THE PERCEPTIONS OF THE CONTENT-TEACHERS IN TERTIARY EDUCATION ON ENGLISH AS A MEDIUM OF INSTRUCTION WITHIN TURKISH CONTEXT

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MASTER OF ARTS THESIS

Department of Foreign Languages Education
English Language Teaching Programme with Thesis
Advisor: Asst. Prof. Dr. Hakan DİLMAN

İstanbul
T.C. Maltepe University
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JÜRİ VE ENSTİTÜ ONAYI

MERVE ÖZCAN'ın "Türkiye Bağlamında Yüksek Öğretimdeki Alan Öğretim Üyelerinin İngilizcenin Öğretim Dili Olarak Kullanılmasına İlişkin Algıları" başlıklı tezi 04.07.2024 tarihinde aşağıdaki jüri tarafından değerlendirilerek "Maltepe Üniversitesi Lisansüstü Eğitim ve Öğretim Yönetmeliği" nin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans/Doktora/Sanatta Yeterlik tezi oy birliğiyle/oy çokluğuyla, başarılı/başarısız olarak kabul edilmiştir.

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ETİK İLKE VE KURALLARA UYUM BEYANI

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DEDICATION

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ÖZET

TÜRKİYE BAĞLAMINDA YÜKSEKÖĞRETİMDEKİ ALAN ÖĞRETİM ÜYELERİNİN İNGİLİZCENİN ÖĞRETİM DİLİ OLARAK KULLANILMASINA İLİŞKİN ALGILARI

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Bu çalışma Türkiye'deki bir devlet üniversitesinin Tıp, Mühendislik ve Sosyal Bilimler Fakültelerinde çalışan 24 alan öğretim elemanıyla yapılmıştır. Çalışma, alan öğretim elemanlarının İngilizcenin öğretim dili olarak kullanılmasıyla ilgili görüşleriyle birlikte, uygulamanın avantajları ve dezavantajlarına ilişkin algılarını ortaya çıkarmayı da amaçlamaktadır. Araştırma ayrıca öğretim elemanlarının İngilizcenin öğretim dili olarak kullanılması sürecinde karşılaştıkları problemleri, bu problemleri aşmak için kullandıkları stratejileri ve daha iyi bir uygulama için önerilerini de saptamayı hedeflemiştir. Veri toplamak için üç farklı nitel araştırma yöntemi kullanılmıştır: yarı yapılandırılmış görüşmeler, odak-küme görüşmesi ve sınıf gözlemleri. Veriler kodlanarak ve tematik seçeneklere ayrılarak incelenmiştir. Araştırma sonucuna göre, bazı alan öğretim elemanları İngilizcenin dünyada bilimin dili olması gibi sebeplerden dolayı İngilizcenin öğretim dili olarak kullanılmasını destekliyorken diğer akademisyenler eğitimin ana dilde olması gerektiği görüşünü ifade ederek öğretim dili olarak İngilizcenin kullanılmasına karşı görüş bildirmişlerdir. Ayrıca bir grup öğretim elemanı da bu programları kısmen desteklediklerini kısmen de karşı çıktıklarını beyan etmektedirler. Bu grup içinde yer alan akademisyenlerden bazıları eğitimin İngilizce verilmesini, öğrencilerin güncel alan yazını ve yayınların izlenmesi, materyal erişimi konusunda zorluk yaşamamaları gibi sebeplerden dolayı destekliyorken öğrencilerin yetersiz dil bilgisi düzeylerinin içerik bilgisini anlamalarına engel olması nedeniyle bu programların

uygulanmasına karşı görüş bildirmektedirler. Çalışmanın sonucunda, öğrencilerin dil yetersizliğinin akademisyenler için en büyük problemi oluşturduğu ve sorunların üstesinden gelmek için düzenek değiştirme tekniğini en çok kullandıkları da ortaya çıkmıştır. İngilizcenin öğretim dili olarak kullanılması uygulamalarının iyileştirilmesi için akademisyenlerin özellikle hazırlık eğitimine vurgu yaptıkları saptanmıştır. Alan öğretim elemanları; öğrencilerin bölümlerine göre sınıflandırılıp terim bilgisinin hazırlık eğitim sürecinde verilmesi gerektiğini belirtmiştir.

Anahtar Sözcükler: 1. EMI programları, 2. Alan öğretim elemanı, 3. Dil seviyesi, 4. Yüksek Öğretim 5. Düzenek değiştirme

ABSTRACT

THE PERCEPTIONS OF THE CONTENT TEACHERS IN TERTIARY EDUCATION ON ENGLISH AS A MEDIUM OF INSTRUCTION WITHIN TURKISH CONTEXT

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This study was conducted with 24 content-teachers from the Faculties of Medicine, Engineering and Social Sciences of a state university in Türkiye. The research aimed to find out the content-teachers' views on the use of English as a medium of instruction (EMI hereafter) at tertiary level of education as well as their perceptions on its advantages and disadvantages. It also probed the problems that the academicians encountered during their EMI teaching practice, the strategies they adopted to deal with those challenges and the suggestions that they put forward for better EMI implementation. In order to collect the data, three different qualitative research methods were employed, namely, semi-structured interviews, a focus-group discussion and classroom observations. The results were analyzed by coding and categorizing. The findings revealed that although some academicians welcomed EMI programs at universities by clarifying various reasons such as the status of English as a language of science, others opposed to its integration on the ground that the education should be offered through the mother tongue. There was also a group who held both a supporting and an opposing idea in regard to its implementation. Supporting ideas based on the idea that education should be given in English because the students would have the opportunity to follow the current literature and publications and they would not have any difficulties in accessing to the materials, on the contrary their opposing ideas were related to the fact that the learners could not construct the content knowledge due to their insufficient linguistic levels. As a result of the study, it was

revealed that the language deficiency of the students constituted the biggest challenge for academicians and they mostly used the code-switching technique to overcome the problems. It was also determined that the content-teachers chiefly put emphasis on the preparatory education in order to improve the practices of using English as a medium of instruction. Field instructors stated that students should be classified according to their departments and terminological information should be provided during the preparatory year of education process.

Keywords: 1. EMI programs, 2. Content-teachers, 3. Linguistic Level 4. Tertiary Education, 5. Code-switching

GENİŞLETİLMİŞ ÖZET

TÜRKİYE BAĞLAMINDA YÜKSEKÖĞRETİMDEKİ ALAN ÖĞRETİM ÜYELERİNİN İNGİLİZCENİN ÖĞRETİM DİLİ OLARAK KULLANILMASINA İLİŞKİN ALGILARI

Bu çalışma, Türkiye'de bir devlet üniversitesinin Tıp, Mühendislik ve Sosyal Bilimler Fakültelerinde görev yapmakta olan 24 alan öğretim elemanıyla yapılmıştır. Araştırma alan öğretim elemanlarının İngilizcenin üniversitelerde öğretim dili olarak kullanılmasına karşı algılarını saptamayı amaçlamakla birlikte, uygulamanın avantajları ve dezavantajlarına ilişkin görüşlerini de ortaya çıkarmayı hedeflemiştir. Ayrıca akademisyenlerin İngilizceyi öğretim dili olarak kullanma sürecinde karşılaştıkları problemler, bu sorunları aşmak için uyguladıkları stratejiler ve daha iyi bir uygulama olması açısından verdikleri öneriler de araştırmanın konusu dahilindedir.

Veri toplamak için üç farklı nitel araştırma metodu kullanılmıştır: yarı-yapılandırılmış görüşmeler, odak-küme görüşmesi ve sınıf gözlemleri. 24 akademisyenle yapılan görüşmelerin verileri incelendikten sonra konuyu daha derinlemesine anlamak için 6 üyeden oluşan bir odak-küme oluşturulmuştur. Son aşamada ise araştırmacı 4 farklı sınıf gözlemine katılmıştır. Tüm veri toplama araçlarından edinilen bilgiler içerik incelemesi sonucu kodlanarak ve tematik seçeneklere ayrılarak sunulmuştur.

Araştırmanın sonuçlarına göre, 24 akademisyenin 10'u İngilizceyi öğretim dili olarak üniversitelerde uygulanmasını desteklerken, 6'sı eğitimin ana dilde olması gerektiğini savunup bu programların uygulanmasına karşı görüş bildirmiştir. 8 alan öğretim elemanı ise programın uygulanmasına ilişkin hem destekleyici hem de karşı çıkıcı bir anlayış sergilemişlerdir. Destekleyici görüş bildiren alan öğretim elemanları, dünyadaki alan yazın dilinin Türkçe olmadığını, İngilizce yayımlanan kaynakların bilimsel kabullerinin yaygın olduğunu, dünyadaki bilim dilinin İngilizce olduğunu ve İngilizce eğitim verilmesinin yabancı öğrencilerin Türkiye'de lisans eğitimi almalarını teşvik edeceği gibi avantajları ifade etmişlerdir. İngilizcenin yüksek öğretim kurumlarında öğretim dili olarak kullanılmasına yönelik hem olumlu hem de olumsuz görüşleri olanlar ders

kaynaklarının edinilmesindeki kolaylıklar, alan yazınındaki yeni İngilizce kaynakların takibinin yapılabilmesini olumlu, öğrencilerin dil seviyelerinin yetersizliğinden dolayı aktarılan içerik bilgisini içselleştirememelerini de olumsuzluk olarak vurgulamaktadırlar.

İngilizcenin öğretim dili olarak üniversitelerde kullanılmasının avantajları sorulduğunda, 13 katılımcı, kaynaklara ve materyallere erişimin kolay olması açısından faydalı olduğunu, 7 öğretim elemanı öğrencilerin sürekli olarak İngilizceye maruz kaldıkları için dil becerilerinin gelişmesi bakımından avantajlı olduğunu ve 6 akademisyen de İngilizce eğitim alan öğrencilerin mezuniyetleri sonrası yurt dışında yüksek lisans veya doktora yapmak için daha şanslı olduğunu belirtmişlerdir. Ayrıca, öğrencilerin uluslararası alanlarda denklik alma konusunda avantaj yakalayabilmeleri, yurt dışından yabancı öğrencilere eğitim verme olanağı sunması, bu programların aynı zamanda öğretim elemanlarının da dil becerilerini geliştirmesi, öğrencilerin mezuniyetleri sonrası iş dünyasında fırsatlar yakalaması gibi avantajlar da öğretim elemanları tarafından belirtilmiştir.

Dezavantajlara gelindiğinde ise bazı öğretim elemanları ders içeriğini İngilizce aktarmanın Türkçe aktarmaya nazaran daha zaman aldığını ve aktarım hızını yavaşlattığını ifade etmiştir. Ayrıca, bazı akademisyenler bazı İngilizce teknik bilginin tam karşılığının Türkçe dilinde bulunmadığını beyan ederek, anlam karmaşası yaşanmasını önemli bir dezavantaj olarak görmektedirler. Bir alan öğretim elemanı düşüncelerin bir şekilde İngilizce olarak karşı tarafa aktarılabildiğini ancak duyguların aktarımının bu denli başarılamadığını ifade edilmiştir.

24 alan öğretim elemanına İngilizceyi öğretim dili olarak kullandıkları süreçte hangi problemlerle karşılaştıkları sorulduğunda, 16'sı öğrencilerin İngilizce dil seviyelerinin düşük olması sebebiyle aktarılan içerik bilgisini anlamadıklarını ifade etmiştir. Ayrıca, öğrencilerin özellikle hedef dilde konuşma becerisi eksikliğinin, iletişim bozukluğuna sebep olması, İngilizce teknik bilgiyi anlamaması, hedef dilde konuşmak konusunda tereddüt ve endişeleri olması, akademisyenin kendi dil becerisinin eksikliğinin iletişimde problem teşkil ettiği, öğrencilerle ders aktarımı dışında anlık olarak hedef dilde konuşmanın akademisyen üzerinde yarattığı stres gibi durumlar da alan öğretim elemanlarının karşılaştıkları sorunlar olarak araştırma sonucunda ortaya çıkmıştır.

Sorunlarla başa çıkabilmek adına alan öğretim üyelerinin kullandıkları stratejiler konusunda ise araştırma katılımcıların yarısının düzenek değiştirme tekniğini benimsedikleri belirlenmiştir. Ayrıca, akademisyenlerden 6'sının ders içeriğini daha etkili aktarabilmek için power-point sunumlar kullandığı ve 5 katılımcının da ders sonunda konu içeriğini genel hatlarıyla Türkçe özetlediği de ortaya çıkmıştır. Bunun yanı sıra öğretim elemanlarının; a) ders materyalini öğrencilere önceden vermek, b) ders içeriğini önceden hazırlamak, c) bazı teknik bilgilerin Türkçe karşılığını sunmak, ç) İngilizceyi daha basit ifadelerle ve yavaş konuşarak sunmak, d) öğrencilere daha fazla örnekler vermek, e) öğrencilerin ders esnasında Türkçe konuşmalarına ve soru sormalarına müsaade etmek, f) uygulamalı derslerde Türkçe konuşmak, g) ders sonlarında ya da ofis saatlerinde öğrencilerin sorularını Türkçe cevaplamak gibi stratejileri de sıklıkla kullandıkları belirlenmiştir.

İngilizcenin öğretim dili olarak kullanıldığı programların daha etkin ve verimli olması için akademisyenlere önerileri sorulduğunda ise çoğunluğun hazırlık eğitim programına vurgu yaptığı gerçeği ortaya çıkmıştır. 4 alan öğretim elemanı hazırlık okulunda verilen İngilizce eğitimin daha kaliteli ve zorlayıcı olması gerektiğini savunmuştur. Ayrıca, diğer 4 akademisyen ise öğrencilerin hazırlık programında alanlarına göre ayrılıp teknik bilginin verilmesi gerektiğini ifade etmiştir. Bazı öğretim elemanları ise hazırlık eğitim programında öğrencilerin özellikle konuşma ve yazma becerilerinin geliştirilmesi gerektiği görüşünü ifade etmişlerdir. Hazırlık Programından mezuniyet notunun daha yüksek olması konusunda öneri beyan eden akademisyenler de bulunmaktadır. Bunlara ilaveten çalışmanın sonunda; a) öğretim elemanlarının da kendi dil becerilerini geliştirmeleri için etkinliklerde bulunmaları, b) belli zaman aralıklarında akademisyenlerin hedef dildeki yetkinliklerinin ölçümlenmesinin yapılması, c) öğretim elemanlarının İngilizce yetkinliklerinin geliştirilmesi için en az bir yıl süreli yurt dışı deneyimine sahip olması, ç) ders içeriğinin daha verimli bir şekilde İngilizce aktarabilmesi için pedagojik eğitim programlarının sağlanması önerileri tespit edilmiştir.

Konuyu ayrıntılamak ve daha derinlemesine incelemek için oluşturulan odak-küme görüşmesinin sonuçlarına göre katılımcı akademisyenlerin hiçbiri İngilizceyi öğretim dili olarak kullanmaya ilişkin herhangi bir pedagojik eğitim programına katılmaya ihtiyaç duymadıkları belirtmişlerdir. Sebep olarak da bazı akademisyenler eğitimin anadilde

verilmesi gerektiğini dolayısıyla böyle bir eğitim sürecine katılmayı gerekli görmediklerini ifade ederken, bazıları ise akademisyenlerin hali hazırda ders içeriğini İngilizce aktarabilecek kadar dil yeterliliğine sahip olması gerektiğini öne sürmüştür. Alan öğretim elemanlarına öğrencilerin dil sevilerini göz önünde bulundurduklarında, hazırlık eğitiminde almış oldukları İngilizce eğitiminin yeterli olup olmadığı sorulduğunda ise bir akademisyen hariç diğer katılımcılar öğrencilerin dil yetkinliklerinin konu içeriğini anlamaları konusunda oldukça yetersiz olduğunu söylemişlerdir. Ayrıca, teknik bilginin hazırlık eğitim sürecinde verilip verilmemesi konusu tartışıldığında, çoğu katılımcı aynı fikri paylaşarak alanla alakalı teknik ifadelerin hazırlık okulunda öğretilmesi gerektiğini beyan etmişlerdir. Öğrencilerin hangi dil becerilerinde güçlü ve hangilerinde güçsüz olduğu sorulduğunda ise, akademisyenlerin hepsi öğrencilerin okuma becerisinde çok güçlü, konuşma becerisinde ise güçsüz olduklarını paylaşmışlardır. Buna ek olarak, çoğu katılımcı öğrencilerin yazma becerilerini de ikinci sırada en güçsüz yetkinlik olarak ifade etmişlerdir. Son soruda alan öğretim elemanlarına hem Türk hem yabancı öğrencilerin dersi anlamalarına yönelik ihtiyaçlarını karşılamak için nasıl bir öğretim tekniği uyguladıkları sorulduğunda, özel bir öğretim tekniği uygulamadıklarını, hem Türk hem de uluslararası öğrenciler için sınıfta ortak bir yaklaşım benimsediklerini açıklamışlardır. Ayrıca, Türk ve yabancı öğrenciler arasında herhangi bir kümeleşmenin olmadığı, aksine Türk öğrencilerin dil yetkinliklerini geliştirmek için yabancı öğrencilerle daha fazla etkileşim içinde olduklarını da ifade etmişlerdir.

