated from before entering the university, the data revealed that almost half of the students (*n*= 116; 49.8%) attended state schools. While 19.3% of the students (*n*=45) taking part in the study finished a private high school, 16.3 % (n= 38) studied in an Anatolian High School and the rest of the informants (*n*=34; 14.6%) came from Super High Schools.

Regarding their parents' educational levels, it was found that almost half of the participants' mothers (*n*=103; 44.2%) finished high school; however, it was found that almost half of the participants' fathers (*n*=102; 43.8%) had university education. Table 4.2 and 4.3 shows the distribution of parents according to their various levels of education.

Table 4.2 *Mothers' Level of Education*

Level of Education	*N*	*%*
No schooling	2	0.9
Elementary	28	12
Middle School	24	10.3
High School	103	44.2
University	74	31.8
Graduate	2	0.9

Table 4.3 *Fathers' Level of Education*

Level of Education	*N*	*%*
No schooling	1	0.4
Elementary	17	7.3
Middle School	18	7.7
High School	82	35.2
University	102	43.8
Graduate	13	5.6

4.2 Perceptions towards English-medium instruction

The main research question of the study is what the students' perceptions are towards English-medium instruction (EMI) at tertiary level. Along with this research question, there are five sub-questions. The first sub-question is whether students favor EMI at tertiary education. In order to answer this first sub-question, both quantitative and qualitative data were utilized. First, results of the quantitative data obtained from the first scale in the questionnaire are presented; then, the results of the qualitative data obtained from the open-ended question at the end of the first scale and interview transcripts are reported.

The first scale in the questionnaire included 18-item 5-point Likert scale, which aimed to explore participants' perceptions towards EMI at tertiary level (Appendix A). The items included both pro and con statements; hence, the data

scores on negative items were reversed during the analysis. To be able to answer the first sub-question, the mean score of the first scale, entitled as Attitudes in general to EMI, was estimated first, which was followed by determining the test value. As described in Chapter 3, each scale in the questionnaire including the first scale consisted of 5 Likert scale. That is, 233 participants in the study were asked to identify their perceptions towards EMI on a scale from 1 to 5, where 1 refers to total disagreement, 3 refers to neither disagreement nor agreement and 5 refers to total agreement. Thus, the value the sample data was compared with, which is called the test value, was chosen as 3 because a value less than 3 implies a negative attitude towards EMI, a score greater than 3 implies a positive attitude towards EMI and a value of 3 implies neither a negative nor a positive attitude towards EMI. After the test value was chosen, one-sample t test was conducted so as to evaluate whether the population mean score of the first scale was significantly different from the test value.

The results of the one sample t test reveal that the sample mean of 3.23 (SD= .75) of the first scale is significantly different ($p<.05$) from the test value 3. Hence, it can be put forward that the sample mean of 3.23 of the first scale suggests students at tertiary level are positive about EMI. In addition to the mean score of the first scale, the mean scores of some items, the frequency distributions and percentages of the participants along those items in the first scale were estimated as it was thought that this type of analysis would provide more detailed information about the participants' general attitudes towards EMI at tertiary level.

Hence, the mean scores and percentages of the three items in the first scale which are directly related to the approval of EMI at tertiary level in general "I think education in English is beneficial", "Education in English at university is necessary", and "Education in English should not be abandoned at universities" (as this item is a reverse one, the reversed form is written here) were analyzed. Table 4.4 illustrates the mean scores, frequency distributions and percentages of those three items in the first scale. The results show that more than half of the students (68.2%) agree with the statement "I think education in English is beneficial" and the mean score of the item is 3.77, which is higher than the test value 3. Similarly, more than half of the students (61.4) agree with the item "Education in English at tertiary level is necessary" and the mean score of the item is 3.56, which is also higher than the test value 3. Moreover, 60.1% of the participants agreed with the item "Education in English should not be abandoned at universities" and the mean value of the item is 3.49. That is, the percentages and mean scores of these three items in the first scale which provide insight into if EMI is supported by students at tertiary level show that students favor EMI at tertiary level.

Table 4.4 *Attitudes towards EMI in general*

N	Item	f	%s	M	SD
233	I think education in English is beneficial.	159	68.2	3.77	1.25
233	Education in English at tertiary level is necessary.	143	61.4	3.56	1.25
233	Education in English should not be abandoned at universities.	140	60.1	3.49	1.45

The number of the students who provided answers for the open-ended question at the end of the first section was limited (n=22, %9). Based on the limited data obtained from the answers to the open-ended question at this section, it can be stated that the majority of the students giving answers to the question focused on the negative sides of EMI.

Interviews in relation to EMI at tertiary level were carried out with ten students. The data obtained from the interview transcripts reveal that while nine of the interview participants favor EMI at tertiary level, one of the participants stated that he was inclined towards EMI neither positively nor negatively, which may imply his undecidedness. The reasons for favoring or not favoring EMI at tertiary level will be dealt with in the following section.

In conclusion, the quantitative data reveal that students at this university have positive attitudes towards EMI, which is also supported by the results of the qualitative data obtained from the interview transcripts. Nevertheless, the results obtained from the open-ended question at the end of the first section suggest that participants providing answers for the open-ended question do not seem to favor EMI at tertiary level at al.

4.2.1 Reasons for favoring EMI

The second sub-question under the first main question in the present study is what the underlying reasons for favoring EMI at university are. In order to answer this second-sub question four stages were followed: (1) categorizing items in the first scale into statements implying reasons for preference for EMI, (2)

estimating the frequencies, percentages and mean scores of the each item categorized as items indicating reasons for preference for EMI, (3) determining the items on which participants showed the highest level of agreement, (4), analyzing the qualitative data obtained from the open-ended question at the end of the first scale and interview transcripts.

The number of the items which are associated with reasons for favoring EMI at tertiary level is six in the first scale. As mentioned previously, after the categorization of the items in the first scale, the percentages of these items were estimated. While rating the percentages of these items, a scale from 1 to 5 was reorganized for the sake of easier interpretation of the results. Thus, "strongly agree" and "agree" ratings in the questionnaire were combined and interpreted in one form as "agree". Furthermore, the interpretation of the mean scores of these items was made according to the test value 3, which was previously determined for the one sample t test analysis.

Table 4.5 reports frequencies, percentages and mean scores of the top three items categorized as items connoting reasons for favoring EMI at tertiary level. The frequencies and percentages are presented in descending order in the table (The frequencies and percentages of all items in the first scale in descending order as well as the mean values and standard deviations of all these items are presented in Appendix C and D respectively). Based on these analyses, it was found that the top two items identified as statements implying reasons for favoring EMI were similar items in the first scale, which are about the effectiveness of EMI in terms

of teaching and learning English. Therefore, the item receiving the third highest level of agreement on the part of the participants was taken as the second top item. Similarly, the item receiving the fourth highest level of agreement on the part of the respondents was taken as the third top item so as to find out different reasons for favoring EMI. According to this arrangement, the results suggest that students favor EMI at tertiary level owing to the fact that education in English makes it possible for students to use the language (item14, n=160, 68.7%). Another reason why students hold positive attitudes towards EMI is that students believe they gain a social prestige thanks to attending an English-medium university (item11, n=135, 57.9%). Moreover, the contribution of EMI to the mental development of students (item 10, n=127, 54.5%) is among the top three items indicating a reason for favoring EMI at tertiary level.

In addition to frequencies and percentages of the top three items (items, 14, 11 and 10) implying reasons for favoring EMI, the mean values of these items also suggest that the reasons for being able to learn the target language better and becoming competent in the language, gaining a social prestige and positive effect of EMI on the mental development of students stand for the most outstanding reasons for favoring EMI because the mean values of these items (item 14 M= 3.78; item 11 M= 3.42 and item 10 M=3.36) are higher than the test value 3.

Table 4.5 *Reasons for Favoring EMI*

Item	*f*	*%s*	*M*	*SD*
Education in English improves students' English as it enables them to use the language.	160	68.7	3.78	.94
Attending an English-medium university helps one gain a social prestige.	135	57.9	3.42	1.23
Education in English contributes to students' mental development.	127	54.5	3.36	1.17

As the last step to be able to answer the second sub-question "What are the underlying reasons for favoring EMI at university?", the open-ended question at the end of the first scale, which aims to find out participants' additional comments about EMI, and interview transcripts were analyzed, which provided some other underlying reasons why students at university have positive perceptions towards EMI. The results of the data obtained from the open-ended question at the end of the first scale are given first, which are followed by interview transcripts.

As mentioned previously, only 9 % of the respondents (*n*=22) provided answers for the open-ended question at the end of the first scale and within these limited data only four answers indicate a positive attitude towards EMI and two of these answers were similar in nature. Although the data obtained from the open-ended question are not sufficient to draw extensive conclusions on students' reasons for favoring EMI, answers associated with reasons for favoring EMI are presented below. The three answers showing participants' positive attitudes towards EMI and the reasons for favoring EMI are as the following:

1. EMI makes it easy for us to learn English which has become the international language in the world.

2. Medium of instruction should definitely be in English as it is important for our future careers.

3. Although we have some difficulties in having education in English, it is worth as it enables us to catch up with the new developments in our field, which are mostly in English.

Apart from those three answers indicating participants' positive attitudes towards EMI and reasons for favoring EMI, some other answers indicate that many of the participants giving answers to the question support EMI as long as education in English is offered partially or some conditions are met. Those answers signifying partial or conditional support for EMI are as follows:

1. Education in English should be partial, which will lead students to be more successful both in academic subjects and in English.

2. Rather than education in English, education at tertiary level ought to be supported by intensive English courses.

3. English should be taught and learnt better before students enter a university which offers total EMI.

4. If students have a better command in English, education in English will not cause any trouble.

5. Preparatory school should give better and proper education.

6. English teaching at preparatory school should be related to students' own fields.

7. The number of foreign instructors ought to be increased.

The analysis of the interview transcripts as the last step to answer the second sub-question revealed that all of the interview participants favor EMI in general except one who is undecided about whether he favors or does not favor EMI at tertiary level. In addition to their preference for EMI in general, the underlying reasons for favoring EMI were also analyzed. The in-depth analysis of the interview transcripts revealed that the reasons for favoring EMI given by all of the nine informants out of ten concentrate on students' future careers and learning the language better. Three excerpts of reflections from interviewees are provided below as other participants stated quite similar ideas:

> *Female Participant I:* Medium of English should definitely be in English as English is an international language nowadays and I think graduating from a university which offers EMI will increase our chance for finding a better job in the future.*
>
> *Male Participant III*: I support EMI at tertiary level in general as this type of education enables us to learn English more efficiently, which will be useful for us vocationally.*
>
> *Female Participant VI*: Education in English enables us to have a command in the professional jargon in our fields.*[†]

In conclusion, the qualitative data obtained form the open-ended question and the interview transcripts suggest that students see EMI necessary at tertiary level because they believe that education in English enables them to learn English better and it will provide them more and better job opportunities in the future.

[†] The excerpts of reflections from interviewees were translated into English as the interviews were administered in Turkish.

Figure 4.1 below summarizes the reasons for favoring EMI obtained from three different sources:

Questionnaire (EMI Scale)	The Open-ended Question	Interviews
Enables students to use the language Helps them gain social prestige Contributes to their mental development	*Support for EMI:* Makes learning English easy Helps them in their future careers Enables them to catch up with the new developments in their fields	Provides a context for better language learning Beneficial for students' future careers

Figure 4.1 *The Summary of the Reasons for Favoring EMI*

4.2.2 Reasons for not favoring EMI

In order to be able to answer the third sub-question "What are the underlying reasons for not favoring EMI?", the similar steps were followed with the second-sub question which is concerned with the underlying reasons for favoring EMI. That is, items indicating reasons for not favoring EMI were categorized first, which was followed by the estimation of the frequencies, percentages and mean values of these items. As a next step, three items which received the highest disagreement were identified as items concerned with the underlying reasons for not favoring EMI had been reversed previously for computation purposes because they are the reverse items in the first scale of the questionnaire. Finally, the open-ended question at the end of the first scale and interview results were analyzed so as to find the reasons for not favoring EMI.

The number of the items related to reasons for not favoring EMI at tertiary level is five in the first scale. The categorization of the items in the first scale was followed by the estimation of the percentages of these items. While rating the percentages of these items, a scale from 1 to 5 was reorganized for the sake of easier interpretation of the results. Thus, "strongly disagree" and "disagree" ratings in the questionnaire were combined and interpreted in one form as "disagree". Furthermore, the mean scores of these items were interpreted according to the test value 3, which was previously determined for the one sample t test analysis.

Table 4.6 reports the top three items associated with the reasons for not favoring EMI and receiving the highest disagreement along with their frequencies and percentages. The reversed forms of these items are written in the table for easier interpretation purposes. The frequencies and percentages were presented in descending order in the table (The frequencies and percentages of all items in the first scale in descending order and the mean values and standard deviations of all these items are presented in Appendix C and D). The analysis of the items which are concerned with the reasons for not favoring EMI and which received the highest disagreement on the part of the respondents revealed that the top two reasons for not favoring EMI are similar items that are related to adverse effect of EMI on student' academic success. Hence, the third top item receiving the highest disagreement was taken as the second top item. In a similar vein, the fourth item that received the highest disagreement was taken as the third top item.

The results in the table indicate that more than half of the students *(n=143 61.45%)* disagreed with idea of the positive effect of EMI on students' academic achievement (item 13). That is, more than half of the students believe that EMI has an adverse effect on their academic success. Besides, nearly half of the participants (*n*=138, 59.2%) oppose the statement that EMI affects the production of Turkish words in the areas of science and technology positively (item 17), which means that they think EMI has an adverse effect on the production of Turkish words in the areas of science and technology. The third item (item 15) which received the highest disagreement on the part of the respondents (*n*=96, 41.2%) was EMI has a positive effect on student creativity. That is to say, the students consider that EMI affects their creativity to a certain degree in a negative way.

When the mean values of these items indicating reasons for not favoring EMI are analyzed, the results suggest that students disagree with the positive effect of EMI on their academic success, the production of Turkish words in the areas of science and technology and their creativity as the mean values of all these three items (item 13, M=2.54; item 17, M= 2.36 and item 15, M= 2.85 respectively) are less than the test value 3 which was chosen the midpoint on the test variable as it indicates neither agreement nor disagreement.

Table 4.6 *Reasons for not favoring EMI*

Item	f	%s	M	SD
Education in English has a positive effect on student achievement in science and social subjects.	143	61.4	2.54	1.17
Education in English affects the production of Turkish words in the areas of science and technology positively.	138	59.2	2.36	1.21
Education in English has a positive effect on student creativity.	96	41.2	2.85	1.29

After the quantitative analysis conducted for addressing the third-sub question, qualitative analysis of the open-ended question at the end of the first scale and interview transcripts followed it. The results obtained from the qualitative analysis of the open-ended question are presented first, which are followed by the interview results.

Of all twenty-two responses (9%) to the open-ended question at the end of the first scale, fifteen answers were related to not favoring EMI at tertiary level. When these answers were analyzed in detail, it was found that the participants who provided answers for this part focused on three reasons for not favoring EMI, which are presented below:

1. EMI leads to worse academic achievement on the part of the students.

2. The medium of education should be in students' mother tongues for understanding and learning the subject matter better.

3. EMI hinders students' creativity as students cannot think and produce in the second language.

The reasons uttered by the participants mostly concentrate on the belief that education in Turkish would produce better results with respect to their academic success, learning their subject matters and creativity.

The analysis of interview transcripts revealed that none of the interview participants stated his/her disapproval for EMI. However, one of the interview participants was undecided about whether he favors or does not favor EMI. In order to find out whether any reasons for not favoring EMI were uttered between the lines, the transcript of the participant's interview was analyzed in detail. According to this in-depth analysis, it was found that the participant pointed out a reason which makes him undecided about favoring or not favoring EMI during his speech. This reason was taken as a reason for not favoring EMI since it somehow indicates why he was not among the majority of the interview participants who favored EMI in general. According to the interviewee, there is a great number of professional terms they have to learn and cope with about their field, which makes it difficult to follow and understand the lessons and which in turn reduces their academic success.

Figure 4.2 below summarizes the reasons for favoring EMI obtained from three different sources:

Questionnaire (EMI Scale)	The Open-ended Question	Interviews
Adversely affects students' academic achievements Negatively influences the production of Turkish words in the areas of science and technology Adversely affects students' creativity	Adversely affects students' academic achievements Having an adverse effect on students' understanding and learning the content Adversely affects students' creativity	Making it difficult to learn new concepts and terms in English

Figure 4.2 *The Summary of the Reasons for not Favoring EMI*

4.2.3 Perceptions towards EMI regarding learning of the subject matters

The fourth sub-question in the study aimed at seeking the information whether education in English influences students' learning of the subject matters. In order to answer this question, both the quantitative data and the qualitative data obtained from the two open-ended questions at the end of the second scale and interview transcripts were used. First, the results of the quantitative data concerning the perceptions of students' towards EMI in terms of learning of the subject matters are presented. Then, the results of the data obtained from the two open-ended questions are given. Finally, the findings of the interview transcripts are introduced.

In order to evaluate students' perceptions towards EMI regarding learning of the subject matters in general, one sample *t* test which assesses if the sample mean is significantly different from the test value was utilized. As applied during the analysis of students' perceptions towards EMI in general, the test value was chosen 3 because a value less than 3 denotes a negative attitude to EMI concerning learning of the subject matters and a value more than three implies a positive perception. As described in Chapter 3, the second scale of the questionnaire includes two sub-sections and the first sub-section of the scale is related to students' perceptions towards EMI with respect to learning of the subject matters, which attempted to measure students' attitudes by 14 items on a 5 point Likert scale. All the items in the first sub-scale under the second scale in the questionnaire are con items except for items 1 and 8. Hence, before the quantitative analysis, all the items with negative meanings were reversed. For instance, the statement "I have difficulty in understanding the lesson when it is delivered in English." was reversed to the statement "I do not have difficulty in understanding the lesson when it is delivered in English." as the former is an argument against EMI.

The results of the one sample *t* test show that the sample mean of 2.58 (SD= .82) of the first sub-scale is significantly different (p<.05.) from the test value 3. That is, the sample mean of 2.58 of the first sub-scale regarding students' perceptions towards EMI in terms of learning of the subject matters suggests that

students at tertiary level hold negative attitudes towards EMI with respect to learning of the subject matters.

After the analysis of the one sample *t* test, the mean values of each item in the first sub-scale were estimated and analyzed to be able to determine in what respect EMI influences students' learning of the subject matters negatively. Table 4.7 reports the mean values of each item in the first sub-scale entitled as learning of the subject matters in descending order. As the mean scores in the table suggests, students have mostly negative attitudes towards EMI in terms of learning of the subject matters apart from the items 13 and 6. That is, students are undecided about these two items concerning not being able to learn concepts in courses in English (M=3.07) and having no difficulty in answering English questions they are asked in written form during classes (M=3.01). Although the mean scores of these items are above the chosen test value 3, they are interpreted as a sign of undecidedness because the mean values are very close to the test value 3. The ranges of the mean values of the rest of the items in the scale are between 2.87 and 2.20, which reveals students' disagreement with these items. In order to be able to find out in what respect students hold negative attitudes towards EMI regarding learning of the subject matters, the three items which have the lowest mean values in the scale and which indicate disagreement on the part of the participants were analyzed and it was found out that students think education in English leads them to memorize (M=2.20). Moreover, the low mean values of the items 3 and 5 (M=2.31, M=2.34 respectively) suggest that students feel the need

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for Turkish translation during the classes and they have difficulty in answering the English questions they are asked orally during classes. The low mean scores of the other items in the scale also suggest some other reasons for having negative attitudes towards EMI with respect to learning of the subject matters. In fact, these mean values in the first sub-scale within the second scale in the questionnaire reveal that students' being able to ask questions during the classes, their exam performance and students' grasping the topic within the lesson and retaining of new terms and concepts are influenced by EMI negatively. In addition to these, the results also reveal that having to learn the terms both in English and Turkish brings some difficulties on the part of the students and students have difficulties in comprehending the sources related to their subject matters in English.

Table 4.7 *Students' Perception of Influence of English-medium Instruction on Learning of the Subject Matter*

Item	Item no	N	M	SD
I can learn the concepts in courses only if they are explained in Turkish.*	13	233	3.07	1.29
I have difficulty in answering English questions I am asked in written form during classes.*	6	233	3.01	1.25
I have difficulty in understanding the answers to questions given in English.*	7	233	2.87	1.25
I don't have difficulty in summarizing a topic in English using my own English words.	8	233	2.86	1.12
I have difficulty in understanding the sources used in courses.*	9	233	2.75	1.19
EMI influences my success in courses positively.	1	233	2.61	1.15
Having to learn both English and Turkish terms in courses doubles the burden for me.*	10	233	2.45	1.25
That the subjects are in English makes it hard	11	233	2.45	1.23

Table 4.7 (continued)

for me retain new terms and concepts I have learnt.*				
I have difficulty in grasping the topic explained in English.*	2	233	2.42	1.15
Exams administered in English influences my success adversely.*	14	233	2.40	1.23
I have difficulty in asking questions in English during the classes.*	4	233	2.35	1.21
I have difficulty in answering the English questions I am asked orally during classes.*	5	233	2.34	1.18
I want instructors to translate the subjects that he has explained in English into Turkish.*	3	233	2.31	1.14
Courses delivered in English encourage me to memorize.	12	233	2.20	1.23

Note: Statements marked with an asterisk (*) have been reversed before computation. In order to interpret the results correctly, the statements should be reversed meaning wise (e.g. "I have difficulty in understanding the lesson when it is delivered in English." means "I do not have difficulty in understanding the lesson when it is delivered in English.")