Sınıf gözlemleri sonuçlarına gelindiğinde ise, araştırmacı, akademisyenlerin sınıfta uyguladıkları stratejilerin bazılarında örtüştüklerini bazılarında ise ayrıştıklarını gözlemlemiştir. Ortak uyguladıkları stratejilerden bir tanesi, 4 alan öğretim elemanın da ders içeriğini daha verimli aktarmak için power-point sunumlarını kullanmalarıdır. Ayrıca, içerik bilgisini İngilizce aktarırken öğretim elemanlarının gerekli gördükleri yerleri tekrar ettikleri, vurguladıkları veya dili sadeleştirerek yeniden ifade ettikleri de izlenmiştir. Akademisyenlerin kullandıkları dil değerlendirildiğinde, hepsinin İngilizceyi öğrencilerin anlaması için daha basit ifadelerle kullandıkları ve yavaş konuşarak anlaşılabilirliliği arttırmaya çalıştıkları da gözlemlenmiştir. Ayrıca, bu 4 akademisyenin öğrencilere daha fazla örnek sundukları, öğrencilerin ders esnasında Türkçe konuşmalarına ve soru sormalarına müsaade ettikleri, teneffüs aralarında öğrencilerin sordukları sorulara Türkçe cevap verdikleri ve ders esnasında İngilizceden Türkçe diline

bire bir çeviri yapmadıkları da gözlemlenmiştir. Gözlem sırasında izlenen durumların hepsi alan öğretim elemanlarıyla yapılan görüşmelerin sonuçlarıyla bire bir örtüşmektedir.

Akademisyenlerin daha çok düzenek değiştirme tekniğini kullanırken farklılaştıkları gözlemlenmiştir. Bazı alan öğretim elemanları sadece İngilizce teknik bilginin karşılığını vermek için Türkçe diline geçerken, bazı akademisyenler ise öğrencilerin içerik bilgisini anlamadığı durumlarda veya öğrencilerin sorularına cevap verirken Türkçe dilini kullanmayı tercih etmişlerdir. Ayrıca öğrencilerin derse karşı olan tutumlarının da farklı olduğu gözlemler sırasında ortaya çıkmıştır. Bazı sınıflarda öğrenciler alan öğretim elemanını oldukça dikkatli dinliyorken bazı sınıflarda öğrencilerin dersi dinlemek yerine telefonlarıyla ilgilenmek gibi farklı etkinliklerle ilgilendikleri izlenmiştir. Bu durum muhtemelen öğrencilerin dil seviyeleriyle ilgilidir. Çünkü alan öğretim elemanları İngilizce konuşurken bir anda Türkçe diline geçmesi durumunda derse ilgisini kaybetmiş olan öğrencilerin bile motive oldukları ve dersi dinlemeye başladıkları gözlemlenmiştir. Sınıflarda gözlemlenen bir diğer farklılık da öğrencilere önceden materyal sağlanması konusundadır. Bazı sınıflarda öğrenciler akademisyenin ders anlatımını önlerinde duran kaynaklardan takip ederken, bazı sınıflarda ise öğrencilerin ders kaynaklarına sahip olmadıkları izlenmiştir.

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ABBREVIATIONS

ELF	: English as a Lingua Franca
EMI	: English As a Medium of Instruction
HE	: Higher Education
ESP	: English for Specific Purpose
YÖK	: Turkish Higher Educational Council
IPA	: Interpretative Phenomenological Approach
CLIL	: Content and Language Integrated Learning

CHAPTER 1. INTRODUCTION

From past to the present, people have always needed a language to hold communication with each other to meet their needs and expectations. Throughout the ages various languages such as Greek, Latin, French have come out to perform this task and especially after the years following the Second World War English has gained momentum because of its widespread impact on a wide range of domains such as international business, education and media. In today's modern world, English has stood out as the most spoken language around the world so far. Moreover, it is used by over 1.5 billion people across the globe as a mother tongue or a second language (Rogers, 2024).

The current pervasive manner of English tongue in the global world actually dates back to the 19th century when Britain showed worldwide dominance along with the United States' global superpower position in the 20th and 21st centuries (Valisherjon, 2023). The powerful condition of these two countries in trade, military, politics and finance opened the ways for them to capture and colonize a number of regions around the world and passed on their customs, culture and language to those areas, which caused English to spread across the planet much faster. Dogancay and Aktuna (1998) mentioned the sequential transmission of English language by clarifying that it began to appear and disseminate in non-colonized regions of the globe after the Second World war as a result of socio-political and financial affairs and it started to be used as the language of international activities.

This rapid expansion of English language on the global scale and its major role in interconnectedness is closely linked to globalization, which has gained momentum towards the end of the 20th century (Panda, 2021). The fast advancement in technology and science, competitive-edge in business and industry and the desire for the spread of knowledge, ideologies and political matters within the countries all prepare the way for a considerable increase in international contacts, which has inevitably triggered the speed of globalization.

With the swift growing impact of the globalization, the dominant power of English is so precise in economic, scientific and political exchange across the continents that countries have started to use it as a lingua franca in the last few decades. (Panda, 2021). Firth defines this term (1996; as cited in Seidlhofer, 2005) as follows: "*English as a lingua franca (Hereafter ELF) is a 'medium of communication' among people who neither share a common mother tongue nor a common (national) culture and for whom English is the chosen foreign language*" (p. 240). From this definition, one can conclude that English has been adopted as a shared language among the countries having distinct linguistic and cultural background in order to sustain the international interaction. According to Crystal (2003) 85 % of the world's intercontinental corporations utilize English as their official language in international communication. Therefore, being competent in English language plays great importance for countries to open the boundaries of foreign platforms and attain success in the international contexts.

As a direct result of the growing popularity of English language around the world and so as to cope with the effects of globalization, policy makers of the nations have been pushed to revise their educational policies and implementations as a part of the internationalization. The ultimate aim is to provide qualified education for the citizens to obtain success both in local and intercontinental contexts by considering English language's utmost importance in the global environment. To accomplish this, especially at tertiary level of education, a number of nations have reevaluated their education policies to keep pace with the reforms and improvements resulting from the spread of English language (Graddol,2000) and have embraced a strategical step by implementing a new program called English as a medium of instruction at universities. Dearden (2014) defines EMI as follows: "*The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English*" (p.2). From this definition, one can draw the conclusion that English is adopted as the common language of teaching and learning in an environment in which there are people from multiple nationalities with distinctive cultural backgrounds. Moreover, Dearden (2014) states that EMI is a flourishing global event in all stages of education contexts. The rapid popularity of it; on the other hand, is especially prominent in higher education. The motivating factor behind the integration of

EMI programs in higher education is making students ready for mobility and a globalized professional life (Wachter & Maiworm, 2014).

According to the reviewed literature on the international contexts, students are in favor of EMI implementation in their universities by considering English language's considerable impact on career and employment opportunities at a global scale. (Baltabayev, 2020; Despitasari, 2021; Huang & Curle, 2021). Moreover, English is identified as the language of science and technology (Al-Masheikhi, Al- Mahrooki, & DenmanC, 2014; Simbolon, 2018) along with the reasons of being lingua franca and internationalization (Baltabayev, 2020). In addition to these, EMI program is believed to give a higher position to the international mobility (Costales, 2017) and an excellent chance to take a seat in the global competition for the graduates (Simbolon, 2018). Another positive aspect of EMI practice is its significant contribution to language skills development (Huang, 2015). On the other hand, a majority of students presume that learning the content knowledge through English creates handicaps for their comprehension so they cannot follow the content-teachers' lectures effectively owing to high specialized and academic language (Comas, 2022). As a result of having low linguistic language proficiency level in EMI program, learners also do not have a desire to participate in the lessons and their anxiety levels increase (Al-Masheikhi et al., 2014).

Türkiye is also among the countries in which educational institutions offer English-medium instruction because of the current dominant power of English which began to spread across the country in the 1950s (Demircan, 1988). The studied literature on the local context clearly demonstrates that that students find EMI use effective at tertiary level of education for a variety of reasons including better job and career opportunities, getting the chance of working overseas, accessing to a wide range of resources and articles related to their content knowledge and achieving academic success. (Çağatay, 2019; Derinbay, 2021; Kırgöz, 2014). Moreover, students report that in EMI programs, learning the contents through English improves their linguistic proficiency levels. (Atik, 2010; Hasirci & Cosgun, 2018; Yüksel, Soruç, Altay, & Curle, 2021). On the other hand, the students perceive EMI practice as a barrier for the content learning because they have difficulty in comprehending academic knowledge due to their limited language skills. (Derinbay, 2021; Kırgöz, 2014).

Along with the students' perceptions on the EMI use, there are also certain studies centered on the views of the lecturers on the implementation of EMI at HE. According to the findings, some lecturers hold the opinion that using EMI in their teaching practice brings various benefits such as fostering the students' language skills, attaining successful learning outcomes and giving students a chance to get a better position in the business world because of the status of English as a lingua franca (Başıbek et al., 2014; Belhiah & Elhami, 2015). However, some content-teachers do no support the integration of EMI programs in universities because they claim that students cannot comprehend the subject matters efficiently because of their low linguistic proficiency levels. Moreover, the findings of the studies reveal that some lecturers face difficulties in delivering the academic subjects through English due to their own limited target language knowledge (Hung & Lan, 2017; Khan, 2013; Kılıçkaya, 2006).

1.1 Statement of the Problem

Content-teachers undergo certain difficulties on their EMI teaching practice. Even though lecturers have a high proficiency level of English and they are quite knowledgeable about their academic fields, lecturing in English is something different in that the teaching staff should be able to deliver the content, full of terminology and technical words, as well as dealing with diverse linguistic abilities in the classroom. Not receiving any education programs for EMI courses poses a challenge for the content-teachers, as teaching the subject-matter knowledge in a foreign language requires certain pedagogical skills for a successful implementation. Although academicians adopt various pragmatic strategies such as code-switching and translanguaging as remedies in the process of overcoming the difficulties, the presence of the international students having different first languages builds another obstacle for the lecturers.

Along with pedagogical issues, academics also have challenges on their EMI experience because of lecturing to a group of the students who come from different linguistic and cultural backgrounds. Variables in the learners' English proficiency level hampers the teaching staff to gain a success in delivering the subject matter. Even the content is professionally submitted to the students through English, because of the ones having low level of language competence, the comprehension cannot be actualized. As a result, the academic achievement of the learners are adversely affected, which also leads them to be

unmotivated and unwilling to participate during the sessions. Having indifferent learners inevitably poses another problem for the content-teachers because the students reject the interaction; therefore, the teaching talking time increases and lecturing becomes tedious for both the learners and the teachers. The literature covered also sheds light on the fact that the most common experienced problem of the content-teachers when they embark on EMI practice derives from the learners' inadequate language competence in English (Demir, 2022; Efeoğlu & Kılınçarslan, 2020; Ozer, 2020; Shao & Rose, 2022).

1.2 Aim of the Study

This study was designed to search for the content-teachers' perceptions towards EMI implementation at tertiary level of education as well as their views on its advantages and disadvantages. It also aims to unveil what problems they encounter on their EMI teaching practice, what strategies they use to overcome the challenges they face and what suggestions they put forward for a better EMI program. In this regard, the following research questions are asked:

1- What are the content-teachers' views as regards the advantages and the disadvantages of implementing English-medium instruction at HE?

2- What problems do content-teachers face while teaching the contents through English?

3- What strategies do content-teachers use to cope with the challenges?

4- What suggestions do content-teachers offer for the enhancement of the EMI programs?

1.3 Significance of the Study

The current study aims to discover the content-teachers' perceptions towards the implementation of EMI along with its advantages and disadvantages. Besides, it seeks the problems they have on their EMI teaching practice, what tactics they use to deal with those problems when they face and what suggestions they offer for a better EMI program so the findings of this research will contribute to deep understanding of the effectiveness of this program. As its popularity has risen considerably around the world and many countries have adopted it at tertiary level, more studies are required to be conducted to obtain a clear view about its strong and weak points; therefore, the findings can push

forward to extend the knowledge in literature. Moreover, the results can lead to a considerable contribution to the field as similar experiences can be found in local and global contexts. Therefore, the findings of the research can be used as a complementary source to raise awareness about the efficacy of the EMI use at HE level and give suggestions about what improvements should be done to reach successful outcomes.

1.4 Assumptions

The research is centered on the assumption that content-teachers in different departments have a high level of language proficiency as well as being knowledgeable about the technical words in the target language and competent to deliver the subject matters in English. Therefore, this study will not examine the content-teachers' linguistic knowledge and academic competency. Additionally, it is assumed that the students having education in the same class of the faculties will have different language backgrounds and linguistic proficiency levels in the target language. As a direct consequence of this variety, there will be variations in the content comprehension. In other words, the students equipped with a high language competency level will grasp the subject matter knowledge more easily compared to the ones who do not have a good command of English. Moreover, learners are presumed to lack specific English knowledge such as technical concepts related to their academic departments and are quite unfamiliar with subject matters' conceptualizations. That is, the students are assumed not to get English for specific purpose (hereafter ESP) based education before studying at their own departments. Therefore, learners are supposed to face challenges in covering the academic-based conceptions, which creates a huge obstacle in the learning process.

1.5 Limitations

The study is restricted by the number of the participants who are randomly chosen from the Faculties of Medicine, Engineering and Social Sciences. Moreover, collecting data from the content-teachers working in a single institution can be noted another limitation of the research. Furthermore, the faculties implementing 30 % EMI programs are not included in the study, which can limit the research as well.

1.6 Keywords and Identification

English as a Medium of Instruction (EMI): *"The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English"* (Dearden, 2014, p.2).

Content-Teacher: Content-teachers are the lecturers at high education delivering the subject matters to help students acquire required skills and knowledge related to their academic fields.

English for Specific Purpose (ESP): Teaching English to college students in regards to specific vocabulary and skills they require.

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

This chapter presents the reviewed literature with regards to EMI use at tertiary level of education across the world. Firstly, a general overview about globalization and its prominent effect on internationalization are explored. Then, the role of English as a lingua franca is presented. In the final section, EMI use in both local and international contexts are provided along with the studies conducted on the views of the content-teachers. The studies are divided into three sections; namely, content-teachers' views on EMI, the challenges the content-teachers have in EMI implementation and the strategies the content-teachers have to overcome the challenges.

2.2 Globalization and Internationalization

In the 21st century, with the fast-growing improvements in transportation and communication, the world has been a much smaller place, which inevitably brings the countries quite closer to each other by eliminating the borders. In a borderless globe, increased interconnectedness of the nations worldwide has paved the way for the transmission of the resources, ideas, economies, traditions, goods, services and technologies. As a direct consequence of this ongoing flow and integration, the power of globalization has grown.

Giddens (1990) defined the term of globalization as "*the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa*" (p. 64). This explanation is supported by another scholar Lakoff (2004) (as cited in Khan, 2013) by stating that globalization signals to increasing connectivity, unification and independency of financial, cultural, social and political aspects across local activities. With regards to these explanations, it is evident that globalization leads to deeper integration of the nations no matter where they locate around the globe and it has profound effects on the interdependence of the states' economic, public, traditional and governmental affairs.

Although the term of ‘globalization’ is commensurately used with ‘internationalization’, as a matter of fact they differ from each other. While globalization touches upon the areas of economy and academic movement which are the real phenomenon of the 21st century, internationalization covers the strategies and actions taken up by academic institutions to deal with the global environment (Altbach & Knight, 2007). In a general sense, the globalization embraces the notions of the shift of economies, conceptions, culture and knowledge; however, the internationalization puts emphasis on the policies and practices that education bodies adopt so as to cope with the effects of the globalization. In other words, internationalization is a reaction taken by education institutions to tackle with the impacts of the globalization.

With its widespread effects on nearly every field such as economy, science, business and industry, globalization undoubtedly has influenced the domain of education, especially universities. Because of the increasing speed of the globalization and the competitive environment across the globe, today’s HE institutions cannot remain stable dogmatically and institutionally and must welcome changing situations (Kotorov, Krasylnykova, Zhdanov, & Mazaara, 2020). Therefore, HE institutions have to go through the internationalization process by experiencing transformations compelled by the global environment.

Qiang (2003) mentions four different reasons for HE institutions’ internationalization; namely, economic, academic, political and cultural. The economic basis is about improving human resources essential for the states to have power of staying competitive in the international contexts. Moreover, it also covers the efforts of increasing the institutions’ income by enabling facilities of overseas education and attracting a number of foreign students. The academic rationale refers to the purpose of obtaining international standards for both teaching and research. The reason behind the political affairs links to the matters of national balance, safety and peace. Finally, the cultural rationale is principally related to the idea that the culture and the language of the countries are required to be respected. It also draws attention to understanding foreign languages and cultures by protecting the national identities and respecting diversity.

Upon considering the factors aforementioned, the governments of the countries devise their national policies and initiate diverse programs to be implemented in the universities

for internationalization purposes. Although the procedure of internalizing of HE institutions lays on different forms, Haigh (2014) states eight waves of the internationalization activities for better understanding:

> (1) recruiting international students; (2) teaching international students; (3) growing the international enterprise university through the competitive recruitment of international staff and students; (4) compliance with standards set by international accreditation agencies; (5) 'internationalization at home', which means internationalization of the curriculum for local learners; (6) education for global citizenship; (7) connected e-learning; and (8) education for planetary, whole-Earth, consciousness (Haigh, 2014, p. 6).