After the analysis of the quantitative data, the qualitative data obtained from the two open-ended questions at the end of the first sub-scale were analyzed to be able to answer the question whether EMI influences students' learning of the subject matters. The open-ended questions in this section asked students to specify the positive and negative aspects of EMI. Answers given to these open-ended questions are presented below.

Of all the 233 participants in the study, 123 of them, which makes up about 53% of the respondents, provided answers to the open-ended question concerning the positive sides of EMI. Among the students giving answers to the question, only seven of them stated there are not any positive aspects of EMI. The positive responses related to learning of the subject matters are not high in number and they have been categorized into seven central themes and they are as follows:

1. EMI helps us to benefit from literature in our fields in English because the literature in Turkish is scarce.

2. It is useful for us to learn terms and concepts related to our fields in English.

3. It helps us to comprehend sources in our fields in English, which in turn enables us to follow the improvements in our fields.

4. It helps us in scientific and academic contexts which are mostly in English recently.

5. It is useful not only for having a command in English in daily speech but also for getting proficient in expressing our ideas in scientific language and scientific contexts.

6. It is also useful for catching up with universal knowledge.

7. It is useful for students who want to continue their education or careers abroad.

To the question concerning the negative sides of EMI, 127 of the students (54.5%) gave answers and the responses provided by the students to the question are mostly the negative sides of EMI in terms of learning of the subject matters. The answers related to learning of the subject matters have been categorized into twelve different themes and they are as follows:

1. EMI makes it difficult to understand the lessons as lectures are full of new English terms and concepts.

2. It makes us memorize rather than learn.

3. It hinders creativity.

4. Comprehending the exam questions becomes difficult, which in turn affects our academic success adversely.

5. It doubles the burden on us as we need to learn terms and concepts both in English and Turkish.

6. Having to ask questions in English and answer them in English is difficult so we mostly prefer not to ask questions in the class and answer the questions the answers of which we know.

7. It makes us passive in class.

8. It makes the lesson boring, which in turn causes us to lose our interest in the lessons we like attending and studying.

9. Using and remembering the Turkish terms gets difficult from time to time.

10. Having education in English prevents the Turkish language and science from improving.

11. We have no command of our fields in Turkish.

12. Not being able to understand a part of the lesson leads to concentration loss within lessons.

In addition to the qualitative data obtained from the open-ended questions, interview transcripts also provided essential information about students' perceptions towards EMI with respect to learning of the subject matters. When the interview transcripts were analyzed it was found out that both positive aspects of having education in English in terms of learning of the subject matters and

negative sides of it were uttered by the students. Firstly, the data related to positive aspects were categorized into several themes. The categories which emerged from the interview transcripts, mostly similar to some of the data obtained from the open-ended questions at the end of the first sub-scale titled as learning of the subject matters, are "improving in one's field", "becoming familiar with terms and concepts in English", "getting more proficient in understanding sources in English and having to concentrate more during lessons".

The majority of the students taking part in interviews (n=4) stated that education in English enables them to improve themselves in their fields as they believe that many sources such as books and articles and new developments in their fields are in English. Thus, being taught in English makes it possible and easy to follow these new developments in their fields, which in turn improves them vocationally. Besides, three of the interview participants focused on the importance of EMI in terms of becoming familiar with terms and concepts in their fields in English. According to these students knowing terms and concepts in English is crucial as it helps them not only improve themselves in their fields but also understand sources in their fields, which is also mentioned by two other interviewees as one of the positive sides EMI regarding learning of the subject matters. An additional category related to positive aspects of EMI mentioned by one of the interview participants is that EMI forces them to concentrate more during the lessons. According to him, a student can understand the subject being taught in Turkish within the lesson even if he/she loses his/her concentration

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during the class as he can follow the rest of the lesson without difficulty which is delivered in his/her mother tongue. Nevertheless, he believes that being able to follow a lesson in English after concentration loss is almost impossible, which makes them listen to lectures and follow them more carefully. As reported previously, a similar category was also drawn from the responses given to the open-ended question asking students to list the negative sides of EMI related to learning of the subject matters. That is, some of the students stated just the opposite. According to those students, being taught in English makes them lose their concentration easily.

The themes which emerged from the interview transcripts regarding the negative aspects of EMI with respect to learning of subject matters are similar to the ones which emerged from the open-ended question asking students to list the negative sides of EMI related to learning of the subject matters and the data obtained from the first sub-scale entitled as learning of the subject matters in the questionnaire. The main categories of the negative sides of EMI in terms of learning of the subject matters which emerged from interview transcripts are as follows:

1. Having worse academic achievement: Of all ten interview participants, eight of them stated that education in English affects their academic achievement adversely. According to these students, the negative effect of EMI on students' academic success stems mainly from not being able to understand some questions in the exams. Moreover, some of them added that even if they can comprehend

the questions in the exam, they often have difficulty in giving detailed or correct answers to these questions in the exams. In addition to these, they also stated that the difficulty of learning or keeping terms and concepts in English in their fields is another source of becoming less successful academically. Among these eight students, one of them asserted that although her academic success is influenced by EMI negatively for the time being, this negative effect will change in a positive way during a course of time as they get used to this type of educational system. The other two students in the interview protocols underlined the fact that although their academic achievements were affected by EMI adversely at first, this negative effect of EMI has disappeared during a course of time and they stated that becoming more proficient in English, following each lesson carefully and having a command in terms and concepts in English in their fields have helped them positively in the course of time in terms of their academic achievement.

2. Having difficulty in coping with the new terms and concepts: One of the mostly focused negative aspects is related to having difficulty in learning and using new terms and concepts in one's field. This negative side of EMI regarding learning of the subject matter was agreed by nine of the interview participants. All of these participants stated that learning new concepts and terms in their fields has been one of the most difficult parts of having education in English as they are scientific, which makes it hard to keep them in mind. Furthermore, some of them emphasized that not being familiar with these terms and concepts leads to lower performance both in lessons and exams.

3. Leading students to memorization: That EMI makes students memorize is another negative side mentioned by seven of the interview participants. These participants stated that in order to cope with some difficulties of having education in English, they need to memorize terms, concepts and subjects. Especially, some of them underlined the fact that they have forgotten most of the things related to the first term, which was their first term at their faculties offering EMI. Moreover, another student stated that they cannot generate an idea about a topic in class and exams and he said "When giving answers to questions in exams, we write just the knowledge we have memorized rather than add our comments", which is a kind of proof for memorization rather than learning.

4. Having difficulty in participating in lessons: Some of the participants (*n*=4) stated that having education in English prevents them from participating in lessons as they have difficulty in asking questions and answering questions in English. One of these interview participants said "Many of my friends including me cannot exchange ideas and have a discussion on a topic within the class because of education in English although we have something to say on that subject".

In addition to some negative aspects, a conditional negative side of EMI in terms of learning of the subject matters was mentioned by six of the students. According to these students, if a lecturer speaks very fluently in a class where students are unfamiliar with the topic delivered that day and terms and concepts related to that subject, they have difficulty in following lessons, which in turn

leads to concentration loss and not being able understand lectures. While the other three students stated that they have overcome this difficulty as they have got used to EMI, only one of the interview participants stated following and understanding lessons in English is a real disadvantage of EMI regarding learning of the subject matters.

The results obtained from the interview transcripts about the negative aspects of EMI regarding learning of the subject matters suggest that they are mostly interlinked because one adverse side affects another in a negative way.

All in all, the data obtained from both the quantitative and qualitative data sources suggest that EMI influences students' learning of the subject matters adversely due to various reasons. These aspects mostly concentrate on the negative effects of EMI on students' academic success because of having difficulty in grasping the content in English, asking and answering questions in class or during exams and learning and keeping new terms and concepts in English with difficulty. Moreover, that EMI leads to memorization is another common negative aspect of EMI regarding learning of the subject matters come out from the three data collection sources. However, the qualitative data sources, which are the open-ended questions and interview transcripts, also reveal that some positive aspects of EMI with respect to learning of the subject matters also exist such as benefitting from literature in English, catching up with improvements in one's field and becoming familiar with universal terms and concepts in one's field.

4.2.4 Perceptions towards EMI regarding the acquisition of language skills

The fifth sub-question investigated whether EMI influences students' acquisition of language skills. So as to answer this question, the same steps were followed with the previous research questions. That is, three data sources which are the quantitative data obtained from the second sub-scale of the questionnaire and the qualitative data gathered from the answers to the two open-ended questions within the second scale of the questionnaire and the interview transcripts were used. The results obtained from all these data sources are presented in the order given above.

In order to determine students' perceptions towards EMI with respect to the development of language skills in general and whether the sample mean is significantly different from the test value, one sample t test was conducted. As described previously in detail, the test value was chosen 3 as it represents the neutral point. According to results obtained from this analysis, it was found out that the sample mean of 3.58 (SD= .80) was significantly (p<.05) different from 3. That is, the findings of the one sample t test suggest that students hold positive attitudes towards EMI regarding the development of the language skills.

In addition to one sample t test, the mean scores of each item in the second sub-scale were estimated and analyzed to be able to determine what students' perceived influence of EMI on each language skills. Table 4.8 reports the mean values of each item in the second sub-scale entitled as language skills in descending order. As the mean scores in the table suggest, students have positive

attitudes towards EMI in terms of the acquisition of language skills in English. In other words, the range mean scores of 3.86 and 3.16 suggest that university students perceive English as a medium of instruction as considerably effective in terms of the acquisition of language skills in English as all the mean values of the items related to language skills in English in this scale is above 3, which implies neither positive nor negative view towards EMI. Moreover, the mean value of the item 21 (M=3.48) reveals that students disagree with the idea that having education in English has a negative influence on the development of their Turkish proficiency.

4.8 *Students' Perceptions of Influence of English-medium Instruction on Language Skills*

Item	Item no	N	M	SD
Having education in English improves my reading comprehension skills in English.	18	233	3.86	.96
Having education in English improves my listening skills in English.	17	233	3.83	1.01
Having education in English improves my writing skills in English.	19	233	3.60	1.09
Having education in English prevents me from improving my Turkish.*	21	233	3.48	1.38
Having education in English improves my speaking skills.	20	233	3.16	1.21

* The Statement marked with an asterisk (*) has been reversed before computation.

In addition to the quantitative data, the qualitative data obtained from the two open-ended questions at the end of the first scale under the second scale in the questionnaire gave some important information about students' perceived influence of EMI on the development of the language skills in English. As

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reported previously, of all the 233 participants in the study, 123 of them (52.7%), provided answers to the open-ended question concerning the positive sides of EMI. The responses given to the first open-ended question which asks students to list the positive sides of EMI mostly concentrated on the positive effect of EMI on students' language skills in English. While many of the students stated EMI helps them improve their English in general, some of the participants specified a single language skill in English which is affected by EMI in a positive way. All the language skills –reading, listening, writing and speaking- were stated to be influenced by EMI positively by different students providing answers to the question. Apart from the positive effect of EMI on four language skills in English, some students also asserted that EMI also helps them improve their vocabulary and grammar knowledge in English. None of the responses concerning the positive influence of EMI on language skills were related to the development of language skills in Turkish.

The analysis of the second open-ended question asking students to list the disadvantages of EMI revealed that none of the responses provided for this question was related to the effects of EMI on students' language skills in English. However, of all the 127 answers to the question, only two of them focused on the negative influence of EMI on the development of students' language skills in Turkish. In these students' views, EMI leads to getting away from their mother tongue Turkish, which in turn affects the development of their Turkish proficiency adversely.

The last step was to analyze the interview transcripts to be able to answer the question if EMI influences students' acquisition of language skills. According to the findings of the interviews, it was found out that all of the students agreed reading and listening skills in English are mostly affected positively by EMI. The rationale given by the interview participants for the improvement of these language skills mostly concentrated on the fact that they have to listen to lectures in English and read sources including their course books in English, which in turn is claimed to improve these two language skills in English. In terms of the acquisition of writing and speaking skills, the interview findings suggest that the majority of the interview participants (eight of the students) stated that EMI does help them improve these language skills as they need to write in English while answering the questions in exams and preparing their homework and projects; moreover, they stated that their speaking skills are also somehow influenced positively by EMI since they are to ask and answer questions in English and do presentations in English in class.

However, the other two participants among ten students taking part in interviews asserted that they are undecided about whether EMI influences those two language skills in English positively namely writing and speaking because they stated that some of the instructors do not pay attention to different aspects of writing in their exams or homework such as organization and use of English; that is, they claim that being able to provide the correct information is the basic criterion for their instructors rather than using English accurately or presenting

their knowledge in a good organization. Thus, in their view, having education in English is not effective in the development of writing skills. Furthermore, they also said that they usually tend not to ask questions and answer questions in English or participate in discussions in English so those two students believe that their speaking skill in English does not also change in a better or more positive way.

To sum up, the results of the qualitative data seem to validate the findings of the quantitative data as both types of data sources suggest that students' perceived influence of EMI on the acquisition and development of language skills especially in English is positive as students seem to think that EMI is effective in terms of improving their language skills in English.

4.3 The relationship between students' perceptions towards EMI and their English proficiency

The second main question in the study concerns the relationship between the perceptions of the university students towards EMI and their English proficiency levels. In order to be able to answer the question, the Pearson product-moment correlation coefficient, which assesses the degree that quantitative variables are linearly related (Seliger & Shohamy, 1989), was computed. Thus, the sample mean scores of the first scale entitled as general perceptions towards EMI and the first sub-scale under the second scale entitled as learning of the subject matters in the questionnaire were correlated with the students' test scores

in the proficiency exam that the students took to be able to start their departments at the end of the preparatory class respectively.

The results of the correlational analysis between the sample mean value of the first scale in the questionnaire and students' test scores in the proficiency exam show that the correlation between these variables is very low (.089) and not significant. In other words, there is no statistically significant relationship between the general perceptions towards EMI and students' proficiency exam results.

However, the correlational analysis between the sample mean values of the first sub-scale within the second scale concerning students' attitudes towards EMI regarding learning of the subject matters and students' proficiency exam scores presented in Figure 4.3 reveals that there is a statistically significant relationship (p<.05) between those two variables. A correlation of .263 between students' perceptions towards EMI concerning learning of the subject matters and students' test scores in the proficiency exam suggests that there is a low but significant positive relationship between the two variables. That is, the correlation (.263) between the students' attitudes towards EMI regarding learning of the subject matters and students' proficiency exam scores shows that if students' proficiency exam scores increase, their perceptions towards EMI with respect to learning of the subject matters tend to be positive.
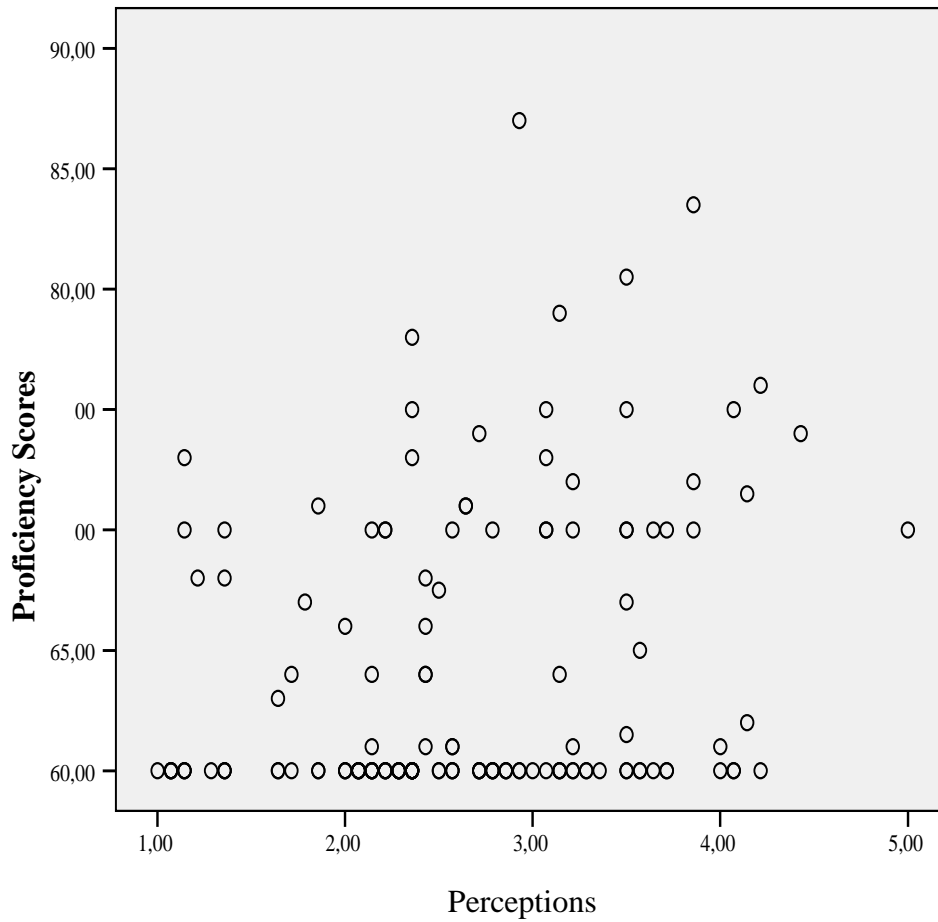
Figure 4.3 *The Scatter Plot of Proficiency Scores and Perceptions towards EMI regarding learning of the subject matters*

As fully described in Chapter 3, there is one sub-question under the second main question, which investigates whether there is a relationship between students' English proficiency and academic success. For the analysis of the question, the Pearson product-moment correlation coefficient was computed. Therefore, students' proficiency scores and their cumulative grade point average (CGPA) which is taken as a sign of their academic success were correlated.

According to the findings obtained from the Pearson product-moment correlation coefficient presented in Figure 4.4, the correlation between students' proficiency scores and cumulative grade point average (their educational ranking) is statistically significant ($p<.05$). The correlation of .519 suggests that there is a noteworthy relationship between students' proficiency scores and CGPAs. In other words, there is a moderate positive relationship between those two variables and in general, the results indicate that students whose proficiency scores are high are academically more successful.
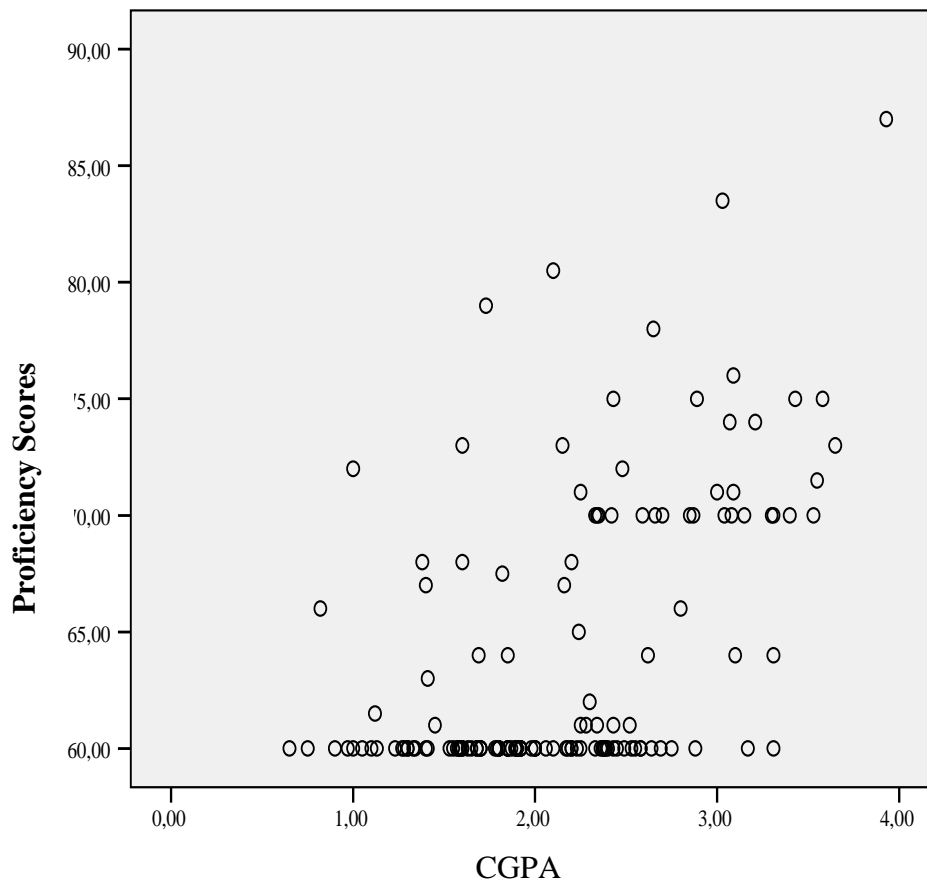
Figure 4.4 *The Scatter Plot of Proficiency Scores and Students' CGPA*

In conclusion, the correlational analysis for examining the relationship between students' perceptions towards EMI and their proficiency scores suggest that while there is no relationship between students' perceptions towards EMI in general and their proficiency scores, there is a low but significant relationship between students' perceptions towards EMI regarding learning of the subject matters and their proficiency scores. Moreover, the similar analysis between students' proficiency scores and their CGPAs revealed that there is a noteworthy significant relationship between these two variables.