According to the findings of the 5th Global Survey, gathered from 907 HE institutions from 126 nations, two-thirds of HE leaders across the globe regard the internationalization process as a crucial matter (De Wit, 2019). Therefore, they take on innovative policies and strategies for internationalization activities. With regards to the activities, student mobility (incoming or outgoing) is the most dominant preference worldwide (Marinoni, 2019). For example, China has legislated policies to upgrade the intercontinental impact of Chinese universities to sustain the flow of international students exchange. Moreover, the country has initiated scholarships programs for the students studying abroad. Dual recognition and credits and diploma is another incentive that Chinese policy makers has introduced to internalize their HE systems (Yang, Tang, & Xu, 2023).

Another exemplification comes from the countries of Hong Kong, Israel, Malaysia and South Africa, as the collector of cross-border education. These nations have improved programs to enroll and check the quality of foreign conditions. In a similar vein, joint-degree programs are one of the incentives taken by American, German and Russian HE institutions to promote the staff and student mobility (Altbach & Knight, 2007; Knight, 2015).

It is an undeniable fact that the internationalization activities previously mentioned cannot be successfully carried out without a common language used around the world, English. As English is the most spoken and the global language of today along with its role of

lingua franca used by the countries in the last few decades (Panda, 2021), policy makers are pushed to integrate English-medium programs to internalize their universities. A great number of the HE institutions of the nations such as Japan, Pakistan, Türkiye, Czech Republic, Cyprus, Hungary, China, Spain, Italy and Taiwan switched their teaching language from the mother tongue to English (Dearden, 2014). In general sense, with EMI programs, the universities of the countries want to accomplish many aims like boosting intercultural connection in the academic field, providing qualified education for the students to study and work abroad, smoothing the way of students exchange programs, doing dual education and research projects with other countries and gain prestige to attract foreign students (Corrales, Papa Rey, &Santiago; Dearden, 2014; Derinbay, 2021; Escamilla, 2016).

EMI is becoming a global phenomenon and its growth is closely linked to the internationalization purposes, economical aims and desired ranking positions of the HE institutions around the world (Sanchez & Naar, 2020). Actually, the key success behind the national incentives for the internationalization process mostly lays on the achievement that the countries create in dealing with English. The more competent the nations are in English, the more advantageous they become in the global settings.

2.3 English as a Lingua Franca

Today, there are over 1.5 billion people who speak English and that number is rapidly increasing (Rogers, 2024). Of all the users of English around the globe, 80% of them are non-native speakers coming from the 'Expanding Circle' of Kachru's model (1985) and using English as a lingua franca.

Kachru (1985) introduced the Three Concentric Model with the term of 'World Englishes' in order to classify the countries according to the use and status of English. He specifies three concentric circles, namely the inner circle, the outer circle and the expanding circle and these circles symbolize "*the type of spread, the pattern of acquisition, and the functional domains in which English language is used across cultures and languages*" (Kachru, 1985, p. 12). The inner circle comprises of the countries using English as their native tongue such as the United Kingdom, Canada, Australia and the United States of America. This circle is also perceived as norm-providing circle because

these nations are the places where English first arose. The outer circle, which is also called as norm-developing circle, contains the countries where English is spoken as a second language like Singapore, Malaysia, Kenya and India. And the last one is the expanding circle which introduces English as a foreign language such as Korea, China, Japan and Türkiye. These countries are populated by non-native speakers of English who use it as a lingua franca to communicate with other speakers of English around the world.

Lingua franca is an expression that is utilized to refer to the contact languages spoken among the individuals who have different mother tongues (Seidlhofer, 2005). In the past, the languages of Portuguese, Arabic, Latin, French, Spanish and Greek were used as lingua franca. And today English has performed this function as of the late 16th century (Jenkins, Cogo, & Dewey, 2011). Firth (1996) defines English as a lingua franca (ELF) as "*a contact language between persons who share neither a common native tongue nor a common national culture, and for whom English is the chosen foreign language of communication*" (p. 240). This definition clearly states that English is picked up by the people coming from various culture and having different first language backgrounds as a shared medium of communication tool to interact with each other.

There are many factors which have contributed to the language of English to become a lingua franca. The prominent reason dates back to the beginning of the 18th century. Britain was the world's leading nation in the field of industry and commerce. By trading and colonizing, the British Empire led the English language to spread throughout the world. In the mid-20th century, the United States' dominance figure in the spheres of economy, science, politics, military and culture all took the expansion of English language further across the world (Reddy, 2019).

Subsequent fast advancements in the communication technologies, mass marketing, advertising, film industry, air transportation, intercontinental business and science have considerably triggered the English language to expand to the different parts of the globe. Today, it is the official language of the world organizations such as IMF, UN and World Bank (Zikmundova, 2016). Moreover, it is the language used in the international politic affairs, international sports, media, publishing, education, research and worldwide conferences. This dominant power around the globe has led the English language to accomplish a worldwide status. Therefore, in order to communicate with the rest of the

world and stay globally interactive, it has become a necessity for the non-native speakers of English to master the said language.

At the present time, the role of English as a lingua franca is pretty prominent at tertiary level of education because universities have become international settings as a result of the increasing academic and student mobility around the world. In these educational contexts where highly different sociolinguistic and cultural groups study together, English is embraced not only as the vehicular language for the exchange of ideas but also as the language of the instruction. Especially, with the introduction of English-medium programs at universities, students coming from various language backgrounds catch the opportunity of getting education outside of the local country by means of the role of EFL.

2.4 Internationalization of Turkish Higher Education

In the globalized world, so as to stay stand and attain success in the competitive environment across the overseas, Turkish governments also have taken certain strategical steps in enhancing the quality of tertiary level of education as a part of the internationalization process. As one of the primary aims of Türkiye is to get a role as a global actor, making crucial progress in the internationalization of HE institutions bears utmost importance.

In Türkiye, Turkish Higher Educational Council (YÖK), established in 1981 (YÖK, 2021), is the main governmental institution responsible for devising and controlling of all major directives and programs for Turkish HE. With regards to the statistics, year by year, Türkiye has shown considerable progress in developing its HE system. In 1981, the number of the universities were just 19; however, this number increased to 51 in 1992. In 2003, that number jumped to 53 and in 2024 there are 208 universities in total around the country and 79 of them are non-profit foundations. And according to the findings of 2023-2024, 3740171 students are enrolled in undergraduate programs (YÖK, 2024).

In 1984, with the acceptance of the Higher Education Act, Türkiye devised a foreign language teaching policy which emphasized the value of English as a medium of instruction at the tertiary level of education. With this enactment, the numbers of the universities offering EMI programs have increased with the purpose of improving national human capital with mastery in the language of English (Kırkgöz, 2017). Besides,

Türkiye has experienced a gradual grow of the multilingual model of EMI which offers a hybrid system instead of using only the language of English (Macaro, 2018). As of 2019, out of 10,396 undergraduate programs offered by 193 universities in Turkey, 2542 programs provide students with full EMI education, while 378 provide partial EMI. 28% of all EMI programs are, therefore, partial EMI programs (Yüksel at al., 2021, p. 4).

The signing of Bologna Declaration in 2001 was another strategic step that the country took to restructure its education institutions at tertiary level. In line with this Bologna Process, whose aim is to set up a common European HE area and European research area, Turkey is expected to adopt the changes happening in the global context (Yılmaz & Tütünsatar, 2017). The report states that "*Türkiye should fulfill the demands of the knowledge society by increasing its competitiveness in the world and also by becoming an effective actor in the areas of European education and research*" (Council of Higher Education 2007, p. 27). By being one of the signatories of the declaration, Turkish HEs can be evaluated in regards to "*their degree structures, student mobility, lifelong learning programs, quality assurance initiatives and also the social dimension influenced by Bologna Process*" (Furuzan, 2012, p. 107). Therefore, Türkiye has been pushed to undergo certain changes to keep pace with the international developments by fostering the capacity and standards of its HE systems.

In line with the Bologna Agreement, in order to increase the international collaboration and knowledge transfer, sustain student and academic mobility and enable lifetime learning programs, Türkiye has introduced different incentives including Erasmus Exchange Program, Mevlana Exchange Program, Project-Based International Exchange Program, Joint Education and Training Programs, Türkiye Scholarships and YÖK Scholarship for International Students.

In 2003, Türkiye attended the Erasmus Exchange Program so as to provide the students and teaching staff with the opportunity of both studying and working abroad as well as to attract foreign students from overseas to the country for educational purposes. According to the current statistics, in 2024, the number of the international students coming to Türkiye is 5452 whereas 4954 Turkish students have gone to European Union member countries to study (YÖK, 2024).

Mevlana Exchange Program which started in Türkiye in 2013 also aims to offer certain conditions for both Turkish students and learners coming from overseas to study abroad. The driving force behind this program is to support the exchange of learners as well as academic staff between Turkish HE institutions and the centers of other countries around the world. In 2024, there were 22 students to visit other countries to study and 130 of foreign learners coming to Türkiye to get education via Mevlana Exchange Program (YÖK, 2024).

Another major step that Türkiye has taken to internalize its HE system is Project-Based International Exchange Program in which universities create a mutual project about the related fields by cooperation and the chosen project is put into effect through the transfer of the students or academic staff.

Apart from the exchange programs implemented for the internationalization of HEs, Turkish government also has provided some payment under the name of Türkiye Scholarships to support the education of the international students across the globe as well as to offer the opportunity of getting education from the universities in Türkiye. The project is the country's biggest scholarship program, pulling 165, 691 appliers from 171 distinct nations in 2022 (Yang et al., 2023).

Different from Türkiye Scholarship, YÖK launched a scholarship project named YÖK Scholarship for International Students in 2016 and since then, BA, MA and PHD level intercontinental learners, having a seat in Turkish programs, are received scholarship per month (YÖK, 2021).

Joint Education and Training Programs, like aforementioned incentives, are also established for internationalization purposes by Türkiye. The program is based on the collaboration between Turkish higher educations and the higher education institutions abroad by offering a joint diploma to the students as a result of receiving fruitful education and training. In line with the latest regulations, YÖK approved 280 joint programs in Türkiye (YÖK, 2021).

By considering the educational reforms that Türkiye has put in place at tertiary level, it is evident that the country wants to play a prominent role in the global academic

environment as well as the local context. The students' numbers taking part in the mobility programs, the number of the students coming from overseas and having education in Turkish universities and the amount of EMI programs implemented at higher education in Türkiye have escalated. This success lays on designing and promoting fruitful programs which have mutual effects on each other. In other words, the introduction of EMI programs at higher education creates possible conditions for international students. Likewise, the increase in the numbers of the foreign students enrolled in Turkish universities push the leaders of HE institutions to integrate more EMI programs. The findings of the study of Dearden (2014) clearly demonstrate that one of the aims of Türkiye for the adaptation of EMI provision is to attract more foreign students from all over the world. Therefore, Türkiye perceives EMI use in tertiary level of education as a way to gain prestige in the international environment by gathering more overseas students. That is to say, EMI implementation is regarded as a necessity mostly to sustain the student mobility.

2.5 English as a Medium of Instruction (EMI)

The popularity of English across the globe along with its role of lingua franca have pushed the non-Anglophone countries such as Türkiye, Japan, China, South Africa, Canada and Kenya to place great emphasis on its education around the world. Having competency in the language of English is perceived as a compulsory requirement to open the doors of the global settings so different English-medium programs like EMI have been introduced by those countries. Although EMI has an ongoing popularity in all levels of educational settings (Dearden, 2014), its expansion is especially prominent in tertiary level of education (Wachter & Maiworm, 2014). Today, the number of the universities in the non-speaking countries offering courses in English is increasing and their main purpose is to widen their intercontinental positions and attract foreign students to their institutions (Moore & Finardi, 2019).

Although there are similar definitions of EMI in the revised literature, Dearden (2014) defines it as "*the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English*" (p.2). This definition clearly sheds lights on the fact that English is the only language used as a means to deliver the knowledge of the subject

matters to the groups coming from various linguistic and cultural backgrounds. Moreover, the statement of 'the majority of the population is not English' is also a point which does not exclude the native speakers of English within the target group. In other words, in EMI multicultural settings, although it is expected to find more non-native speakers of English, it is possible to offer education to the ones using English as a mother tongue.

In the reviewed literature, EMI is generally compared with the content and language integrated learning (CLIL) programs both to show the different aspects of each implementation and clarify what actually EMI is (Dearden, 2014; Kao, 2020). The main difference between these two programs is that in CLIL implementation, the purpose is both to acquire the language knowledge and the content information; in other words, CLIL aims to teach not only language skills but also the content knowledge of the subject matter. However, EMI is only related to delivering the content knowledge through English without explicitly placing importance on the language learning. That is, in EMI implementation, the aim is to teach the academic contents not the language itself. Another distinctive feature between these two programs is the language used. In EMI, just English is the vehicular language of the education; however, CLIL programs do not clarify which second language will be used to teach the academic subject matters (Dearden, 2014).

Major driving forces behind the implementation of EMI in tertiary level are various. The internationalization of the HE institutions (Macaro, 2018) to enhance the quality of the education which paves the way for possible opportunities in the international contexts is one of the most eye-catching factors of adapting EMI. Other prominent reasons are the desire of the recruitment of the foreign students from overseas and helping the local learners to foster their international skills (Wachter & Maiworm, 2014). Increasing the universities' prestige around the world along with upgrading their rankings to support their competitiveness in the intercontinental settings are also stimulating motivations for universities to introduce EMI programs in their education process. Moreover, with EMI use, it is also aimed to assist the students to upgrade their English proficiency levels (Richards & Pun, 2021).

Regarding the diverse factors abovementioned, Anglophone universities incorporate EMI courses in their curriculum programs. Macaro (2018) mentions four main EMI program implementations. The first one is 'Preparatory Year Model' in which the students in the

countries like Türkiye and Saudi Arabia attend a full intensive year of English language learning before studying their EMI courses. The second model is called as 'University Support Model' in which no preparatory year of education is provided but with the simultaneous support of the language educators, EMI is available for all the students. The third model is 'Selection Model' where studying at EMI programs is depended on attaining the required score from the tests specifying that the student is considered to have sufficient proficiency level in English. And the last one is 'Multilingual Model' which offers bilingual education to the students who enter partial EMI courses. While full EMI refers to the education process in which the first language is forbidden to use and the language of the education is in English, partial EMI is a form of program enabling a bilingual instruction and less than 50 % of the curriculum is delivered in English (Swain & Johnson, 1997, as cited in Wilang & Nupong, 2022).

As the expansion of English-medium programs around the world is so fast, scholars have shown great interest in this phenomenon and conducted various research. With regards to the covered literature, the studies are mainly based on both the content-teachers and the students' perceptions related to the implementation of the program (Baltabayev, 2020; Belhiah & Elhami, 2015; Comas, 2022; Simbolon, 2018). While some academicians and learners support the use of EMI in tertiary level of education (Çağatay, 2019; Derinbay, 2021; Despitasari, 2021; Huang & Curle, 2021), others oppose to the idea of adapting it at universities (Al-Masheikhi et al., 2014; Huang & Lan, 2017; Khan, 2013; Kırkgöz, 2014). Moreover, some researchers carried out studies to demonstrate the difficulties not only the lecturers but also the students encounter during the EMI implementation process (Alhassan, 2021; Demir, 2022; Derinbay, 2021; Ozer, 2020; Sert, 2008). The strategies they adopted in order to deal with the problems are also searched by some scholars (Ali, 2020; Hu & Lei, 2014; Sahan, Galloway, & Mckinley, 2022). As the field of EMI is so wide, more research should be carried out to analyze it in terms of different perspectives.

2.5.1. EMI around the world

The rapid growth of EMI programs at HE institutions in non-English-speaking countries has been one of the most eminent trends of the 21st century. Its expansion at tertiary level of education is specially the direct consequence of the need of internalizing the institutions (Macaro, 2018). Even though EMI programs are considerably widespread

among the Anglophone countries around the world today, its earliest birth was in Europe. Since the start of the Bologna Process, which aims to coordinate and integrate of HE institutions in Europe, EMI has been steadily used in the tertiary level of education in the European context.

The in-depth study conducted in 28 European member nations clearly reveals that these countries introduced EMI courses in their HEs as an intentional tactic so as to ease the drawing of the foreign students from overseas to their campuses and to enhance the local students' skills in the intercontinental contexts (Wachter & Moiworm, 2014). Moreover, the policies about the human capital, knowledge-based economy, novelty and internationalization that they embraced also paved the way for welcoming the EMI implementation at their HE institutions.

The international management program in Maastricht University was one of the pioneers of introducing EMI courses for the purpose of attracting international students. The success of this program has triggered the other universities to incorporate EMI programs across the Europe (Lasagabaster, 2022). Between 2002 and 2014, the growth rate of EMI implementation in European context was almost 1000 % with approximately 8000 programs (Wachter & Maiworm, 2014) and its expansion is still going on. According to the findings of the European Commission (2020), the number of the university students getting education in English in Central and Eastern European escalated from 9 % to 25% in the past three years.

Although many HEs around the Europe have accepted EMI programs to modernize their education systems, some countries such as Italy rejected the idea of its implementation at first on the grounds that using just English as the language of the instruction rather than Italian would hinder the education (Murphy & Zuaro, 2021). As the general English proficiency level of the Italian is low, the internationalization process of the universities became slow (Wachter & Maiworm, 2014). In spite of the contradictory views on its adaptation, the introduction of EMI happened in the Italian context in the 1990s and the number of the English-medium programs have increased since then. (Pulcini & Campagna, 2015). According to the findings of a survey, HE institutions in Torino, Rome, Milan and Bologna stand out as the leading universities which offer most of the EMI

programs and their implementations are higher in the departments of economics and engineering (Campagna & Pulcini, 2014, as cited in Pulcini & Campagna, 2015).

The similar opposition towards the implementation of EMI programs at HEs takes place in France. The background reason is the perception of the French who consider English as a threat to their national identity and language (Gallix, 2013, as cited in Hultgren, Jensen, & Dimova, 2015). Along with this, the low English proficiency levels of the French people puts a barrier for the development of English in HEs. Yet, because of being one of the signers of the Bologna Agreement, the government impulse about the internationalization, the impact of the exchange programs like Erasmus and the desire of sustaining the student mobility, France had to introduce EMI programs in HEs (Chaleat, 2018).

Unlike Italy and France, EMI programs show a fast-growing trend in Germany. The government's aim for EMI introduction is to elevate the number of the international students as well as the academic staff, to internalize the HEs and English-medium programs' positive effect on improving language skills (Hunter & Lanvers, 2021). Today, Germany is the country which has the highest number of English-medium programs at the tertiary level of education within the European Union (Wachter & Maiworm, 2014).

Another European country in which EMI programs are at largest numbers is the Netherlands. By the beginning of the 1990s, several HE institutions started to offer education through EMI and like other European nations, the main driving forces behind welcoming English-medium courses are the internationalization of Dutch universities and the recruitment of more international students. For this, there has been a considerable increase in the numbers of EMI programs in Dutch HEs. In 2019, Dutch universities offering the bachelor's and master's programs through EMI became one of the highest in Europe (Wilkinson & Gabriels, 2021).

As in the case of European nations, Asian countries also witness a considerable expansion in the switch of the medium of instruction in their universities and the number of the HEs embodied EMI courses has amplified in the countries like China, Japan, Vietnam and Taiwan.

The first introduction of EMI programs in China occurred in 2001 when the country joined in the World Trade Organization (Beckett & Li, 2012). The expansion was so rapid across the mainland. By 2006, 132 of the 136 universities around China offered education through EMI programs (Wu et al., 2010, as cited in Rose, McKinley, Xin, & Zhou, 2020). The Chinese government's goals with the integration of EMI courses in HEs is rooted in their wish to internalize the universities, to increase its HEs' ranking positions around the world and to improve the profile of Chinese HEs in the international contexts (Hu, 2019). Therefore, switching the language of the instruction from Chinese to English has become a common practice over the past two decades in the country.

The other Asian country which gives priority English as the language of instruction in tertiary level of education is Japan. Japanese Education Ministry launched a funding scheme for local HEs in 1995 with a short-lived exchange program in English to develop an EMI course. In order to internalize the Japanese universities to elevate the numbers of the incoming international students and to compete with 100 top university rankings around the world, the Ministery activated different projects one of which was 'The Global 30 Project'. With this implementation, Japan supported financial help for 13 Japanese HEs which centered on building EMI programs (Rose & Mckinley, 2018). Moreover, in 2009, Japanese Ministery initiated a new project aiming to upgrade the number of the students coming from overseas and to internalize HEs by underlining the increase on EMI programs (Aizawa & Rose, 2019). The number of the universities offering EMI courses increased and in 2015 over one-third of Japan's approximately 800 HEs provided undergraduate EMI programs (MEXT, 2015, as cited in Aizawa & Mckinley, 2020).

In Asian context, Vietnam is another country integrating EMI programs in its HE institutions. The implementation of these programs first started in the early 1990s and Vietnamese government launched a project called National Foreign Language to support the universities to incorporate EMI courses in their education (Nguyen Walkinshaw, & Pham, 2017). With EMI, Vietnam wants to expand and boost the cooperation in international contexts, sustain student and staff mobility and raise the institutions' profile and ranking (Tran & Nguyen, 2018). EMI is chiefly used in Vietnam through collaboration with predominantly English-speaking nations like the USA, the UK and Australia along with some European countries in which English is used as a lingua franca

because this cooperation is believed to develop and internalize Vietnamese universities (Nguyen et al., 2017).

The government of Taiwan also launched initiatives in 2002 which led to a considerable increase in the number of EMI programs around the country. Since then, the government provided different incentives in order to expand the EMI use and there was a dramatic growth from 16,450 EMI courses in 2009 to over 24,077 programs in 2014 (Tsou & Kao, 2017, as cited in Chin & Li, 2021). The Taiwanese government considers EMI use as an effective way of the university internationalization which paves the way for attracting international students and eases their connection with the domestic learners.

It is evidently clear from the countries given as examples from both European and Asian contexts that mushrooming of the EMI programs is the direct consequence of the governments' policies aiming to internalize their HE institutions. With EMI courses, recruiting the foreign students from different countries along with providing the local learners with the opportunity of getting education abroad with various student exchange programs is also wished for. The governments of the countries are quite aware of the fact that the EMI provision in HEs enhances the quality of education, which significantly contributes to foster the status of the universities within the international context. In addition to this, EMI implementation is also an effective means for HEs to increase their rankings around the world. Therefore, it is predictable that the numbers of the EMI programs will inevitably increase around different corners of the globe.

2.5.2. EMI in Türkiye

The speedy expansion of English across the world together with its role of lingua franca and the prominent effects of the globalization have also spurred Türkiye to foreground EMI programs in its HE institutions. Compared to other non-English-speaking countries, the introduction of EMI courses in Turkish context is not new and has a longer history (Kırkgöz, Karakaş, Panero, & Kavak, 2021).

Karakaş (2017) explains that EMI stream in Türkiye can be sectioned into two different terms: The first time covers the years of the 1950s and the 2000s when there were just a handful EMI universities which aimed to educate competent human resources for Türkiye. The purpose of these universities was "*to enable students who are registered at*

English-medium departments to access to scientific and technological information published in English" (Kırkgöz, 2005, p. 102, as cited in Kırkgöz et al., 2021, p. 70). In these initial EMI universities, the course content was delivered just in English in all the faculties, which means that they embraced an English only policy (Kırkgöz et al., 2021). Among these first EMI HEs, Robert College (now Boğaziçi University) stands out because it was the first university established in 1863 and provided education through English. After the foundation of Boğaziçi university, in 1956, the Middle East Technical University became the second HE to initiate EMI programs. And in 1984, Bilkent University, Türkiye's first foundation HE, adopted EMI implementation (Kamasak & Ozbilgin, 2021).

Türkiye introduced different policies in the early days of EMI use to enable its spread around the country. For example, it was in 1984 when the Higher Education Act was approved by the Turkish government to implicitly specify the contributing importance of English used as a means of language in the learning and teaching process. This law contributed to the spread of EMI universities across the country. Moreover, in 1996, the Turkish Higher Education Council offered a list containing criteria which was expected from HE institutions or departments to meet so as to use English as the medium of instruction. As a result of this regulation, the number of the universities adopting EMI programs showed an increase (Kırkgöz, 2017).

The skyrocketing rise in the universities delivering the academic courses through English began after the 2000s which Karakaş defines the term as the second phase of EMI trend in Türkiye. He states that different from the first term of EMI use aiming to develop local human capital, the second phase was the consequence of the external reasons like the internationalization of Turkish HEs and marketization (Karakaş, 2017).

The emphasis that Türkiye puts on the internationalization gained more attention with being one of the participant countries of the Bologna Process. The country signed the Bologna Agreement in 2001 and in line with this process, Turkish HE institutions need to own an accepted standard of quality so as to upgrade the conformity, motivation and internationality of the HEs across Europe (British Council &TEPAV, 2015, as cited in Kahvecioğlu, 2019). With Bologna Agreement, student and staff mobility have increased and because Turkish-medium education would not appeal to the international students;

the number of the EMI programs has rapidly elevated across the country. As Türkiye wants to attract more international students from all over the world (Dearden & Macaro2016), the government has introduced various incentives such as Erasmus and Mevlana Exchange Programs. So, as the number of the international students has increased, there has been a parallel mushrooming in EMI programs around the country.

Besides the internationalization of Turkish HEs and Türkiye's desire to draw more students from overseas to the country, economic and political reasons (Kırkgöz, 2017) along with enabling better career opportunities for the graduates are the motivating factors for the huge increase in the amount of the EMI universities. That increase can be attributed to Türkiye's strategic and effective policies implemented to attain success in both local and international contexts.

In Türkiye, EMI programs at HE institutions are offered in two ways; namely, full and partial. In full EMI programs, the language of the instruction is completely delivered through English whereas partial EMI programs specify that 30% of the course credits are conveyed in English. In order to enroll in these courses, the students are expected to attend in a preparatory year of language education in which they can enhance their English proficiency level. However, if the students prove that their English linguistic competency level is sufficient enough to study at their departments with the scores of national or international exams or if they get the required score from the in-house language proficiency tests administered by the universities, they can start their departmental education without joining in a preparatory language program.

Although EMI use is strikingly widespread among Turkish universities, its implementation has been a hot topic. While some welcome EMI courses for various reasons such as its contribution for learners to catch the opportunities in academic, social and business life in both local and intercontinental settings (Başıbek et al., 2014; Kahvecioğlu, 2019; Toscu, 2021), others do not support its integration by stating different reasons like its impeding effect on the content knowledge comprehension (Derinbay, 2021; Ozer, 2020).

In spite of these contradictory views, EMI courses have been embraced by universities for a long time in Turkish context. As aforementioned, Türkiye desires to stay strong in

the competitive globalized world; therefore, the country has taken strategical steps such as the internationalization of HEs in a response to the globalization. EMI programs can be the best exemplification of the internationalization activities. By implementing those programs, Türkiye creates the opportunities of obtaining success in economical, political, educational and business domains.

2.6 Studies on EMI

The ongoing popularity of EMI programs around the world has pushed both local and foreign scholars to carry out a wide range of research in different contexts. In this part, the studies on EMI implementation at tertiary level of education are divided into two parts, namely, the international context and Turkish context. Each context covers the content-teachers' views on EMI, the challenges they encounter on their EMI practice and the strategies that they adopt to handle with these difficulties.

2.6.1 International context

2.6.1.1 Content-teachers' views on EMI

Upon going an in-depth analysis in the literature, it can be concluded that the content-teachers in the foreign contexts share contradictory opinions related to EMI use at HE institutions.

Dearden and Macaro (2016) carried out a study with 25 academics from three different countries, namely Austria, Italy and Poland so as to investigate their perceptions towards the implementation of EMI in their universities. The researchers compared the results of these three European countries and found out that the opinions of the content-teachers regarding the incorporation of EMI program in tertiary education differs greatly from each other due to low language proficiency levels, the shortage of agency and general support for EMI practices. On the other hand, there is a common belief among the participants that EMI creates opportunities for their home students to work abroad and it is "*a passport to a global world*" and "*a key to success*" (Dearden & Macaro, 2016, p. 466).

Likewise, Yeh (2013) conducted research with 22 instructors working at both state and private universities in Taiwan to find out their views on EMI use. The results indicate that

a great majority of the lecturers supported EMI practice by expressing that English had a global status in the professional and academic world. However, they had opposing ideas with regard to English-medium instruction. While some participants believed that learners' linguistic knowledge improved as a result of the exposure to English, others showed great concerns about its negative impact on field-related knowledge acquisition, especially for the learners of low language proficiency level.

Another research whose findings also revealed lecturers' contradictory opinions about EMI use in tertiary education was conducted by Zaree-ee and Hejazi (2017). The researchers gathered the data from 60 academics working at a state university in Iran via questionnaires and structured interviews. The results demonstrated that although participants supported the introduction of EMI program in higher education for different reasons including the increase in academic materials and resources published in English, the necessity of language proficiency for employment and student mobility, they were against it for the reasons of learners' low linguistic knowledge which created obstacles in comprehending and translating technical terms.

In a similar vein, the research carried out by Nadri and Haoucha (2020) in Morocco revealed that even though content-teachers favored EMI in their university, they did not perceive it without its challenges. They stated that the difficulties related to the linguistic and pedagogical competence could put a barrier in a successful EMI implementation, so supportive resources for their language and academic skills should be provided to enhance the EMI program.

The findings of the study of Khan (2013) supported the results of aforementioned research in that notwithstanding being aware of the importance of English for a good job and career, the content-teachers underwent pedagogical difficulties causing by English. Due to the students' limited language knowledge, they experienced challenges in comprehending school subject matters. Therefore, according to the study, even though English-medium instruction was mandatory in Pakistani university, it was not successfully implemented.

The study of Floris (2014) conducted in Indonesia was also an exemplification that demonstrated lectures' different perceptions on EMI use. While academics held a positive

attitude towards adopting EMI by stating the reasons of its contribution to enhance their linguistic language proficiency and creating an opportunity for foreign students to attend the course, they perceived it as a challenge for the content comprehension. The learners' insufficient English level created a barrier for lecturers' instruction and explanation, which affected the students' academic success.

By the same token, the research carried out in Thailand and Vietnam by Sahan et al. (2022) unearthed the views of the lecturers on EMI practice. They stated that using English as a delivery tool for the instruction would enable an appropriate environment for language learning. However, they were of the opinion that mother tongue should be integrated when it was required and it was utilized as complementary for the academic disciplines explained in English.

2.6.1.2 Challenges the content-teachers have in EMI implementation

The covered literature obviously reveals that there are many studies centering on the challenges that the academics encounter during their EMI practices.

The study of Alhassan (2021), in which the data was gathered through semi-structured interviews with content-teachers and classroom observations, pointed to both language and pedagogical related problems that EMI teachers encountered in an Omani tertiary education. The results of the research demonstrated that academics' inadequate proficiency level of language caused them to feel unease and uncomfortable when delivering the academic contents in English rather than in their mother tongue. Because of not being competent in language use, EMI teachers couldn't simplify the relevant contents when necessary and highly depended on the subject matters presented in textbooks. Moreover, their use of accents along with changes in the accents and pronouncing of some words were stated to put a barrier to deliver the contents to the students.

The results of the research carried out in Vietnam by Nguyen and Nguyen (2020) also put emphasis on academics' language related problems as well as lecturers' pedagogical issues in EMI implementation. The learners were stated not to acquire academic knowledge in-depth and the content-teachers had to smooth and reduce the content owing to their low level of English proficiency, so not only the speed of delivering the academic

subject matters became slower, but also the quality of field-related knowledge changed into less deeper.

Another study belongs to Vu and Burns (2014) who conducted a research with 16 lecturers in Vietnamese context to uncover the challenges they faced in EMI use. The findings demonstrated that academics had difficulty in their own linguistic competence, learners' language proficiency level and their learning styles, pedagogical matters and the availability of the sources. Lecturers also presumed that they had to put more effort when dealing with the students having diverse linguistic abilities. In order to handle with this challenge, a proper EMI pedagogy, specially in the field of code- switching and translanguaging, was offered.

The findings of Shao and Rose's research (2022) conducted in China, Japan and Netherlands also emphasized the lecturers' concerns related to the students' English proficiency levels. The content-teachers believed that learning through the second language hampered the processing competencies required by the learners to attain success in their academic life.

In the study of Mouhanna (2016), carried out in the United Arab Emirates, the main challenge was stated as the learners' inadequate English proficiency levels, which had a negative effect on the students' participation and their learning process. Moreover, most of the lecturers stated that the students' limited language competence also affected their own teaching practices in terms of the scope of the delivery and the content depth.

In the study of Macaro et al. (2016), all of the content-teachers reckoned that even though the students attended and successfully completed the preparatory education, their linguistic knowledge was not satisfactorily adequate to begin their academic studies through English. Moreover, as it hindered the quality of teaching, some of the EMI teachers believed that language instructors should deliver all the subject specific vocabulary students needed for the first year of the EMI program.

The research of Belyaeva and Kuznetsova (2018), done in Russian context, also revealed the university lecturers' perspectives on EMI by declaring their challenges they face during their practice. They did not have complete satisfaction when the instruction

language is English because they believed that the students were not effectively constructing the content knowledge. Moreover, some of the academics put forward that it is the learners' inadequate English language competence, their limited terminological knowledge and inability to participate in classroom discussion which made the content-teachers' work challenging.

2.6.1.3 Strategies the content-teachers have to overcome the challenges

Upon going through the literature, it has been apparently found that there are some researches which provide the knowledge on the strategies that the lecturers adopt to deal with the problems they encounter on their EMI practice.

In the study of Hu and Lei (2014), conducted with the professors in an EMI Business Administration program in China, one of the academics expressed that he code-switched to Chinese when the content was fairly complicated to be grasped by the learners by adding that delivering the subject matters through English impeded a clear understanding of the topics. This finding was supported by the research of Comas (2022) in that teachers found implementing L1 based strategies like spontaneous translation of the terminology of the complex subject matters and translanguaging when the explanation of the contents was longer.