4.4 The relationship between students' perceptions towards EMI and their academic success

The third main question, which is the last question in the present study, concerns the relationship between students' attitudes towards EMI and their academic success. That is, the question aimed at seeking the information if students with positive attitudes towards EMI have better academic success, and conversely, if students with negative attitudes towards EMI have worse academic success. Therefore, the relationship between these two variables was investigated by means of the correlational analysis, namely Pearson product-moment correlation coefficient. In other words, the sample mean scores of the first scale entitled as general perceptions towards EMI and the first sub-scale under the second scale titled as learning of the subject matters in the questionnaire were

correlated with the students' cumulative grade point averages (CGPA) respectively. The number of missing data in terms of students CGPAs was 72.

The results of the correlational analysis between the sample mean value of the first scale concerning students' perceptions towards EMI in general and students' CGPAs reveal that the correlation between these variables is very low (.045) and not significant, indicating there is no statistically significant relationship between students' perceptions towards EMI in general and their' CGPAs.

Nevertheless, the correlational analysis between the students' perceptions towards EMI with respect to learning of the subject matters and their CGPAs illustrated in Figure 4.5 show that the correlation between those two variables is statistically significant ($p<.05$) and is equal to .161, which indicates that the relationship between the students' perceptions towards EMI with respect to learning of the subject matters and their CGPAs is very low. However, in general, the results suggest that if students hold more positive attitudes towards EMI regarding learning of the subject matters, they tend to have better academic success.
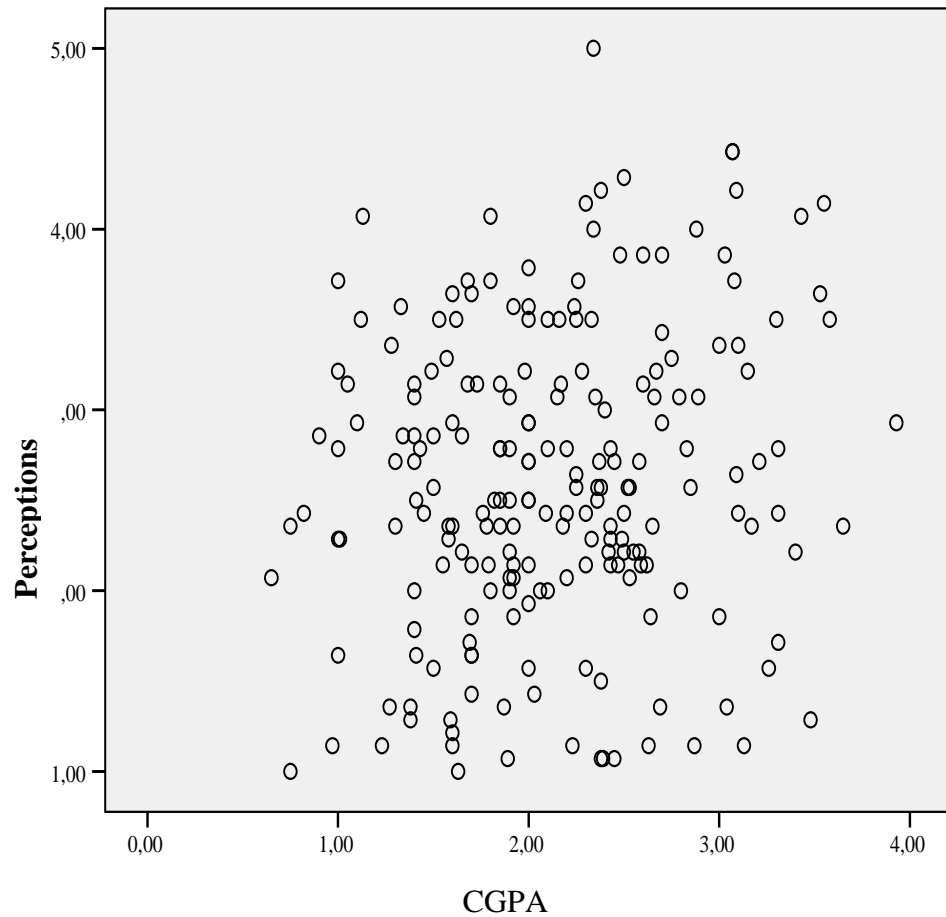
Figure 4.5 *The Scatter Plot of Perceptions towards EMI regarding learning of the subject matters and Students' CGPA*

To sum up, as it was the case with the pervious research question concerning the students' perceptions towards EMI and their proficiency scores, the correlational analysis between students' perceptions towards EMI and their CGPAs suggest that there is no statistically significant relationship between students' perceptions towards EMI in general and their CGPAs; however, it was

found that there is a low significant relationship between students' perceptions towards EMI regarding learning of the subject matters and their CGPAs.

CHAPTER 5

CONCLUSION

The objectives of the present study was to examine the viewpoints of a group of students at tertiary level towards English-medium instruction, the underlying reasons behind students' perceptions and the relationship between the perceptions of the university students and their English proficiency as well as the relationship between their perceptions and academic success.

This chapter presents the summary of the findings along with a discussion of these findings, conclusions and implications of the study. The findings of the study are discussed according to the order of research questions formulated in the study.

5.1 Perceptions towards English-medium Instruction

The results obtained from one sample t test conducted in the first scale of the questionnaire, which sought an answer to what the perceptions of students are regarding English-medium instruction at tertiary education, revealed that there is a significant ($p<.05$) difference between the target value (3) and the sample mean score of the first scale (3.23). Despite the fact that the total mean score of 233 students' perceptions towards EMI at tertiary level was not very high, the mean score 3.23 indicates that in general, students at tertiary level favor English-medium instruction and perceive English medium instruction necessary at university as the sample mean score is higher than the neutral point (3) in the

questionnaire. That is, students seem to value English as the language of instruction at tertiary level.

The result can be attributed to the fact that 43.8 % of the participants' fathers are university graduates and 44.2 % of the participants' mothers are high school graduates, which may indicate that parents' level of education seems to play a crucial role in the perceptions of students regarding EMI. Therefore, it is possible that students with educated parents tend to have positive perceptions towards EMI at universities. Moreover, the analysis of the ninth question in the demographic section, which was not given in Chapter 4, revealed that 79.5 % of the students think that English medium instruction will enable them to find a better job in the future, which might be interpreted as instrumentally motivated students seem to perceive EMI necessary at tertiary level. This was also supported by the emerging themes for the open-ended question designed to elicit the advantages of EMI as 30.4% of the answers appear to concentrate on the effectiveness of EMI in terms of having better job opportunities. The analysis of the interviews also supported the finding obtained from the quantitative data as nine of the 10 interview participants expressed their preference for EMI at tertiary level. Even though the findings obtained from the answers to the open-ended question at the end of the first scale, which asks students to add their additional comments, seem not to support the results of the quantitative data and the qualitative ones obtained from the interviews as the answers given to this question mostly concentrated on negative aspects of EMI, it could be wrong to interpret it

as inconsistency between the results obtained from the different types of data collection methods for two reasons: (1) The data obtained from the open-ended question in the first scale were quite limited; thus, it cannot be generalized to the viewpoint of the whole population of the present study; (2) The participants might have tended to write their problems with EMI when they were asked their additional comments on EMI.

Along with the students' perceptions towards EMI at tertiary level in general, the present study also attempted to find out the underlying reasons for the approval and disapproval of EMI. According to the findings obtained from the quantitative data, the most important reason for favoring EMI at tertiary level is that education in English enables students to use the language, which suggests that EMI creates a context for the use of English and this is seen essential by students at university and this in turn makes them hold positive attitudes towards EMI. The second important reason why students have positive attitudes towards EMI is that having education in English provides students with a kind of prestige in society. Therefore, it can be claimed that students reckon they will be respected in their careers as they have had education at a university where the language of education is English. The contribution of EMI to the mental development of students is another important reason for favoring EMI at tertiary level. Based on this finding, it can be put forward that learning the subject matter through another language like English is a challenge for students, which in turn makes them develop mentally. A similar idea has also been stated by Wilkins and Zeger (2008). In

their views, the integration of content and foreign language teaching enhances students' academic and language attainments, which concerns the mental development of students. The results obtained from the qualitative data validate the findings of the quantitative data; however, some additional reasons for favoring EMI were found. Some of these were: The importance of EMI for students' future careers and being able to catch up with new developments in one's field.

When the reasons for not favoring EMI were analyzed, it was found that one of the essential reasons for the disapproval of EMI was related to the negative influence of EMI on students' academic success. That is, participants think that having education in English affects their academic achievement negatively. Another important reason for not favoring EMI is concerned with the adverse effect of EMI on the production of Turkish words in the areas of science and technology. In other words, students in the present study consider scientific and technological words in Turkish cannot be coined due to having education in English, which might indicate that university students are concerned with the development of Turkish words in the areas of science and technology and they want Turkish language to be developed in this sense. The finding is in a similar line with the opinion of Bartu (2003), who claims that implementing education in a foreign language prevents Turkish language from developing. Along with the negative effect of EMI on students' academic success and the production of Turkish words in the areas of science and technology, the adverse effect of EMI

on student creativity was among the reasons for not favoring EMI. That is, students think that EMI affects their creativity in a negative way, which was also stated by some intellectuals in Turkey such as Sinanoğlu (2003) and Erman (2008), who assert that teaching subject matters through English decreases students' creativity as they cannot question in another language like English easily and effectively. However, what Sinanoğlu (2003) and Erman (2008) state about the effect of EMI on students' creativity is based on their personal opinions rather than research results. The results of the qualitative data obtained from the open-ended question at the end of the first scale and interview transcripts seem to validate the findings of the quantitative ones as the reasons for not favoring EMI mostly concentrated on the negative influence of EMI on students' academic success, learning their subject matters and creativity.