Along with shifting from the target language to the mother tongue, restating, repetition and paraphrasing were the other teaching strategies that the academics incorporated in the learning environment so as to make the comprehension of academic matters relatively easier (Hu, Li, & Lei, 2014). In line with this result, the study of Costa and Mariotti (2017) conducted in Italy also demonstrated that as well as the teaching tactics aforementioned, EMI teachers also spoke quite slowly in the target language for a semantically comprehensible understanding. In the same way, to facilitate the grasping of the content knowledge, Mckinley, Rose and Curdt-Christiansen (2022) pointed out in their research that the lecturers integrated semiotic resources in order to ease the content acquisition.

The other pedagogical strategies that the content-teachers adopt were listed in Hu and Lei's study (2014) which was carried out in China as follows: facilitating the textbooks' language, lessening spontaneous contact with the students and improvising, incorporating

a wide range of power point slides in their teaching practice, asking learners to deal with lecture readings to gain an idea about the content before attending the class and sticking to the lecture notes arranged pre-lesson.

The findings of the research conducted by Ngo, Ngo and Nguyen (2023) in Vietnam also reflected similarity with those already mentioned above in that lecturers employed the self-repetition as a strategy on their EMI teaching practice both for the meaning construction and encouragement. This strategy was believed to promote the clearness of the lecturers' instructions and eliminate the issues of the possible linguistic issues.

By the same token, the research of Li Jiang et al. (2019), carried out in Chinese context, emphasized the strategies the academics adopted to enhance their EMI practice. They stated that they integrated some pragmatic strategies to ease teaching and boosted the classroom interaction. Code-switching, rephrasing, repetition and using written prompts were declared to be the most frequently applied tactics by the content-teachers.

The findings of the study carried out by Chen, Han and Wright (2020) in China also demonstrated that the lecturers embraced translanguaging strategy as a remedy for the achievement of the learners' cognitive understanding. Moreover, the academics preferred to present the knowledge to the students through demonstrations.

All in all, the studied literature obviously unveiled the fact that although the content-teachers were confronted with certain problems on the process of EMI implementation, they embodied on various tactics such as code-switching, applying repetition, integrating visual slides and facilitating the language when transferring the knowledge.

2.6.2 Turkish context

2.6.2.1 Content-teachers' views on EMI

In Turkish context, the studies based on the lecturers' perceptions on EMI practice revealed that although the content-teachers supported the integration of EMI programs in universities, they did not find it without its challenges.

Sert (2008) conducted a research with 87 academics to gain an idea about EMI implementation. The findings shed light on the fact that 84 % of the teaching staff did not

encounter any difficulties while they delivered the contents through English. On the other hand, they stated that the problem they had in EMI course was about having an unlively and unenthusiastic classroom environment in which there was no humor.

Başıbek et al. (2014) also carried out a research with the lecturers from the faculties of Engineering of two state universities to uncover the content-teachers' views on the implementation of EMI at HE. The results demonstrated that the content-teachers supported to welcome English as a medium of instruction rather than Turkish as they presumed that EMI created opportunities for the learners to become successful both in academic and social areas along with the business life after their graduation. Furthermore, the research also revealed that students could study more about their fields through EMI program because they could reach more resources available in English. However, lecturers also declared that by considering the students' linguistic proficiency levels, lecturing in Turkish could be rationale to assist them to acquire the content knowledge much better.

Similar findings came out in a study carried out by Ölçü and Eröz-Tuğa (2013) who explored the general attitudes of 101 academics, half of whom were working at an English-medium university and the rest were lecturing at two Turkish-medium universities, towards using English as a medium of instruction as well as its impact on course efficacy. Data gathered by a questionnaire unearthed that both groups of content-teachers favored EMI use as they agreed that it eased the accessibility to more resources and scientific materials. However, both groups did not support the EMI practice for the content delivery by suggesting that teaching English to the learners as much as they could make use of it for academic matters was more effective than delivering the school subjects in English. They also added that lecturing in Turkish boosted learners' motivation by enabling them to be more creative and active during the lessons.

The findings of Kahvecioğlu (2019) also indicated that all the participants were content with the integration of EMI program as they were of the opinion that English was the most common language used in the field of education and academic resources; therefore, learners could reach and be knowledgeable about the international school subjects materials written in English. Additionally, the opportunity that the learners could catch to work abroad and at global job market was also reported as a positive opinion on the study.

On the other hand, EMI was perceived as a handicap for the academic success of the learners because they believed that content delivery could be problematic because of the different linguistic levels of the students.

Toscu's research (2021) on academic staff' views regarding EMI use at tertiary education elicited that adopting EMI practice set up facilities for learners to play a role in intercontinental settings outside of Türkiye for better job opportunities in the business life. Another result coming out from this study was about the students' academic success. The participants gave a common consent that EMI implementation assisted learners to reach more disciplinary related sources easily and it contributed to their academic achievement.

In another study focalizing on searching for lectures' perspectives on EMI practice conducted by Ozer (2020), the findings revealed that academics integrate different teaching methodologies in the EMI program to obtain success. They expressed that they used Turkish as a medium of instruction in the teaching process if the learners needed it to comprehend the contents. Besides, the majority of the participants agreed on the necessity of a training program for EMI and they also shared the view that there should be a collaboration between the content-teachers and language instructors in the Preparatory Year Program.

Kılıçkaya's research (2006) which was conducted with 100 lecturers in Ankara revealed a different result in that the instructors welcomed to adopt Turkish as a medium of instruction instead of English because they claimed that lecturing in Turkish improved the learners' comprehension much better. However, they put forward various concerns about delivering the contents through Turkish and EMI use like the available course materials in Turkish and English, the linguistic level of the learners and the students' eagerness to participate. Therefore, most of the academics preferred to use the combination of Turkish and English as a medium of the instruction.

With regard to the aforementioned research carried out on the perceptions of the academicians on EMI use in Turkish context, it can be deduced that even though the content-teachers were in favor of its introduction at HEs by reciting different reasons like offering the students ample opportunities in the social, academic and professional life

within both local and international contexts, they expressed their opposition towards its use because of the factors such as the comprehension matters that the students had due to their low linguistic levels.

2.6.2.2 Challenges the content-teachers have in EMI implementation

In the local context, there were also some scholars whose studies gave an idea about the difficulties that the lecturers experienced when they delivered the content knowledge through English.

In his study, Ozer (2020) collected the data via an open-ended questionnaire from 102 academics of a Turkish state university to investigate their perceptions on EMI practice as well as the problems they encountered during the process. The findings revealed that students did not have sufficient English language proficiency level and they were not adequately knowledgeable about the terminology of the subject matters. The deficiencies of these two crucial requirements put a barrier to lecture comprehension and a successful EMI implementation. Moreover, participants also echoed that as a direct result of the shortage of linguistic and technical knowledge, learners became reluctant to join in the discussions, which reduced the interaction in the classroom. Another impeding factor stated in the study was that respondents were of the opinion that EMI programs were replicated from other higher educations and that means of instruction did not contain the detailed guidelines as regards the lecturers' language practice in the class and language management.

Efeoğlu and Kılınçarslan's research (2020) also touched on the challenges that the lecturers experienced when they embarked on EMI teaching. The results indicated that the academics did not have the expected linguistic competence in English and they felt under pressure for this matter. Moreover, the learners' inadequate English level was stated as a major problem in the study. The findings of this research bore resemblance with the results of Turhan and Kırkgöz's (2018) in that lecturers perceived the students' insufficient level of linguistic knowledge as a main challenge in EMI practice.

In a more recent study, Demir (2022) had a research on the content-teachers' challenges in EMI program and the results drew the attention to the problems such as teaching the students having different language backgrounds and linguistic proficiency levels in the

same classroom, different levels of sources, meeting the needs of both local and foreign students having education in the same learning environment and putting so much effort to draw the learners' attention towards the lesson.

Gökmenoğlu and Burakgazi's research (2013) on EMI use also pointed out that lecturers faced certain difficulties in reaching cultural subject matter recourses, domestic students' insufficient confidence and the problems of the adaptation of the international learners.

In relation to the studies conducted on the problems that the academics confronted, it can be drawn the fact that the students' insufficient linguistic levels triggering comprehension issues along with the deficient terminological knowledge and learners' limited participation were among the challenges that the content-teachers met.

2.6.2.3 Strategies the content-teachers have to overcome the challenges

The covered literature evidently showed that there were certain studies which gave the essential knowledge about the lecturers' adopted tactics to combat with the problems they faced when they presented the subject-matter knowledge through English.

Demir's research (2022) unveiled that academics embraced a variety of teaching strategies in order to handle with the problems they encountered during their EMI practice. These tactics were clarified as providing understandable explanations of the theoretical based knowledge with easy examples, adopting alternative teaching techniques, offering individual assistance for the students who need further help, consulting practitioners, revising, asking questions, translating or clarifying again, offering the syllabus at the beginning of the lesson and elaborating on it by making every detail clear both in English and Turkish, summarizing in Turkish at the end of the lesson, being more active and using tone of voice to draw the learners' attention.

The research of Arkın and Osam (2015) also voiced the lecturers' adopted strategies. Content-teachers were stated to allocate more time for learners' responses by considering their linguistic problems. Furthermore, academics preferred to speak at a slower rate to assist the students to follow the content delivery. Repetition and rephrasing were the other strategies employed by the content-teachers. Providing the students with further examples

to illustrate the content was also declared in the study as a tactic that the academic staff take on.

Another study revealing the content-teachers' used strategies was conducted by Ege, Yüksel and Curle (2022). The findings showed that academics embraced various discourse strategies most of which were about self- rephrasing and code-switching to overcome the problems related to the linguistic issues and enhance the learners' understanding.

Kırkgöz et al. (2021) also underlined the tactics that the lecturers applied during their EMI teaching practice. The results evidently indicated that teaching staff translanguaged with regards to the complexity of the subject matter and the students' linguistic proficiency level. It was stated that by translanguaging, they eliminated the communication breakdowns and built a rapport with the learners. Moreover, this strategy was explained to assist to draw the attention of the students and enabled them to hold it during the sessions.

All in all, with reference to the findings of the abovementioned studies, it is noticeable that the content-teachers designed selected strategies including shifting from English to Turkish, paraphrasing, providing the students with more exemplifications, making the language used easier and speaking at a slower pace.

CHAPTER 3. METHODOLOGY

In this section, the research methodology of the study is displayed. At first, the general framework of the research design is explained. In the second place, the setting and participants are presented. Data collection procedure and data analysis were clarified in the last part of the chapter.

3.1 Research Design

The purpose of the study is to investigate the viewpoints of the content-teachers regarding the use of EMI at HE institutions as well as their perceptions on its advantages and disadvantages. The research also aims to reveal the problems that the academicians encounter in the process of transferring the course content through English along with the strategies they adopt to deal with these challenges and what suggestions they offer for a better EMI program. In this respect, this research searches for the answers of the questions below:

1- What are the content-teachers' views as regards the advantages and the disadvantages of implementing English-medium instruction at HE?

2- What problems do content-teachers face while teaching the contents through English?

3- What strategies do content-teachers use to cope with the challenges?

4- What suggestions do content-teachers offer for the enhancement of the EMI programs?

The current study has been organized as an interpretative phenomenological approach (IPA) as qualitative research because the purpose of the IPA is to investigate comprehensively the stakeholders' opinions on the subject being explored (Smith, Jarman, & Osborn, 1999). Moreover, IPA provides the investigator with the eminent opportunity to gain an idea about the deepest reflection of the 'lived experiences' of the responders. In addition to this, IPA paves the way for creating possibilities for many participants who share similar experiences to express their stories deprived of deformations. (Alase, 2017). In line with this idea, Creswell (2012) clarified that "*a*

phenomenological study describes the common meaning for several individuals of their lived experiences of a concept or phenomenon" (p. 76). In this regard, so as to figure out the content-teachers' general views on EMI implementation accompanied by its positive and negative sides, the challenges they experience and the strategies they apply followed by the suggestions they put forward, semi-structured interviews containing open-ended questions has been used to gather data based upon the experiences of the interviewees. Furthermore, two other research method models are also utilized; namely, a focus-group discussion and classroom observations. Cohen, Manion and Mornison (2007) hold the opinion that if a research is drawn on a unique method of data gathering, the findings can be deformed. Therefore, three different methods are integrated for assembling the facts.

3.2 Setting and Participants

This research was carried out in a state university which offers full-EMI programs in its three certain departments; namely, the Faculty of Medicine, the Faculty of Engineering and the Faculty of Social Sciences. At this HE institution students are expected to reach a certain level of language proficiency in order to receive education in these Faculties that implement 100% EMI courses. To evaluate the learners' current linguistic competency level, students registered in EMI programs, are given an English proficiency exam provided by the School of Foreign Languages at the institution. The ones who get a score of 60 or above from this required exam are entitled to skip the preparatory education process and begin to study at their Faculties. However, the students who fail to obtain the passing grade from this proficiency exam and are considered to have insufficient English language skills have to attend a one-year preparatory education program to enhance their competency in the target language.

As the purpose of this study is to display the content-teachers' views on EMI implementation, the population of the current research was the lecturers delivering the contents through English from the three departments previously mentioned. Considering the volunteering to take part in the study, it was conducted with a total of 24 content-teachers 10 of whom attended from the Faculty of Medicine, 5 from the Faculty of Engineering and 9 from the Faculty of Social Sciences. No limitation was applied to the age, work experience and study backgrounds of the participants. Only the lecturers' experience of using English as a language of instruction was taken into account.

3.3 Data Collection

In the current study, 3 different qualitative research instruments, namely one-on-one semi-structured interviews, a focus-group discussion and classroom observations were used. The data recruitment stage was divided into three phases:

First, semi-structured interviews with 24 content-teachers attending from three different Faculties, namely the Faculty of Medicine, the Faculty of Engineering and the Faculty of Social Sciences, were held.

In these interviews, the questions asked by the researcher was divided into three parts. In the first part, there were open-ended questions to find out the general perceptions of the academicians towards the implementation of EMI. The second part contained the questions aimed to discover the content-teachers' problems they encountered during their teaching practice through English as well as the strategies they adopted to handle with these difficulties. In the last part, the researcher asked questions to learn about the content-teachers' suggestions to make an improvement in EMI programs. All the interviews were audio-recorded by consulting the lecturers' consent.

In the second phase, after analyzing the findings of the individual interviews, a discussion focus-group involving 6 members was set to generate data that provided a deeper understanding of the phenomenon. The researcher held a meeting with this discussion focus-group participants on the Zoom platform, which approximately lasted for an hour. For better scrutiny of their knowledge, attitudes, beliefs and ideas on the issue, the researcher asked four main open-ended questions covering sub-questions during the meeting. Additionally, the meeting was recorded to be transcribed by the researcher for the analysis later on.

As a last stage, the researcher attended classroom observations based on the results of the interviews held with the lecturers. In this type of the observation, the researcher collected the data in the target groups' natural environments, that was in the classrooms. The total amounts of these classroom observations were 4. They were overt observations because the researcher had to consult the lecturers' consent to be able to monitor the classroom environment. In these observations, the examiner focused on the issues interviewed with

the academics to have a deep analysis; therefore, an observation schedule containing specific statements was prepared before. By taking these statements into consideration, the researcher took the field notes. However, the classroom observation sessions were not be either audio or video recorded because of the ethical issues.

3.4 Data Analysis

In this section, the general structure of the data analysis process of the current study is presented. As the researcher embarked on IPA approach, which was fairly effective in allowing to investigate and clarify 'the lived experiences' of the responders, to conduct the research, a descriptive and interpretive data exploration was embraced. Another reason of adopting IPA based on the assumption that it provided the mean to a reliable and elaborated way of examining the data. This fact can be supported with the view of Smith et al. (2009) on IPA that "*researchers who familiarize themselves with it will be able to produce more consistent, sophisticated and nuanced analyses*" (p. 5). Therefore, the researcher attempted to undertake a detailed, stable and multifaceted examination by reflecting and interpreting the common and distinctive experiences of the participants regarding the phenomenon under the investigation.

Miles, Huberman and Saldana (2013) emphasized that acceptable and reliable analysis needed to be organized rigorously to address the research questions. By taking this into consideration, in order to decompose the data, a painstaking, systematic and detailed manner was taken on to grow the reliability of the study. For semi-structured interviews and focus-group discussion, the researcher followed the same route to analyze the obtained data. First, the audio recordings attained during these meetings were transcribed with the help of the program called 'MAXQDA' to have a comprehensive examination. Each interview and discussion session were read carefully to capture the general picture. This initial reading provided the researcher with the general idea of the whole data. In the following re-read phases, specific and striking parts were highlighted with different colors to return back. Upon in close interaction with the transcripts, possible codes were designed and certain themes emerged. In accordance with these codes, regarding the connections, they were re-organized by identifying conceptual similarities and distinctive features. As a result, certain categories were also represented. Each code was identified and the exemplification of the extracts taken from the participants was provided to

demonstrate that coding performed correctly. Tables and the figures of the categories and codes were additionally offered in the result section of the study.

For the observational data, the field notes taken during the classroom observations was organized by analyzing whether the data obtained by the examiner corresponded to the ideas and themes that the content-teachers put forward before and they were classified in accordance with their commonalities and discrepancies.

CHAPTER 4. FINDINGS AND DISCUSSION

4.1 Content-teachers' General Attitudes towards EMI Use

In this section, the interview data was analyzed and presented with regard to the content-teachers' views on EMI use, the advantages and disadvantages of EMI implementation, the problems that the lecturers have during their EMI teaching practice, the strategies they apply to deal with the problems and their suggestions for a better EMI program. The findings were illustrated in figures and tables along with categories and codes.

4.1.1 Content-teachers views on EMI implementation at universities

The first question was asked to the participants to find out their perceptions on EMI use at HE institutions. As illustrated on the figures below, the analyzed data evidently revealed the fact that 41,60 % (10 out of 24 respondents) fully supported EMI practice and found it as a fruitful program. However, when the raw data was explored, it became apparent that 25 % (N=6) of the all participants opposed to the idea of the implementation of EMI programs at universities by clarifying various reasons. Along with these, there was also a group of the content-teachers, including 33, 30 % (N= 8) of the interviewees, who supported the integration of the EMI course but they did not find it without its challenges.

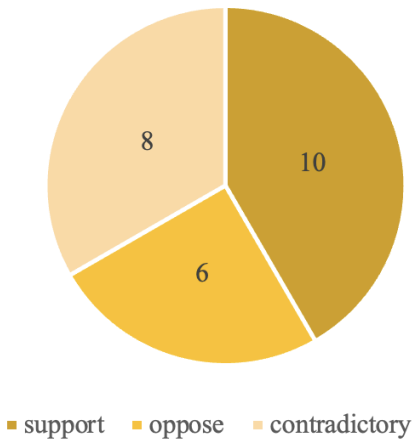


Figure 1. Content-teachers' views on EMI implementation at universities

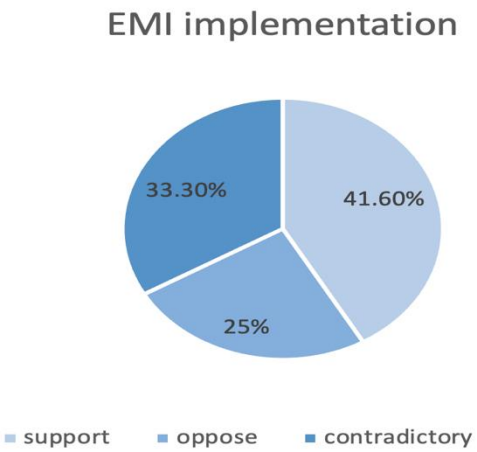


Figure 2. Percentage of the content-teachers' views on EMI implementation

Among the 10 respondents, having a positive attitude towards EMI practice, CT7 and CT21 were the ones who held the opinion that EMI programs should be applied to the universities because the language of the literature was not Turkish and the literature published in English was much advantageous.

"*Because Turkish is not rich in terminology in the field of Engineering. Unfortunately, we did not create the literature. I wish we did, but we did not create the literature.*" (CT7)

"*Education in English is more beneficial because the literature in English is more widely used in the field of international relations.*" (CT21)

In a similar way, CT5 and CT16 were of the opinion that EMI programs should be included at universities as the language of the science around the world is English.

> If I consider specifically our field, as the language of science in the world is English and sources and the written books published in English are mostly widespread, that is, you need to know English in order to follow the current agenda, write and draw something and publish in good places. (CT5)

> I can talk specifically about the Faculty of Medicine because my experience is in that direction. I support it because medicine and science are taught in English. Yes, after graduating from medical school, the education of my friends will not end, I am sure it is the same in other professions. But since I have experienced it, let me tell you, we still read articles and follow the developments, and this is

> also in English. I have to do it, therefore, when the medical school graduate has mastered the medical terminology, he can follow the updates much more easily. (CT16)

CT6 was also one of the 10 respondents welcoming EMI implementation in tertiary level of education and clarified that English publications are more common and are followed on a large scale around the world.

> At least in our field, the majority of academic publications written are in English. It is actually being followed all over the world through English broadcasting. When local publications are made, the voluntariness of the articles and works written is actually very low. Therefore, in this sense, there is a pressure that the foreign language should be English, so this is not only in Türkiye. In fact, all over the world in general, we can even say that in China, for example, there is actually a pressure to publish in English, but of course, in terms of mastering the terminology, it can be easier to go through English in the lessons. (CT6)

CT1 supported the view of CT6 in that accessing the publications written in English rather than the local ones is more advantageous by noting:

> So, I can say this about our own department, at least about the Social Sciences. It is a program that reaches a very international level. Therefore, it is not very positive for a department that has such an international reach to remain local. Speaking the same language is the primary thing in communicating with outsiders and abroad, both in accessing resources and materials. (CT1)

CT13 approached the situation from a different perspective which emphasized that EMI programs opened the ways for drawing the foreigner students from the international settings.

> The program is actually a good way to recruit international students. The fact that we have programs that provide education in foreign languages enables us to accept international students into the program. This is actually an enriching experience for the students. (CT13)

Another participant, CT20, holding a positive perception on EMI use at universities, also evaluated the situation with a different viewpoint by citing the crucial contribution of knowing vocational English if any one wants to be an academician.

> If you want to be an academician, you need to have a good command of a foreign language. This could be law or medicine. The English you learned in high school is of course a good thing. It is a great support, but you must have received a separate professional English education in your field. (CT20)

Similarly, CT17 found EMI courses profitable because of enabling a better program efficacy.

"*I can say that the efficiency is higher in programs administered in English.*" (CT17)

Unlike aforementioned supporters, according to the findings, one- quarter of the academicians (N= 6) were against the implementation of EMI courses at HE institutions by putting emphasis on the fact that it would be more beneficial if the education is provided in the mother tongue to the students.

For example, CT2, CT4 and CT22 who were from the Faculty of Engineering, concurred on the viewpoint that the education should be delivered in Turkish.

"*I hold a negative angle on EMI programs. Let me summarize the issue with this sentence: Vocational education should be in the mother tongue.*" (CT2)

> So now I am a person who advocates education in the mother tongue. Rather than teaching English here, I want to convey the best information to the students. I don't know if this can be achieved in English. But personally, as far as I can see, the students do not have such high proficiency level of English, so they do not understand, they cannot learn. Then when they graduate, this turns out to be a huge shortcoming. (CT4)

> I am in favor of education in Turkish. Because if a person has learned some terms and terminology in Turkish since primary school, that is, from the age of 6 until he goes to university, and has not received foreign education, this becomes a problem. (CT22)

Likewise, CT9, from a different faculty, emphasized that it would be more beneficial to provide education in the mother tongue, especially for undergraduate students.

"*I do not think it is a very good idea for an undergraduate degree. I believe that basic knowledge can be acquired better in our native language.*" (CT9)

Another interviewee dwelled on the issue of acquiring knowledge better through Turkish was CT15 and it was voiced that the students gained the content information more successfully in the mother tongue compared to English.

> More is learned in the mother tongue, but in the other language, whether it is English or other languages, it seems as if the student learns less there, but maybe the majority may not think like me, but my own opinion is that if the student does not concentrate on the subject as a problem, language is a secondary issue. (CT15)

The studied data also reflected a separate theme for the participants who both supported and opposed to the EMI integration at HE institutions. In other words, one third of the respondents (N = 8), welcomed EMI use in university education; however, they did not perceive it without its challenges. For instance, CT11 and CT12 were working at the same faculty and they shared a very close viewpoints in that EMI courses were beneficial because students were able to reach current knowledge and follow the literature published in English; on the other hand, during the bedside training, students had to speak Turkish to patients and were expected to know Turkish terminology of the illnesses; therefore, rather than a single medium of instruction based on English, a system in which both languages were used in balance should be implemented.

> Now, when it comes to medical education and clinical training, that is, when they are alone with Turkish patients, students want to know Turkish terminology a lot. Students' concerns are partly related to understanding. After transferring English terminology, students may have difficulty in mastering the Turkish terminology of diseases. However, learning through English is beneficial as one can access to scientific information more easily. (CT11)

> This may change depending on the situation. The department of medicine is a slightly different field. The literature is entirely in English. Therefore, a good command of English is a must. Current sources published in English are now very widespread. Since the speed of information production is very high, you must know English in order to stay up to date. But, there is such a situation in medicine, after a while you have bedside training, you need to speak Turkish with patients, you need to translate your information into Turkish and convey it. Therefore, I think it would be right to use both languages in balance in the education. (CT12)

In terms of EMI use, CT8 and CT10, coming from the Faculty of Medicine, also had contradictory opinions:

> I think it depends on the students' interest. I believe that English is very important for students who are considering specialization to stay in the academy, especially in terms of reading literature, but I am of the opinion that English education does not have much of an advantage for a physician who will work in the market. (CT8)

> Actually, this is a somewhat controversial issue. I have worked in the curriculum and while working, I supported the idea that this job should be in English, but when it is put into practice, I think our social preparedness is not very ready. I think why it should be in English, because the language of science in the world is English and if we do not receive education in English, we cannot decipher the professional language of that scientific language. Especially in professions like ours where a lot of terms and expressions are used, that's why I think it should be like that, I believe that 70% and 80% should be in English, but are we ready, can we implement this as a society? It's a bit debatable. (CT10)

In a similar vein, CT18 took both a supportive and opposing approach to EMI practices by expressing that in terms of resource accessibility, integrating those programs were beneficial, but because of the students' insufficiency in linguistic knowledge, the content information couldn't be grasped.

> I have two different thoughts here. So, in my opinion, I say both Yes and No to this question, so let me tell you the reasons why I say Yes. First of all, there are definitely a lot of resources available when education is offered in English. The biggest reason why I said no is this, I think it is more related to the students' profile. As far as I can see, at least for the students in our department, there is a situation where students cannot fully understand the content information given in this way. (CT18)

Another participant, CT14, approached the situation from a different perspective and cited that the applicability of EMI programs may vary depending on the departments that the student studied.

> I think it may vary depending on the department and courses. For example, if you are teaching a law course about Türkiye, it would be more appropriate to explain it in Turkish. But if you are studying Roman law or something else, it can also be in English. Therefore, the content of the departments and courses is important. (CT14)

4.1.2 Advantages of implementing EMI programs

The second question was asked to discover the content-teachers' views on the advantages of EMI programs' use in tertiary level of education and upon investigating the data, it was found that the easy accessibility to the materials and sources stood out as the most frequently cited benefits of EMI implementation with 13 (54,1%) respondents. In the second place, increasing the students' exposure to English resulting in language development was reported by 7 (29,1%) participants. The opportunities that the learners catch in the international settings to do a master or doctorate degree was the third commonly stated advantage of integrating EMI programs in the universities by 6 (25%) stakeholders.

With regard to the responses of the 24 content-teachers 4 main themes emerged in terms of EMI use contribution; namely, professional development, professional life, international education and learning environment.

4.1.2.1 Professional development

Analysis of the interviewees' replies made it apparent that the professional development was related to on the behalf of both the students and the content-teachers. As mentioned above, more than half of the interviewees (N = 13) found EMI programs advantageous due to having an access to English materials and sources easily. For example, CT1 elaborated on this issue and perceived EMI programs as a chance for accessing the materials in the target language by comparing Turkish and English published textbooks, which were claimed to be completely different in terms of the content.

> (…) As I expressed before, easy access to the materials. The Turkish textbook explains one thing, the English textbook tells something else, for example. The two worlds are completely different from each other. We, for instance, use the textbooks of the top 50 universities in the USA, but Turkish departments do not have this chance. They use a textbook written by a teacher from Anatolia. Therefore, EMI implementation is crucial in regard to the material accessibility. (CT1)

In a similar vein, CT13 shared a common idea in that reaching materials and sources from all over the world published in English was so advantageous:

> I can state that preparation for the lesson from an English textbook is more beneficial because you can find the resources globally and you can make use them more easily in this sense. This is the first point. And the second point is that, for example, our students can access to everything. It offers such a big advantage. The textbooks that you use become compatible with the language of the lesson then. (CT13)

Likewise, CT16 specifically emphasized the significance of the use of English as the language of the instruction because students were reported to gain the opportunity of attaining relevant materials and articles both during the education and after their graduation.

> In my opinion, the most prominent advantage is accessing the materials actually. Not only textbooks but also later on articles in the students' professional lives or

> guide books to follow the medicine based on the evidence... Because all of them are written in English. Of course, some translations can be done at certain stages, but reading the original ones is highly crucial. (CT16)

The positive impact of EMI use on reaching material availability was also elucidated by CT5 by stating:

"*As English is the universal language around the world, the students are able to reach every material more easily. Thus, they can enlarge their current knowledge. They can cover the terminological information.*" (CT5)

Regarding the accessibility of the materials, a small number of the participants (N= 4) also brought up another important benefit of integrating EMI use in universities: following the current literature. CT20 and CT21 had a parallel thought in that receiving education through English paves the way for both the content-teachers and students to follow the ongoing literature released in English which were commented as more qualified compared to the translated ones or published in Turkish.

> (...) As I had always planned of being an academician since from the first days, I thought that I would not have difficulty in following the scientific publications, magazines and books. Because we knew that the considerable amount of Turkish publications were the books which were formed by drawing on the sources from 10 years ago. Their renewal is not very frequent. However, an academician needs to get ahead of textbooks and definitely follow the publications, literature and magazine. For this reason, as the language of the science is English, you require to know English at a level close to your native language. The advantage is this. (CT20)

"*In international relation department, the literature published in English is more powerful and used more widely. So, providing education through is more functional in this regard. Because the materials translated are lack of quality and they are inadequate.*" (CT21)

Moreover, in line with the findings, 6 out of 24 respondents found EMI programs gainful because of enabling the students with the opportunity of doing a master or doctorate

degree in the international settings. For example, CT3, CT5 and CT13 acknowledged in a similar way that students' getting education through English undeniably offers them a good chance to continue their academic career abroad for their master or PhD degree.

> Of course, the most striking advantage is getting the opportunity of doing a master degree or etc. abroad. Before, I lectured at Turkish departments, too. Therefore, I already know the differences between the two. It is becoming challenging for the learners graduating from the faculties offering education through Turkish to open the doors of the intercontinental settings. When they go with Erasmus Program, they face many difficulties. Therefore, getting education through English creates considerably a big difference. (CT3)

"*(....) teaching through English stands out as advantageous for the students to improve themselves in their academic career and continue their studies abroad. It helps the learners to become eligible to do a master or doctorate degree in overseas*." (CT5)

> I also graduated from a faculty offering 100% English education. Than, I went abroad for my doctorate degree. I stayed in Canada for 5 years. During this time, I was unaware how I could use English in communication. I even had huge worries about that. When I started to attend the lessons, participate in laboratory and communicate with the teachers in the departments, I can say that the alienation rate was nearly 10%. I mean that I adapted in a very short time. I am strongly sure that if I hadn't graduated from a faculty providing 100% English education, I would have had lots of challenges in these areas. What I want to express is that especially, for example, for the students having a desire to go abroad to do a master or doctorate degree, the faculties offering 100% English education is a must. (CT13)

4.1.2.2 Professional life

Data analysis revealed that the 2 respondents, CT17 and CT3, perceived EMI programs useful in terms of their undeniable contributing impact on offering chances to the students in their professional life.

> Being educated through English creates a substantial difference in the professional life. The professional life has a thought as follow: having taken English lessons, expressing yourself in English, doing homework in English, entering the exams, listening to the lectures in English is a big advantage for our companies. And employ our students. (CT3)

"*(...) so, it is required for students to have competency in following the books published in English. That is, the salesman who doesn't know English is not accepted in both academic fields and professional life*." (CT17)

A further advantage raised by CT1 relates to the fact that students obtain opportunities in the intercontinental platforms when their education is conveyed in English.

"*(...) the students become master in English and thanks to this, they have a chance to stand out in international arenas. Both in the labor market and in terms of education*." (CT1)

4.1.2.3 International education

In line with the findings obtained in the interviews, a respondent evidently highlighted that completing an EMI program aids students to get equivalence in overseas.

"*When our students try to get equivalence abroad, the advantage of having finished a program in English is great. It starts not directly 1- 0, but maybe 3-0. Because Turkish is not a valid language around the world.*" (CT10)

Moreover, one interviewee put emphasis on the fact that the implementation of EMI programs enabled to draw foreign students from overseas by clarifying that:

"*In fact, it is a good procedure to accept the international students to the program. The availability of the programs offering education through English allows us to accept the international students. This actually becomes an enriching experience for the students.*" (CT13)

CT4 brought up another significant point and evaluated the matter in terms of the university advertisement to the foreign learners.

"*The integration of EMI programs at higher education enables that the university or the department will be better advertised to the foreign students.*" (CT4)

4.1.2.4 Learning environment

The last category emerged from the interviews was designed as learning environment whose subtitles involved individual language development and teaching practice.