In the light of these findings, it can be concluded that students support education in English at tertiary level. In other words, the results indicate that in the context of the private university in Ankara, Turkey EMI is considered to be necessary at tertiary level. The students favor EMI because they think EMI enables them to use the language, it helps them to gain social prestige and it also contributes to students' mental development. The reasons for the disapproval of EMI are related to the adverse effect of EMI on students' academic success, students' creativity and the production of Turkish words in scientific and technological areas.

When the findings of the research question concerning what students' perceptions towards EMI at tertiary level are and whether they favor it were compared with the related studies in the field, it was found that the results of a study one of whose aims is to examine students' perceptions towards EMI at tertiary level conducted by Kalfazade et al (1987-1988) yielded similar findings to the present study as in their study, it was also found that university students favored EMI. However, another similar study conducted in Turkey by Tarhan (2003) contradicts the present study as she found that students do not favor English-medium instruction in secondary education. The difference in the results might be because attitudes may change in different contexts as the two studies were carried out in different educational contexts. Nevertheless, in her study, it was found that parents favor EMI at tertiary level. The study conducted by Tarhan (2003) also attempted to find out the reasons for favoring and not favoring EMI. When those reasons are compared with the ones found in the present study, it can be stated that especially the reasons for the disapproval of EMI seem to overlap because the reasons for not favoring EMI found by Tarhan (2003) also focus on the linguistic threat and the negative effect of EMI on academic success. One of the common reasons for favoring EMI between the two studies is related to the linguistic benefit of EMI. That is, both the participants in the current study and those in Tarhan's study think that EMI enables them to improve their English.

When the results of some other studies in other parts of the world which attempted to explore students' perceptions towards EMI (Wu, 2006; Tung et al,

1997; Pennington and Yue, 1994) were analyzed, the findings seem to be consistent with the findings of the present study as these studies also found that EMI was preferred and favored to be the instructional language by students taking part in these studies.

5.1.1 Perceptions towards EMI regarding learning of the subject matters

The fourth research question in the present study was whether English-medium instruction influences the students' learning of the subject matters. According to the findings obtained from the quantitative analysis of one sample t test and mean scores of the items in the scale, it was found out that students at tertiary level have negative attitudes towards EMI with respect to learning of the subject matters. That is, both the sample value of 2.58 and the ranges of mean values of the majority of the items in the scale (between 2.87 and 2.20) indicate that EMI is perceived as affecting learning of the subject matters adversely by the university students and students have some difficulties in learning of the subject matters taught in English. In the light of the findings obtained from the qualitative analysis of the open-ended questions, it can be argued that in general, the results seem to be consistent with the results obtained from the questionnaires as the participants stated that learning the academic content through English causes some problems especially understanding the content, participating in lessons and comprehending the exam questions, which in turn affects their academic success adversely. However, not only negative aspects of EMI concerning learning of the subject matters but also positive ones were mentioned by the participants during

the interviews although the negative sides pointed out by the students for the open-ended questions seem to outweigh the positive ones. The difference between the findings of the two qualitative data collection procedures might be because of the fact that participants had more time to think and open up during the interviews, which may have led them to discuss both the positive and the negative sides of EMI regarding learning of the subject matters.

The finding that students hold negative perceptions towards EMI with respect to learning of the subject matters can be attributed to the fact that 47.7 % of the students graduated from state schools in Turkey where the medium of instruction is Turkish. Therefore, it can be stated that students are not used to being taught all the courses in English, which might lead to some difficulties on the part of the students as they experience an unfamiliar educational process. That is, not being accustomed to having education in English may cause students to have some academic problems, which in turn could result in negative perceptions towards EMI regarding learning of the subject matters. Additionally, students' limited proficiency levels might result in students' negative perceptions towards EMI concerning learning of the subject matters.

Based on these results, it can be concluded that although students are supportive of English medium instruction at tertiary level, they experience some difficulties during this educational process, which is likely to lead them to hold negative attitudes towards EMI with respect to learning of the subject matters and have poor academic success.

The results support the findings of the previous research conducted by Tarhan (2003) as she also reported that students consider EMI influences their learning of the subject matters negatively. Moreover, Erdem (1990), who investigated the effect of science education through another language, reported that foreign language instruction was disadvantageous for the students in terms of learning of the subject matters. Karabinar (2008) came up with a similar conclusion as the findings of the study indicated that courses taught both in the native and foreign language rather than English-only instruction promoted better learning of the content.

Some studies carried out in other contexts seem to be consistent with the results of the present study in terms of the difficulties students experience in learning of the subject matters delivered in English and the negative effects of EMI on students' academic success. Willig (1985) states that students who are not native speakers of English learn more efficiently in their mother tongue. Similarly, Marsh et al (2000) argue that high school students especially in the first three years in a late immersion program in Hong Kong are affected negatively by the late immersion instruction in English concerning learning the non-language subject matters. Furthermore, a study conducted by Ramirez et al (1991) with Latino students in bilingual education programs concluded that students receiving most or all of their instruction through English had worse academic success than the ones who received L1 instruction throughout elementary level. Wu (2006) also

found that students at university experience some difficulties due to being taught in English, especially learning of the content effectively.

5.1.2 Perceptions towards EMI regarding the acquisition of language skills

If English-medium instruction affects students' acquisition of the language skills in English was another focus of the present study. The findings of the quantitative data – the sample mean value of 3.58, which was computed by means of one sample t test, and the range mean scores (between3.86 and 3.16) of the items in the second sub-section under the second scale indicate that university students perceived English as a medium of instruction considerably effective in terms of the acquisition of the language skills in English. Furthermore, the results obtained from the qualitative analysis of the open-ended questions and interview transcripts seem to validate the findings of the quantitative ones as they also suggest that EMI does help students improve their language skills in English.

Thus, in the light of these findings, it can be concluded that students at tertiary level have a more generalized appreciation of English as a medium of instruction in terms of acquiring and improving their language skills. In other words, students think that EMI is effective in acquiring the language skills simply because EMI provides a context for language use. That is, the students need to listen to lectures given in English, read the books and materials written in English, write their assignments in English as well as express their ideas in the exams in English and speak in English so as to participate in the lessons, all of which seem to assist them to improve their language skills.

The findings of a similar study (Tarhan, 2003) one aim of which was to find out the influence of EMI on the acquisition of language skills in English seem to be inconsistent with the results of the current study as in the former study it was reported that students think EMI does not contribute to the development of their language skills in English significantly. The difference between the results of the two studies might stem from the fact students at tertiary level are more aware of the importance of knowing an international language, namely English, for their future careers and their instrumental motivation could lead them to benefit from EMI in terms of learning and improving their language skills in English; in other words, one of the major motives of the students is to have a better career, which is quite interlinked with a good command of English in the Turkish context. However, students in the study of Tarhan (2003) were getting prepared for the university exam, which is administered in Turkish. Therefore, they might have been motivated for passing the exam rather than getting benefit from education in English.

Nevertheless, the findings of the study conducted by Wu (2006) seem to be consistent with the results of the present study as the former also suggests that EMI promotes better command in the language.

5.2 The relationship between students' perceptions towards EMI and their English proficiency

The second main research question in the present study attempted to seek an answer to whether there is a relationship between students' English proficiency

levels and the perceptions of the university students towards EMI. As for the research question regarding students' English proficiency and their perceptions towards EMI in general, it was found that there is no statistically significant relationship between the students' general perceptions towards EMI and their proficiency exam results. However, as for the question concerning students' English proficiency and their perceptions towards EMI with respect to learning of the subject matters, it was found that there is a low but significant relationship (.263) between students' English proficiency scores and their perceptions towards EMI regarding learning of the subject matters. That is, as stated in Chapter 4, it can be claimed that if students got better marks at the proficiency exam –that is, if their level of English is good- they tend to hold more positive perceptions towards EMI in terms of learning of the subject matters.

While no relationship was found between students' English proficiency and their perceptions towards EMI in general, the finding that there is a low but significant relationship between students' English proficiency scores and their perceptions towards EMI regarding learning of the subject matters can be attributed to the fact that being proficient in English and having a sufficient command on the language affect students' understanding and learning of their subject matters or mastering the academic content in a positive way to a certain degree, which in turn might influence students' attitudes positively towards EMI with respect to learning of the subject matters.

Although it was not one of the main focuses of the research, the current study has also investigated whether there is a relationship between students' English proficiency and academic success. The results of the correlational analysis revealed that there is a moderate and significant positive relationship (.519) between students' proficiency scores and cumulative grade point average (CGPA). Therefore, it can be put forward that if students got better grades in the proficiency exam, they tend to be academically more successful. As stated earlier, being proficient in English influences students' learning of the subject matters positively and this in turn affects their success in the courses positively and have better CGPAs. That is, the noteworthy relationship between students' English proficiency and academic success is not surprising but expectable.

Based on the findings for the second main research question, it can be concluded that more proficient students in English hold more positive attitudes towards EMI regarding learning of the subject matters and they are more successful at their departments. Hence, it can be argued that it is crucial to provide effective language learning conditions for students during the preparatory year.

5.3 The relationship between students' perceptions towards EMI and their academic success

The last research question in the present study was whether there is a relationship between students' perceptions towards EMI and their academic success. According to the findings obtained from the correlational analysis, it was found that there is no statistically significant relationship between students'

perceptions towards EMI in general and their' CGPAs. Nonetheless, a similar analysis between students' perceptions towards EMI regarding learning of the subject matters and their' CGPAs revealed that there is a low but significant relationship (.161) between these two variables. The significantly low correlation might be due to the sampling range and some of the students' missing CGPAs. That is, increasing the number of the subjects and obtaining all the participants' CGPAs can help to get more precise results, which might be also true for the question investigating the relationship between students' perceptions towards EMI in general and their' CGPAs.

Despite the low correlation between the students' perceptions towards EMI with respect to learning of the subject matters and their CGPAs, it can be concluded that as the participants perceive EMI positively in terms of learning of the subject matters, their academic success seems to increase. Thus, that students hold positive relationships towards EMI is essential as positive attitudes towards EMI seem to contribute to students' success at their departments.