Analysis of the responses of the participants showed that EMI programs were perceived as gainful because of its contribution to linguistic enhancement. 7 out of 24 (29,1%) respondents voiced a similar opinion in that delivering the content through English paved the way for an increase to expose the students to the target language, which results in a considerable improvement in their English language skills. CT7 specifically stressed the learners' language progress after they started their departmental education by uttering:

> Our students attend a year of preparation education to acquire general English. But they are not equipped with terminological knowledge. When they start to get education in our faculty, they have to read a wide range of articles written in English. In a way, this means that their exposure to the language inevitably increases. Therefore, their linguistic levels are upgrading. (CT7)

Similarly, CT6 drew attention to the fact that integrating English as a delivery way for the content knowledge during the lessons enabled the students to familiarize with the language more as a result of which their understanding in the target language improved:

> If we evaluate it in term of its advantages actually, its boosting effect on foreign language development(...)Because the students get exposure to the language more often and approximately a student has 6 or 7 lessons in a term, so this means that, that student exposes to this language extensively. Therefore, with this program, students' linguistic proficiency level increases. (CT6)

Another common view on language improvement was pointed out by T24 by clarifying:

> Transferring the content knowledge through English during the lessons helps the effective use of the language of English. The necessity of speaking English in the classroom or answering the teachers' questions in English or covered

> departmental textbooks written in English all remarkably contributes to the students' language development. (CT24)

Unlike the views previously stated, CT4 evaluated the matter in a different perspective and noted that lecturing in English brought about a flourishing effect on the lecturers' own linguistic knowledge level.

"*(...) as I am trying to improve my language skills, I perceive my lecturing hours as a practice in English. It eases the use of English in my daily life*." (CT4)

The interview data also demonstrated that 1 content-teacher touched on different points which were related to the relationship between the local and foreign students in the classroom. CT17 welcomed the use of EMI programs owing to the fact that transferring the knowledge of subject- matter opened the way for creating a close interaction between the domestic and the learners coming from overseas. The second point he elaborated on was about the positive effect of foreign students' speaking English on Turkish learners.

"*Teaching the course in English is not to put pressure on Turkish students, but to conduce to integrate them with foreign students*." (CT17)

> The integration of the international students makes contributions to the lesson. Because they also encourage other friends. For example, there is one student, hesitant to ask a question, will my friends judge me? For instance, an Erasmus student asks me a question there. She doesn't consider grammar rules at all, for example. Is that true or false? She somehow is trying to express the question. I can state that when the other students witness this, they gain courage, too. (CT17)

Another prominent idea put forward to in the interviews was reported by CT10 who claimed that conveying the content through English supported the lecturer to be more focused during the sessions.

> When the academician delivers the content through English, the lecturer focuses on the content more. While lecturing in Turkish, the academician is also distracted. Frankly, the flow of this is a bit disrupted. For example, in terms of

our branch, it shifts to professional experiences and turns to past stories rather than the subject of the course. English has such an advantage. Since we do not like English a lot as a society and want to speak it, transferring through English is provided without any details and without moving on to the social side, but by focusing directly on the lesson. (CT10)

Table 1. Codes and categories of the advantages of EMI implementation

Professional development	Accessing to materials and resources easily Having an opportunity of doing a master or doctorate degree abroad Following international publications Following current literature Easy access to quality materials Improving the lecturers' own linguistic knowledge
Professional life	Catching opportunities in the international settings Finding opportunities in business life
International education	Advertising the university or department to foreign students Opportunities for students to receive equivalence abroad International student recruitment
Learning environment	Exposing the target language more and enhancement in English language skills Lecturer's becoming more focused when delivered the content through English Opportunity to communicate more easily when travelling abroad for conferences Helping local and foreigner students to interact more when conveying the knowledge through English Foreign students' speaking English encourages Turkish students to speak English

4.1.3 The disadvantages of implementing EMI programs

With regard to the examined data, it became apparent that the participants have varying perceptions related to the negative sides of EMI use at higher education. For example, 2 interviewees shared similar views that lecturing in English took more time compared to Turkish instruction and the speed of the transfer of the content knowledge slowed down.

> When even simple topics are mentioned, in fact, as the students have not mastered in the language yet, something that you can explain in Turkish in maybe 2 minutes and which the students can easily understand, make take a total of half an hour or even 1 hour to repeat over and over again during the lessons. Therefore, there is a time cost involved. (CT6)

"(*...) there is anxiety about whether to be understood or not, sometimes the delivery speed of the lesson may slow down*." (CT10)

Another prominent disadvantage revealed in the data analysis was that 2 content-teachers had a parallel thought in that the Turkish equivalent of English terminological expressions did not fit very well.

"*Many words in English...pulp extrusion. Was I able to explain? It is difficult to find Turkish equivalents for such words. You will learn it, you will make sentences with it. Frankly, I give the terminology in English*." (CT2)

"*Not every concept has an exact Turkish equivalent in our field (...) there are different Turkish translations. Therefore, defining the terminology exactly in Turkish can sometimes be challenging*." (CT17)

A third issue brought up in the interview touched on a unique drawback which was about transferring thoughts but not emotions. CT12 whole-heartedly highlighted that conveying the feelings became strenuous because of the insufficient English proficiency level of the students.

> Even though you are conveying emotions, it is harder emotions to get across. You know, on the student side, there is something like this. There are foreign students and they have a good command of English. They can understand, I

> mean, if the other person has a good command of English, you do not have actually a big problem. But, you have a problem with a student whose English proficiency level is not that good, since you are not as successful in conveying emotions as you are in conveying thoughts. (CT12)

In a similar vein, an interviewee also concurred that lecturing in English could harm the natural condition of the lesson if the linguistic level of the academician was not satisfying at all.

> (...) There are some academicians who have stayed in the countries where that language is spoken for a longer time. But if you are not one of them, of course, in a sense, it spoils the naturalness of the lesson, reduces spontaneity and mutual communication. (CT13)

Table 2. Codes of the disadvantages of EMI use in tertiary level of education

Turkish equivalents of English terminology do not fit very well
It takes longer to explain the course content in English than in Turkish.
Students have anxiety about speaking English
Even though thoughts are conveyed in English, emotions cannot be conveyed.
Not being able to deepen the subject matter

4.1.4 The problems that the content-teachers have in EMI implementation

When the 24 content-teachers were asked about the problems that they faced during their EMI teaching practice, the interview data evidently revealed the fact that the most prevailing matter reported by 16 lecturers (66,6%) was about the students' insufficient linguistic knowledge which put a barrier for them to comprehend the content knowledge. Regarding the findings, as it was illustrated in the table above, the problems mentioned are designed according to both the student and the content-teacher sides.

In relation to the students' inadequate language proficiency level; for example, CT2 and CT8 emphasized the common belief that the learners did not have a good command of English, which hampered the comprehension and the students were stated to stare blankly.

"*When I lecture in English, the learners are glaring blankly. I say it sincerely...*" (CT2)

> When I deliver the content through English, I believe that the students do not understand. For example, they look at me with very blank eyes in the class. Yes, that's why I think that they do not understand because of their insufficient linguistic knowledge. (CT8)

CT18 also showed concerns about the learners' inadequate English level by stressing the fact that the students lost their concentration when lectured in English as they did not understand what was conveyed.

> As I notice, at least for the students from my field, there is a situation of not fully understanding what is given. I perceive it from this, for example, the same issue. When I start to lecture in English, in a very short time, maybe I can say a few minutes, loss of attention begins to occur and their focus is shifting. (CT18)

A further problem raised by CT3 also drew the attention to students' language-related issues leading to loss of comprehension by stressing the negative contribution of online education.

> As the language level of the student in front of me decreases,... I mean, I have started to experience this a lot in recent years. Especially, online education, this happens with the students who have passed our preparation school through the online exam. Some students do not understand what I convey at all. (CT3)

In line with the problem of comprehension difficulties stemming from linguistic matters, CT9 made a comment that Turkish students would want to get education through Turkish if there were not international learners in the classroom.

> I do not think that the students understand fully when I lecture in English. Therefore, I explain in Turkish after going through each slide. If there had not been any foreign students in the classroom, I guess that our students would have asked me to lecture in Turkish. (CT9)

Likewise, CT1 hold a similar approach by focusing on very early years of the faculty education and pointed out the understanding problems when the subject- matter knowledge was delivered in English.

> The students, especially in their early years, have problems in catching the lesson and mastering the subject taught. This leads us to experience many difficulties and it is a little bit dangerous for them, too. Because, especially, they do not understand what we study in the first and second grade. It stems from conveying the content through English. (CT1)

CT22 was also among the respondents who perceived the students' linguistic problems as a barrier for a successful comprehension and repeatedly put emphasis on the issue that the learners did not get qualified education in the prep school.

> I am not satisfied with the education offered in prep school. The student somehow graduates. What does he learn? How to cook etc(...) If you give the education of middle school or high school to the students at the university, you are not teaching it in a structured way. If the student comes with A1 level, he cannot graduate with B1, unfortunately. I am sorry, I blame the teachers working at prep school(...) When I deliver the content in English, the student does not understand anything. (CT22)

CT13, CT17 and CT24 held a common perception which noted that owing to students' insufficient language knowledge, the learners tended to become more hesitant to participate and experienced difficulty in expressing themselves during the lessons.

"*Some of the students do not know English very well, for example, they may fall behind in participating in the lesson a little more*." (CT13)

"*Some students are hesitant to express themselves because of not having required linguistic knowledge*." (CT17)

"*The student has difficulty in expressing himself. For example, he can understand you, but the student has a lot of hesitation. If I say this, I will make a mistake, it will be funny... they become hesitant and hold back*." (CT24)

Based on the analysis of the data, CT5 and CT18 pointed out the students' insufficient speaking skills in regard to linguistic problems.

"*They cannot speak generally. There is a problem in their speaking, there is no problem in their understanding. I think, they can understand when they read. They have problems in writing and speaking*." (CT5)

"*Especially the thing that I notice is that there is a problem in speaking. For example, I ask in English during the lesson but the student answers me in Turkish when he raises his hand*." (CT18)

In terms of the linguistic issues that the students have, CT7 took the attention to the communication breakdowns during the lesson by uttering:

> As I told you, the students come with a general English level and they are exposed to heavy engineering English. As a result, instead of understanding what is given, they maybe take half of it or I do not know the percentage but communication breakdowns happen very often. (CT7)

Along with the communication downfalls arisen from the learners' language problems, CT7 also sincerely had a self-criticize regarding its own linguistic insufficiency as a lecturer, which inevitably led to failure to communicate in the target language.

"*If we make our own self- criticism, because we haven't received very good English education or we also have some shortcomings in this regard. There may be communication weaknesses due to this*." (CT7)

In a similar way, CT9 also had a common point in making self-evaluation by uttering:

> I believe that the transferring of the subject-matter knowledge through the mother tongue will be more advantageous. While lecturing in English, in my opinion, we may not be enough either. Of course, if I think about it from my own perspective. (CT9)

Based on the content-teachers' problems originating from themselves, CT8 and CT11 were the two interviewees who voiced a similar challenge that they faced during their

teaching practice in English by stating that spontaneous speaking English with the students sometimes created anxiety.

> You know, we also understand grammar but have great difficulty in speaking. This situation sometimes creates some worries me, too. Especially with a different thing... different...How can I say? When I communicate with people coming from regions where different version of English is spoken, I feel like I cannot understand them. I wonder what to say, I wonder whether I will understand. That thought becomes. This also creates something like... I wonder if I will be able to make spontaneous sentences. Will that word come to my mind? As we do not use English in our daily life, it creates stress. (CT8)

"*There is no problem in knowing the language, only in simultaneous, spontaneous transfer. Of course, because it is not the mother tongue, it creates anxiety*." (CT11)

CT4 also mentioned the adaptation problems that occurred at the very beginning of lecturing experience in English by citing:

"*At first, for the person lecturing, adaptation..., there occurs some problems such as where and which words I should use*." (CT4)

Table 3. Problems the content-teachers have in EMI implementation

Categories	**Codes**
Students	Not being able to understand the content of the subject-matters because of having insufficient language proficiency level
	Having difficulty in speaking English
	Unmotivated students, communication breakdowns
	Not being able to understand the terminological knowledge in English
	Becoming hesitant and having anxiety about speaking in English

Content-teacher	The adaptation problem the teacher had when first started to lecture in English Causing communication breakdowns while simplifying the language Having anxiety about speaking English spontaneously Inadequate language skills in delivering the content through English

4.1.5 Strategies that the content-teachers use to overcome the problems

The fourth question asked during the interviews was to find out the strategies that the content-teachers apply to deal with the problems which they encounter in their EMI teaching practice. The analyzed data visibly made it apparent that code-switching was the most applied technique. 12 out of 24 participants (50%) clearly noted that they switched from English to Turkish in the classroom when necessary. In the second place, using power-point slides and simplifying the target language came with 6 respondents (25%) for each. And next, 5 interviewees (20,8%) reported to provide a short summary in Turkish at the end of the lesson

As there were varying responses based on the techniques lecturers adopted, the findings of the interviews were organized in three different themes according to the strategies used before the lesson, during the lesson and after the lesson.

4.1.5.1 Before the lesson

In regard to the strategies applied before the lesson, CT13 and CT23 were the respondents whose technique was similar in that they both had preparation to convey the content knowledge through English in the best way during the lecturing sessions.

> When I first started to lecture, I prepared all of my lessons beforehand. I prepared painstakingly. Even I thought the meaning of the jokes, anecdotes in English beforehand or I would find a cartoon or something and I translated it in English etc. (CT13)

"*(...) Preparing the examples beforehand. I mean, I try to convey the experiences in a planned way instead of narrating them spontaneously at all. Because I think it will be the best transfer*." (CT23)

Likewise, CT3 shared a similar view with CT10 in terms of the strategies they embraced before the lesson in that they provided more materials for the students to study on their own.

> I provide the students with more materials. For example, I do not offer them the materials in Turkish. Because when I give them Turkish written materials, the students just study that, just learn it. Even there are some who attempt to write in Turkish in the exams, for example. (CT3)

"*As much as possible, I try to give them materials that they can study on their own for the lesson at home*." (CT10)

4.1.5.2 During the lesson

After analyzing the data, it was revealed that half of the participants (N =12) agreed upon the same strategy which was code-switching. For example, CT1, CT2, CT7, CT8, CT9, CT10 and CT13 expressed that they shifted from English to Turkish to eliminate the ambiguity in comprehension and make the students grasp what was given.

> (...) Let's suppose that I am lecturing for half an hour, I explain some parts in Turkish, I give the summary of that topic for a few minutes, because. They are looking at the board with blank eyes. Anyway, I shift Turkish in order to end this ambiguity." (CT1)

"*When they do not understand, I move from English to Turkish."* (CT2)

"*Sometimes of course we integrate Turkish*." (CT7)

"*When I lecture in English, they sometimes stare blankly. At that moment, I retell in Turkish to the students to make the topic more understandable."* (CT8)

"*As the students do not understand, I go over every slide in Turkish, too. I mean, I am trying to do both at the same time*." (CT9)

"*I sometimes prefer to use Turkish. Generally, it is not for 100% theoretical knowledge, but if there are situations where I combine the theoretical and practical knowledge together, then I integrate Turkish a little bit*." (CT10)

"*I tell the students to speak in Turkish, too. I speak English, you can speak Turkish. Some of them do not understand Turkish. In the middle of the lesson... I sometimes use the two languages*." (CT13)

In line with Turkish use during the lesson, 5 participants reported that they preferred to give a brief Turkish summary at the end of the lesson to make the meaning more clear. For example, CT3, CT6 and CT12 were among the interviewees adopting providing a short summary as a strategy when the students asked.

"*Not all the time, but at the end of the lesson, I summarize the topic in Turkish*." (CT3)

> I receive request a lot from the students to provide them with a summary in Turkish. I try to avoid as possible as I can. But sometimes, I am obliged to give a brief summary in Turkish at the end of the lesson. (CT6)

"*At the end of the lesson, sometimes, if the students ask, I summarize some certain parts in Turkish*." (CT12)

Based on the integration of Turkish in the teaching and learning environment, the interview data made it obvious that CT7 and CT12 were among the 3 respondents who put emphasis on giving the Turkish equivalence of certain terms.

"*For example, you express a term but it wasn't understood. I explain it shortly in Turkish by predicting that the students have not understood*." (CT7)

"*Some terms, for example, are important, so I can give the Turkish equivalence of those words*." (CT12)

In terms of the use of Turkish in the classroom, CT17 hold a distinctive approach as a strategy which was stated to enable both the international and domestic students not to perceive the target language as a barrier.

"*When the student asks a question in Turkish, I translate it in English at first, and then I answer it in English not to make both the foreign and local students consider the language as a barrier*." (CT17)

Likewise, CT10 adopted a unique strategy which aimed at getting students to relieve psychologically regarding the use of English in the classroom.

> To overcome the social phobia, the first thing that I planned(...) I think, I first tried it in 2019. In the first lessons, I have my students read aloud my slides in order. When everyone realizes that no one's English is perfect, including me, students become more inclined to speak English in public. (CT10)

Another prevailing response cited by 6 content-teachers reflected that they all integrated power- point slides in their teaching practice as a strategy. For instance, CT4, CT8, CT9, CT18 and CT20 uttered as following:

"*I usually use slides while lecturing*." (CT4)

"*I generally prefer to use power- point when I lecture*." (CT8)

"*I follow slides during the lesson*." (CT9)

"*I use power- point*." (CT18)

"*I prepare my lesson in a way that ensures the understanding of the lesson regardless of the language. We present our lessons with slides*." (CT20)

Another technique that was welcomed by 6 out of 24 participants was related to the simplification of the target language. The lecturers acknowledged that they tried to convey the content knowledge by using English in its simplest form to enable students to be able to gain the knowledge.