5.4 Implications

Results of the present study indicate that students in general hold somewhat positive attitudes towards EMI at tertiary level. However, they experience several difficulties owing to being a student at a university where the medium of instruction is English. When the reasons for partial support and not favoring EMI were analyzed, it was found out that having a better command in English will lead to have more positive perceptions towards EMI on the part of

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the students. Thus, it is essential to provide students with better English and proper education at the preparatory school. Moreover, since most of these students had education at state high schools, English education at these types of schools might be revised so as to enable students to learn English better and have better language learning conditions

Another important result of the study was that students have difficulty in learning of the subject matters in English. Thus, students could be prepared for education in English from the very beginning of their education at university. That is, some part of English teaching at preparatory school might be related to students' own fields. For instance, during their preparatory education, students might be given opportunities to read texts which are concerned with their own fields. In addition to having difficulty in learning of the content in English, students also expressed their difficulty in participating in discussions during class hours and they stated their creativity was hindered due to their limited participation. Therefore, professors can provide students with effective, motivating and supportive learning conditions, which will lead them to interact during classes. That professors create a motivating environment for the students at the faculties where the medium of instruction is in English can also help students to hold more positive attitudes towards EMI at tertiary level. Another way to get students to participate in classes would be to create environments for them to use or improve their communication skills so that they will be able to take part in class discussions and produce in English, which in turn will result in using their

creativity and avoiding memorization. In order to achieve this, language teachers and content teachers can work together, which has become fashionable in the world lately.

That the majority of the students have difficulty in understanding and learning new English terms and concepts in their fields was another essential finding of the present study. Thus, terminology courses in English can be integrated into the curriculum of each department offering EMI.

In conclusion, students' perceptions towards EMI are important not only in the world but also in Turkey as the number of universities offering EMI especially at tertiary level is increasing. Hence, decision makers should take students' views and problems they experience during their education process at an English-medium university into account while opening new English medium universities.

5.5 Limitations

Even though the participants in the current study were selected randomly, because the accessible population was the students at one university offering EMI in Ankara, the results can be generalized to this group with some certainty. That is, the researcher could not select students among different universities where the medium of education is English. Thus, any finding from this study should be viewed with caution, taking the context and the participants into consideration.

Moreover, for the qualitative aspect of the questionnaire, namely open-ended questions, the researcher obtained a limited number of answers as quite a few students provided answers for these questions. In other words, there were not

a sufficient number of answers drawn from the open-ended questions to validate and support the findings obtained from the questionnaire and interview protocols. Therefore, another type of data collection method such as discussion groups could have been used as it might have allowed a much deeper insight into students' attitudes towards EMI.

5.6 Suggestions for further studies

The current study examined a group of students' perceptions towards EMI at a private university in Ankara, Turkey. Thus, further research is needed to examine the attitudes of other university student groups at other universities offering EMI in Turkey, which will make a comparison of results possible to produce a clearer picture of students' views about EMI at Turkish universities.

Furthermore, the present study investigated only the attitudes of the freshmen. Therefore, a further study might be needed to examine the perceptions of students at different grades and whether there are any differences among these students' perceptions towards EMI. Additionally, a longitudinal study could be conducted to determine the possible changes in students' attitudes towards EMI during their education at university where the medium of education is English.

Finally, further research could examine the effectiveness of English medium instruction programs at universities in Turkey, which is likely to affect students' perceptions towards this type of education.

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APPENDICES

APPENDIX A

QUESTIONNAIRE
ANKET

Değerli öğrencimiz,

Bu anketin amacı üniversitelerde öğretimin İngilizce olarak yapılması hakkındaki düşüncelerinizi ortaya çıkartmaktır. <u>Cevaplarınız yalnızca araştırma kapsamında kullanılacaktır. Bu nedenle her soruyu dikkatli bir şekilde okuyarak içtenlikle yanıtlamanızı rica ederiz.</u>

Katkılarınız için teşekkür ederiz.

Evrim Atik

MA. METU/ English Language Teaching

Instructor at Atılım University

I. BÖLÜM: Kişisel Bilgiler

1. Cinsiyetiniz: ☐ K ☐ E

2. Hazırlık atlama sınavı olan Proficiency notunuz:

3. Akademik ortalamanız:

4. İngilizce dışında herhangi başka bir dil biliyor musunuz?

☐ Evet ☐ Hayır

4. a. Cevabınız 'EVET' ise hangi dili bildiğinizi belirtiniz:

………………………………………...

5. Daha önce başka bir ülkede yaşadınız mı?

☐ Evet ☐ Hayır

5 a. Cevabınız 'EVET' ise aşağıdaki tabloda istenilen bilgileri tamamlayınız:

Hangi ülkede bulundunuz	Ne kadar süre için bulundunuz	Hangi amaçla ülkede bulundunuz

6. Üniversiteden önce nerde ve hangi tür okulda öğrenim gördünüz?

Şehir/Köy: _____

☐ Devlet lisesi ☐ Anadolu Lisesi

☐ Özel lise ☐ Diğer _____ *(Lütfen belirtiniz)*

7. Annenizin eğitim durumu: (En son bitirdiği eğitim kurumu/düzeyi)

Anne: Okul bitirmemiş İlkokul Ortaokul Lise
Üniversite Lisansüstü (master/doktora)

8. Babanızın eğitim durumu: (En son bitirdiği eğitim kurumu/düzeyi)

Baba: Okul bitirmemiş İlkokul Ortaokul Lise

Üniversite   Lisansüstü (master/doktora)

9. Eğitim dili İngilizce olan bir üniversiteyi öncelikli 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)

10. İngilizcedeki kendi yeterlik düzeyinizi **her bir** dil becerisi için aşağıdaki kutucuklara **bir** işaret koyarak (X) belirtiniz.
ÇOK İYİ: Duyduğu ve okuduğu her şeyi kolaylıkla anlayabilen, farklı ve karmaşık konularda iyi yapılandırılmış komposizyon yazabilen, ana dili konuşa insanlara günlük konuşmada kendimi akıcı ve doğru şekilde ifade edebilen kişiyim.
İYİ: Farklı konulardaki metinlerin ve konuşmaların ana fikirlerini anlayabilen, bazı farklı konularda açık kompozisyonlar yazabilen, ana dili konuşan kişilerle çok çaba sarf etmeden belli bir akıcılıkta iletişim kurabilen kişiyim.
ORTA: Günlük dilde sık kullanılan cümle ve ifadeleri yaptığı okumalarda ve duyduğunda anlayabilen, basit konularda kendisi ve çevresi ile ilgili tanımlar yapabilen, yavaş ve açık konuşulduğunda karşıdaki kişi ile iletişim kurabilen kişiyim.
ZAYIF: Günlük dilde basit cümle ve ifadeleri yaptığı okumalarda ve duyduğunda anlayabilen, kendi kişisel bilgileri hakkında basit cümleler yazabilen, yavaş konuşulduğunda nerede yaşadığı ve sahip oldukları şeyler gibi konularda karşısındakiyle konuşabilen kişiyim.

Dil becerisi	Çok iyi	İyi	Orta	Zayıf
Okuma				
Dinleme				
Yazma				
Konuşma				

BÖLÜM II. Yabancı dille öğretim

1. Genel Tutum

Aşağıdaki ifadelerle sizlerin yabancı dille öğretime genel tutumunuzu ölçmek istiyoruz. Her ifadeyi dikkatle okuyarak verilen derecelendirme üzerinden sizin için en uygun seçeneği lütfen işaretleyiniz. İşaretlemek için sizce uygun olan rakamı daire içine alınız.

(1) Hiç katılmıyorum   (2) Katılmıyorum   (3) Kararsızım   (4) Katılıyorum
(5) Tamamen katılıyorum

YABANCI DİLLE ÖĞRETİME İLİŞKİN İFADELER GENEL TUTUM	Tamamen katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyoru
1. İngilizce ile öğretimi yararlı buluyorum.	5	4	3	2	1
2. Üniversitede İngilizce ile öğretim gereklidir.	5	4	3	2	1
3. Üniversitede sayısal dersler İngilizce yapılmalı.	5	4	3	2	1
4. Üniversitede sözel dersler İngilizce olarak okutulmalı.	5	4	3	2	1
5. Tüm üniversitelerde İngilizce ile eğitimden vazgeçilmeli.	5	4	3	2	1
6. İngilizce ile eğitim yapmak yerine İngilizcenin daha etkin öğretilmesi gerekir.	5	4	3	2	1
7. İngilizce ile öğretim, öğrencilerin alan derslerindeki başarısını olumsuz etkiler.	5	4	3	2	1
8. Genel olarak sayısal ve sözel derslerinin İngilizce yapılmasını uygun buluyorum.	5	4	3	2	1
9. Öğrencilerin İngilizce temeli daha sağlam olursa sayısal ve sözel derslerindeki başarıları artar.	5	4	3	2	1
10. İngilizce ile öğretim öğrencilerin bilişsel (zihinsel) gelişimine katkı sağlamaktadır.	5	4	3	2	1
11. İngilizce ile öğretim yapan bir kuruma devam etmek toplum içerisinde kişiye saygınlık	5	4	3	2	1

kazandırmaktadır.					
12.İngilizce ile öğretim hedef dilin (örn. İngilizce) kültürünü tanımaya katkı sağlamaktatdır.	**5**	**4**	**3**	**2**	**1**
13. İngilizce ile öğretim sayısal ve sözel derslerinin verimliliğini olumsuz olarak etkilemektedir.	**5**	**4**	**3**	**2**	**1**
14. İngilizce ile öğretim, öğrencilere bu dili kullanım ortamı yarattığı için, İngilizcelerinin gelişmesini sağlamaktadır.	**5**	**4**	**3**	**2**	**1**
15. İngilizce ile öğretim yaratıcılığı sınırlamaktadır.	**5**	**4**	**3**	**2**	**1**
16. İngilizce artık uluslararası bir dil haline geldiğinden, İngilizce ile öğretim kültürel açıdan yozlaşmaya yol açmaz.	**5**	**4**	**3**	**2**	**1**
17. İngilizce ile öğretim bilim ve teknoloji alanlarında Türkçe sözcüklerin üretilmesini olumsuz yönde etkilemektedir.	**5**	**4**	**3**	**2**	**1**
18. İngilizce ile öğretim yabancı dili öğretmek için etkili bir yöntemdir.	**5**	**4**	**3**	**2**	**1**

Yukarıdaki ifadeler ile ilgili olarak eklemek istediğiniz görüşlerinizi lütfen belirtiniz.

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2. Öğretim Süreci

Aşağıdaki ifadeler aracılığıyla yabancı dille öğretim sürecine ilişkin görüşleriniz ve deneyimleriniz hakkında bilgi toplamak istiyoruz. Aşağıdaki verilen her ifadeyi dikkatle okuyarak ölçek üzerinde sizin için en uygun seçeneği lütfen işaretleyiniz. İfadede belirtilen bir durum sizin kurumunuzda geçerli değilse ve hiç olmadıysa, o ifadeyi "GD"(Geçerli Değil) olarak işaretleyiniz. Lütfen cevapsız ifade bırakmayınız.

a) Alan Derslerinin öğrenilmesi

YABANCI DİLLE ÖĞRETİME İLİŞKİN İFADELER ÖĞRETİM SÜRECİ	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum	Geçerli değil
1. Derslerin İngilizce olması derslerdeki başarımı olumlu yönde etkiliyor.	5	4	3	2	1	GD
2. Derslerde hoca bir konuyu İngilizce olarak anlattığında kavramakta zorluk çekiyorum.	5	4	3	2	1	GD
3. Derslerde hocanın İngilizce olarak anlattığı konuları Türkçe'ye çevirmesini istiyorum.	5	4	3	2	1	GD
4. Derslerde İngilizce olarak soru sormakta zorluk çekiyorum.	5	4	3	2	1	GD
5 Derslerde İngilizce olarak sorulan *sözlü* sorulara cevap vermekte zorluk çekiyorum.	5	4	3	2	1	GD
6. Derslerde İngilizce olarak sorulan *yazılı* sorulara cevap vermekte zorluk çekiyorum.	5	4	3	2	1	GD
7. Derslerde hoca sorulara İngilizce olarak cevap verdiğinde cevabı anlamakta zorluk çekiyorum.	5	4	3	2	1	GD
8. Derslerde İngilizce olarak işlenen bir konuyu İngilizce olarak özetlemekte zorluk çekmiyorum.	5	4	3	2	1	GD
9. Derslerde kullanılan İngilizce kaynakları anlamakta zorluk çekiyorum.	5	4	3	2	1	GD
10. Derslerde terimlerin hem İngilizcesi hem Türkçesini öğrenmek bana artı bir yük getirmektedir.	5	4	3	2	1	GD
11. Derslerin İngilizce olması yeni öğrenilen terimlerin ve kavramların aklımda kalmasını	5	4	3	2	1	GD

zorlaştırıyor.						
12. Derslerin İngilizce öğretilmesi beni ezberciliğe yöneltiyor.	**5**	**4**	**3**	**2**	**1**	**GD**
13. Derslerdeki kavramları ancak Türkçe olarak öğrenebilirim.	**5**	**4**	**3**	**2**	**1**	**GD**
14. Sınavlarının İngilizce yapılması başarımı olumsuz yönde etkiliyor.	**5**	**4**	**3**	**2**	**1**	**GD**

15. Derslerin İngilizce ya da kısmen İngilizce olarak yapılmasının olumlu yönleri sizce nelerdir? Lütfen maddeler halinde yazınız.

_____
_____

16. Derslerin İngilizce ya da kısmen İngilizce olarak yapılmasının olumsuz yönleri sizce nelerdir?
Lütfen maddeler halinde yazınız.

_____
_____

b. Dil becerileri: Derslerin İngilizce yapılması…..

17. İngilizcedeki *dinleme* becerimi geliştiriyor.	**5**	**4**	**3**	**2**	**1**	**GD**
18. İngilizcedeki *okuma ve okuduğunu anlama* becerimi geliştiriyor.	**5**	**4**	**3**	**2**	**1**	**GD**
19. İngilizcedeki *yazma* becerimi geliştiriyor.	**5**	**4**	**3**	**2**	**1**	**GD**
20. İngilizcedeki *konuşma* becerimi geliştiriyor.	**5**	**4**	**3**	**2**	**1**	**GD**
21. Türkçemi geliştirmeme engel oluyor.	**5**	**4**	**3**	**2**	**1**	**GD**

INTERVIEW PROTOCOL
MÜLAKAT FORMU

Tarih:
Başlangıç:
Bitiş:
Değerli öğrencimiz,
Bu mülakatın amacı üniversitelerde öğretimin İngilizce olarak yapılması hakkında neler düşündüğünüzü ve hissettiğinizi araştırmaktır. Yapacağımız bu görüşme üniversitelerdeki derslerin İngilizce yapılması hakkında görüşlerinizi saptamamıza yardımcı olacaktır. Cevaplarınız yalnızca araştırma kapsamında kullanılacaktır. Verilerin çözümlemesini kolaylaştıracağı için izin verirseniz kameramla bu görüşmeyi kayıt etmek istiyorum. Bu konuda sormak istediğiniz bir şey varsa sormaktan çekinmeyin.
Katkılarınız için teşekkür ederiz.

Kişisel Bilgiler Formu

1. Görüşmemize başlamadan önce, sizden şu bilgileri alabilir miyim?

• Yaşınız: _____ (*Bitirdiğiniz yaşı yazınız.*)
• Cinsiyetiniz: K   E
• Üniversiteden önce hangi tür okulda öğrenim gördünüz?
☐ Devlet lisesi _____   ☐ Anadolu Lisesi _____
☐ Özel lise   _____   ☐ Diğer   _____ *(Lütfen belirtiniz)*
• Aile bireylerinin eğitim durumu: *(En son bitirdikleri eğitim kurumu/düzeyi)*
Annenizin: Okul bitirmemiş   İlkokul   Ortaokul   Lise
                   Üniversite   Lisansüstü
Babanızın :   Okul bitirmemiş   İlkokul   Ortaokul   Lise
                   Üniversite   Lisansüstü
2. Eğitim dili İngilizce olan bir üniversiteyi neden tercih ettiniz? Bu tercihte neler etkili oldu?

MÜLAKAT SORULARI

1. Öğretim dilinin İngilizce olmasına karşı genel düşünceniz nedir?

2. Derslerin İngilizce yapılması hakkında neler düşünüyorsunuz?
   - Öğretim dilinin İngilizce olmasının derslere katkısı var mı? Ne gibi?
   - Öğretim dilinin İngilizce olmasının sizce sakıncaları var mı? Varsa bunlar neler?

3. Derslerin İngilizce yapılması akademik başarınızı etkiliyor mu?
   - Dersleri izlemek ve anlamakta, yeni kavramları öğrenmekte ne gibi etkisi oluyor? Neden?
   - Derslerde İngilizce olarak soru sormakta, cevap vermekte ve verilen cevabı anlamakta güçlük çekiyor musunuz? Neden?
   - Kendi alanınızda olan İngilizce kaynakları anlamakta zorluk çekiyor musunuz? Neden?

4. Öğretim dilinin İngilizce olması İngilizce yeterliliğinizi ne yönde etkiliyor? Neden?

5. Öğretim dilinin Türkçe olduğu bir okula gitmek ister miydiniz? Neden?

6. Şimdiye kadar söylediklerinize eklemek istediğiniz bir şey var mı?

| Table 1. | | Students' Perceptions of English-medium Instruction | | | | | |

		Agree		Undecided		Disagree	
Item	No	F	%	f	%	f	%
If students have a better background in English, their success in science and math subjects will increase.	9	171	73.4	33	14.2	29	12.4
Education in English improves students' English as it enables them to use the language.**	14	160	68.7	51	21.9	22	9.4
I think education in English is beneficial.	1	159	68.2	35	15.0	39	16.7
Education in English is necessary at tertiary level.	2	143	61.4	40	17.2	50	21.5
Teaching through English is an effective way to teach English.**	18	142	60.9	49	21.0	42	18.0
Education in English should be abandoned at universities.*	5	140	60.1	33	14.2	60	25.8
Attending an English-medium university helps one gain the individual a social prestige.**	11	135	57.9	42	18.0	56	24.0
Education in English contributes to students' mental development.**	10	127	54.5	52	22.3	54	23.2
EMI do not cause cultural corruption as it has become an international language.**	16	124	53.2	63	27.0	46	19.7
EMI helps students get acquainted with the culture of the target language.**	12	112	48.1	58	24.9	63	27.0
Education in English	15	85	36.5	52	22.3	96	41.2

Table 1.(continued)

has a negative effect on student creativity.*/***							
In general I find it appropriate that science and social subjects should be studied in English.	8	79	33.9	73	31.3	81	34.8
Social subjects should be taught in English.	4	71	30.5	61	26.2	101	43.3
Science subjects should be taught in English.	3	68	29.2	52	22.3	113	48.5
Education in English has a negative effect on student achievement in science and social subjects.*/***	7	59	25.3	65	27.9	109	46.8
Education in English affects the production of Turkish words in the areas of science and technology negatively.*/***	17	43	18.5	52	22.3	138	59.2
EMI influences the effectiveness of science and social subjects adversely.*/***	13	38	16.3	52	22.3	143	61.4
Instead of EMI, English should be taught more effectively.*	6	20	8.6	38	16.3	175	75.1

Note: 1. Statements marked with an asterisk have been reversed prior to computation. For accurate interpretation of the results, the statements should be reversed meaning wise (e.g. "Education in English has a negative effect on student achievement in science and social subjects" should be read as "Education in English has a positive effect on student achievement in science and social subjects"

2. Statements marked with two asterisks are the ones which imply reasons for favoring EMI. That is why, during interpreting the results for the reasons for favoring EMI, the results were written according to these items' highest level of agreement.

3. Similarly, statements marked with three asterisks are the ones which imply reasons for not favoring EMI. That is why, during interpreting the results for the reasons for not favoring EMI, the results were written according to these items' highest level of disagreement.

Table 2 .*Students' Perceptions of English-medium Instruction*

Item	No	Mean	Std. Deviation
If students have a better background in English, their success in science and math subjects will increase.	9	3.99	1.154
Education in English improves students' English as it enables them to use the language.	14	3.78	.943
I think education in English is beneficial.	1	3.77	1.252
Education in English is necessary at tertiary level.	2	3.56	1.255
Teaching through English is an effective way to teach English.	18	3.53	1.200
Education in English should be abandoned at universities.*	5	3.49	1.453
EMI do not cause cultural corruption as it has become an international language.	16	3.46	1.235
Attending an English-medium university helps one gain the individual a social prestige.	11	3.42	1.230
Education in English contributes to students' mental development.	10	3.36	1.171
EMI helps students get acquainted with the culture of the target language.	12	3.25	1.163
In general I find it appropriate that science and social subjects should be studied in English.	8	2.91	1.130
Education in English has a negative effect on student creativity.*	15	2.85	1.290
Social subjects should be taught in English.	4	2.79	1.265
Science subjects should be taught in English.	3	2.67	1.300
Education in English has a negative effect on student achievement in science and social subjects.*	7	2.63	1.211
EMI influences the effectiveness of science and social subjects adversely.*	13	2.54	1.174
Education in English affects the production of Turkish words in the areas of science and technology negatively.*	17	2.36	1.167
Instead of EMI, English should be taught more effectively.*	6	1.94	1.026

Note: Statements marked with an asterisk have been reversed prior to computation. For accurate interpretation of the results, the statements should be reversed meaning wise (e.g. "Education in English has a negative effect on student achievement in science and social subjects" should be read as "Education in English has a positive effect on student achievement in science and social subjects"