"*(...) I try to speak slower, I try to simplify the language in an understandable way*." (CT4)

"*(...) As we used a very technical and plain English, such as grammar etc., if the person does not know medical terminology, she may have difficulty in that field*." (CT11)

"*I try to catch the students by explaining and repeating in a simpler and different way in English*." (CT16)

"*Actually, I used the simplest way of explaining things in English*." (CT17)

In regard to English speaking, CT4 and CT10 were among the 3 interviewees who embraced to speak at a slow pace for a clear understanding as a strategy. They noted as follow:

"*I try to speak more slowly, in a more understandable way...*" (CT4)

"*I try to speak as slowly as I can. This is one of my biggest strategies*." (CT10)

CT5 also shared a common point with aforementioned by further adding that she provided some synonymies for the words that she predicted that the learners did not know.

> I try to speak word by word. But, if I use a word, I guess that they do not know that word. So I offer the synonymies of that word. I mean, I do not allow them to understand the subjecting without knowing that word. (CT5)

Along with the previously mentioned strategies, the analyzed data also demonstrated the other strategies that the respondents welcomed during the lesson were as follow: providing the learners with more examples, creating conceptual maps in lesson transfer, allowing the students to ask questions in Turkish, relating the topic with a current event, starting from the simplest topic and then detailing it and speaking Turkish in practical lessons.

4.1.5.3 After the lesson

Based on the strategies applied after the lesson, CT6, CT12 and CT16 were among the 5 respondents who embraced the similar tactic. They reported that they answered the students' questions in Turkish at the end of the lesson or at their office hours.

"*Definitely there are office hours for the lesson. Students come very often twice a week. When they come in the office hours, we speak in Turkish. I answer their questions in Turkish*." (CT6)

> At the end of the lesson, the students come to ask questions. Of course, the questions are asked in Turkish. If there is an international student, of course I speak English with him but Turkish students ask their questions in Turkish. (CT12)

"*Certainly, during the break time, I answer all of their questions. I answer in Turkish then. I do not compel them. They can come to my office, to the hospital or to the faculty, wherever they want...*" (CT16)

Another strategy appeared in the data was applied by CT16 in that the learners were asked to revise the topic that they studied when they went home.

"*During my lesson, I ask my students to make a revision of the lesson when they go home, too. I also tell them that if they have any questions, definitely ask me when they join in the next lesson*." (CT16)

Table 4. Strategies that the content-teachers use to overcome the problems

Categories	Codes
Before the lesson	Providing students with more materials Preparing the course content in advance
During the lesson	Code-switching Providing a Turkish summary of the content at the end of the lesson Giving the Turkish equivalence of certain terms Translating from Turkish to English when a student asks a question in Turkish and replying in English Making students read from the slides in English to eliminate the social phobia Using power-point slides Simplifying the target language Speaking at a slow pace Providing some synonyms for some words that the students do not know Providing the learners with more examples Creating conceptual maps in lesson transfer Allowing the students to ask questions in Turkish Relating the topic with a current event Starting from the simplest topic and then detailing it Speaking Turkish in practical lessons
After the lesson	Answering the students' questions in Turkish at the end of the lesson or at the office hours. Asking students to revise the topic that they studied when they went home

4.1.6 Suggestions the content-teachers offer for better EMI implementation

The last question was asked to discover what suggestions the content-teachers put forward to enhance the quality of the implementation of EMI programs at HE. The categories which emerged from the interviews were designed into 4 different themes, namely,

preparatory education, content-teacher training, improvements at faculty and general language training as illustrated in the table above.

4.1.6.1 Preparatory education

The data uncovered the fact that interviewees mostly touched on the issue of preparatory year of education and offered varying suggestions to get more benefit from EMI programs. For instance, according to the data, 4 interviewees hold a common approach which proposed a more qualified and challenging prep year education. CT1, CT4 and CT14 shared their views as follow:

"*(...)Perhaps, the education that the students get at preparatory school can be more challenging. Therefore, it will be safer to make the step before starting their undergraduate education more challenging*." (CT1)

"*The students attend a year of preparatory education before they start their departmental studies, don't they? This prep education should be given in a qualified way*." (CT4)

> To me, it requires a very good preparation year of education. And this education process needs to be taken seriously. I mean, it is not with the test questions but they have to pass such an exam which contain both verbal and written, both composition and reading. (CT14)

The second point obtained in the interview data was about the classification of preparatory students according to their departments. 4 respondents were of the opinion that learners should be divided into different classrooms with regard to their fields. For example, CT2, CT10 and CT18 reported as follow:

"*The English you will teach engineers and the English you will teach economic administration should not be in the same class, at the same level of preparation*." (CT2)

"*In my opinion, the first that can be changed and corrected is the setup of the preparatory classes. Maybe even the science departments, health departments should be separated into preparatory classes and their curricula should be changed*." (CT10)

> Perhaps, in foreign languages, in preparatory classes, students can be grouped according to their professional fields. At least for one lesson or one day in a week

> or it can be half a day... For example, if they are engineers, if they have the opportunity of receiving terminology training in the field of engineering, they can adapt more easily when they come here. (CT18)

Another noted suggestion supported by 4 participants was linked to vocational education at prep school. CT9, CT20 and CT22 elaborated on the issue in that vocational English education should be offered to the students when they studied at prep school.

"*Our students get a preparation education. In my opinion, considering that these students do not skip the preparation year of education, it may be more advantageous for them if they receive vocational English related to their fields*." (CT9)

> First of all, vocational English is a unique subject and I think that that vocational English education should be definitely given. I mean, there are children of my friends who say that "my children do not need to study at prep school, they passed the college." They are having a hard time now. No one should perceive the preparatory class as a loss. (CT20)

"*The preparatory year of education should be more qualified and vocational English education should be provided*." (CT22)

In terms of the preparatory education that the students participate in for one year, CT5 clearly underlined the need of the improvement in the learners' speaking and writing skills.

"*At prep school, even if you do not provide the terminology, it would be nice if you do, but if not, I think students' writing and speaking skills need to be improved*." (CT5)

In a similar way, CT6 also put forward a distinctive opinion about the preparatory education which put emphasis on the passing grade.

> Our students attend a preparatory education before they come to our faculty. Actually, they really receive a good education. But obviously there is a situation like this...I think the passing mark is 60. If it were a little bit higher(...) Because the students who have a very low English proficiency level can also start the faculty education. (CT6)

4.1.6.2 Content-teacher training

When the respondents were asked about the suggestions to elevate the effectiveness of EMI programs, some of them commented on the academicians' own training. For example, CT16 and CT20 shared a belief that lecturers are required to have attempts to enhance their English language skills.

> Having a good command of English is a very critical point. In this regard, individuals should actually have some responsibilities. That is, everyone can foster its own language. Today, there are many applications, there are some programs which provide people with many opportunities of speaking with foreign people. You need to invest in yourself in this sense. (CT16)

> There are some things that the lecturers should do. I have been reading very few Turkish novels for approximately the last ten years. I have been reading all the novels that I want to read in English. Therefore, this has improved my vocabulary, practice and speaking skills in a much more positive way. (CT20)

For language enhancement, CT12 also hold a different point of view in that academicians have need of gaining experience of going abroad to expose themselves to the foreign language.

> (...) It is necessary to send the lecturers abroad, too. That is, after a while, of course, you go to the congresses and come and you are exposed... that is a good thing. It is important to go to places where English, or the foreign language you speak, is used and be exposed to it there. (CT12)

Along with the language improvement, CT12 drew the attention to the fact that the lecturers were required to have language proficiency tests at certain intervals for a good EMI use.

> I believe that both the content-teachers and the students should be tested from time to time. The lecturer also lets loose, sometimes. I think language proficiency tests should be done for the academicians every 5 years, for example. Because the lecturer also needs to improve herself. (CT12)

In terms of having an experience abroad, CT3 also expressed the belief that the academic staff lecturing in English should spend at least one year or a term in overseas.

"*All academicians lecturing in English must spend at least one year or one semester of their life abroad and in an English- speaking environment. It is very crucial, indeed*." (CT3)

The data visibly revealed that CT8 and CT22 were among the 3 participants who brought up the idea that the content-teachers should be provided with a pedagogical training for an effective EMI implementation.

"*Maybe it would be nice if training was given and updates were made to the lecturers about the course flow or how we could convey it to the students in general*." (CT8)

"*Teachers need training. I mean, how I can do this...because we learned these things by working hard and developing strategies*." (CT22)

CT16 was another respondent who acknowledged the idea that educators are required in-service training very often by noting:

"*The training of the educators' section is a point that is open to improvement. Attempts regarding the training of trainers must be repeated at very frequent intervals*." (CT16)

4.1.6.3 Improvements at faculty

According to the findings, some of the possible suggestions the content-teachers noted was based upon faculty improvement. The two respondents, CT13 and CT17, for instance, raised their concerns about large lecture halls and offered the smaller ones for an effective EMI use.

"*There are large lecture halls in our Faculty of Medicine. They need to be reduced in size. If you work with a smaller group, you can provide more effective education in all kinds of ways*." (CT13)

> Our biggest problem is that our classes are very crowded. We sometimes have more than 100 students. We have to hold classes in the lecture hall. Then, it is

> not very effective. The students cannot participate in the lesson at all. It would be good to reduce class sizes. (CT17)

Regarding the improvements needed to be constituted in faculties, CT18 proposed a striking opinion which offered a Turkish elective course for the students to obtain the basic departmental knowledge.

> Maybe, it would be better if some of the plot courses were based on the mother tongue, and the other parts were in 100% English, and at least choosing one course in Turkish in the 1st, 2nd, 3rd and 4th grades in each semester, maybe, can be more effective so that the students can learn at least the basic information in their native language. (CT18)

CT21 also evaluated the situation in a distinctive way and offered to adopt a strategy which integrated educational methods helping students to interact actively during the lesson as a solution.

> This can be achieved by determining education methods that will enable students to be more participatory as a department strategy. Because especially in the post-covid period, education has evolved towards such a strange method such as creating too many Power-points and explaining book summaries. Therefore, the use of education methods, the use of question and answer methods in classes, and perhaps the use of more presentations and methods that enable students' participation can lead to a more positive results in English education. (CT21)

Another different opinion was about increasing the number of learning resources. CT13 clarified as follow:

> We need to increase the learning resources. Now there are too many learning materials. We use English in every language, wherever we are. There are too many learning materials in English. We are trying to ensure that they participate in education. If the materials can be open access, it will be to your advantage. (CT13)

4.1.6.4 General language training

Based on the findings of the interviews, CT23 put forward a different solution for a successful EMI implementation which underlined the importance of increasing the effectiveness of English education from the primary school.

"*It is necessary to improve the quality of English education starting from primary education. People simply need to be able to speak and understand English.*" (CT23)

In a similar way, CT3 also clarified a unique suggestion to upgrade the EMI programs' effectiveness and commented on Erasmus exchange programs by uttering:

"*Erasmus programs can be made for teachers who teach English, or those teachers can be more encouraged to participate in Erasmus. The lecturer needs to increase his experience abroad.*" (CT3)

Table 5. Suggestions for better EMI implementation

Categories	**Codes**
Content-teacher	Enhancing English language skills Gaining experience of going abroad to expose themselves to the foreign language Having language proficiency tests at certain intervals Spending at least one year or a term in overseas. Being provided with a pedagogical training for an effective EMI implementation. In-service training
Preparatory education	A more qualified and challenging prep year education Classification of preparatory students according to their departments Offering vocational English education to the students at prep school The need of the improvement in the learners' speaking and writing skills Making the passing grade higher
Faculty	Having much smaller lecture halls rather than the big ones Offering a Turkish elective course for the students to obtain the basic departmental knowledge. Integrating educational methods helping students to interact actively Increasing the number of the learning sources
General language training	Increasing the effectiveness of English education from the primary school Making Erasmus programs for the lecturers teaching through English

4.1.7 Findings of the classroom observations

Another collection method for this study was classroom observations and the classroom environments of 2 content-teachers from the Faculty of Engineering, 1 content-teacher from the Faculty of Medicine and 1 content-teacher from the Faculty of Social Sciences were observed. Drawing on the findings of these 4 different observational studies, it was found that lecturers marked similar and different approaches in the teaching and learning arena. Therefore, the results were categorized into 2 distinctive parts, namely, the similarities that the observed content-teachers showed on their EMI practice and the different approaches that the content-teachers embodied on their EMI practice

4.1.7.1 The similarities that the observed content-teachers showed on their EMI practice

The observational notes attained from the classroom experience of CT4, CT6, CT16 and CT17 prominently revealed the fact that all the academicians incorporated power- point slides, full of various drawings, tables and figures, in their EMI practice as a teaching resource material as they stated during their interviews. Applying this strategy was because of not only attracting the learners' attention but also making the delivery of the content knowledge more understandable. When the language used on these slides was examined, it was worth noting that the students were able to grasp the meaning as it did not contain complex structural or lexical knowledge in English. Moreover, all the lecturers were confident and proficient enough both to use and transfer the information to the students. When necessary, all the content-teachers were observed to put emphasis on the crucial parts on these slides by repeating, paraphrasing and stressing the key points in the target language. Rather than just reading from the slides reflected on the board, it was also noticed that 4 of the lecturers held a pause to ask a question in English to the learners for the meaning check and provided additional explanation if required.

The second common finding based on the observations was related to the lecturers' use of English. All the academicians were observed to prefer to use simple and comprehensible English by taking the students' language proficiency levels into consideration, which also corresponded to their responses during the interviews. Besides, their slow pace of speaking, instead of a very quick and inconceivable one, was

monitored. This might be because the lecturers did not want to put the meaning clarification into risk. Their main consideration was seen to enable the learners to understand the transferred subject- matter knowledge clearly. To accomplish this, they did not hesitate to simplify the target language and provided an easily comprehensible language.

Offering more examples about the topics that the students found challenging to decipher meaning was another shared strategy these 4 content-teachers possessed. It was noticed that the lecturers touched on alternative example statements when either they wanted to point a significant subject or the students asked questions for clarification. Although one academician sometimes shifted from English to Turkish for further examples, others always stayed stable in conveying through English.

In the same token, allowing the students to speak in the mother tongue rather than English was the precisely same strategy that all the lecturers adopted in their classroom teaching experience. The learners were viewed to feel themselves comfortable both to direct their questions and replies in Turkish. None of the content-teachers were observed to put pressure on the students to speak in the target language. This might be because they did not desire to hamper the interaction between the students by considering their English language proficiency levels and they did not their learners to perceive the target language as a barrier for communication. Moreover, by letting the students communicate in their native language, the lecturers were noticed to create opportunities for a better understanding of the content knowledge.

Even though the students were permitted to use Turkish whenever they wanted during the lecturing hours, the interaction between the students and the content-teachers were slightly low. In other words, the observed lecturing sessions were teacher-centered. When the teachers 'talking time was examined, it was visibly apparent that it was fairly higher compared to the students' one.

Interestingly, the students' participation was observed to increase during the break-time when they caught a chance to ask their questions to the lecturers in Turkish. This increase could be attributed to the fact that the academicians answered their questions in Turkish, too. It was noticed that the students forwarded the parts they couldn't comprehend in

detail through Turkish and the lecturers kindly provided them with necessary explanations. This observed experience was in conjunction with the findings of the interviews in that all of the 4 content-teachers were specifically remarked that they let their students communicate with them in Turkish during the break time intervals and answered the learners' questions in the mother tongue.

What made all the lecturers meet on the same ground also was that they did not apply 'translation from Turkish to English or vice versa' as a strategy. Although the content-teachers accepted the learners' use of their native language during the sessions, none of them committed to translate English what the learners said in Turkish or they did not offer the Turkish translation of their own statements conveyed through English. Rather, they paraphrased the sentences or provided alternative explanations.

4.1.7.2 The different approaches that the content-teachers embodied on their EMI practice

Having analyzed the data from the classroom observations, the observer drew the inference that CT4, CT6, CT16 and CT17 markedly differ on some points during their EMI teaching practice. The prominent distinction was noticed about the way how the lecturers embedded code- switching throughout the lecturing hours. It was monitored that CT6 and CT16 held an approach of delivering the content knowledge through English almost all the time from the beginning of the lesson to the end. The fact that the lecturers integrated power-point slides containing various visual supporters as a teaching resource material and an understandable language they covered assisted the academicians to lecture in the target language constantly. However, it was monitored that the time that they applied the code-switching was not the same. While CT6 switched from English to Turkish just to give the Turkish equivalence of the English terminology with one word, CT16 was observed to shift from English to Turkish when the lecturer wanted to tell a narrate to draw the students' lost attention towards the lesson and refresh their motivation. Besides, CT16 also preferred to code- switch when the students asked their questions in Turkish and continued lecturing in English after explaining the required parts. These findings also corresponded with the interviews in that CT6 and CT16 elaborated on using translanguageing practice during their teaching hours.

The attitude of CT4 towards code-switching was noted as the most frequent one among the content-teachers observed. Based upon the observational notes, it was noticed that CT4 moved from English to Turkish in different intervals during the instructing hours. The eye-catching moment was when the students seemed confused about the academic knowledge transferred by the lecturer in English, CT4 spontaneously shifted from English to Turkish to aid the learners to gain the essential information better. Moreover, when the new terminology was introduced to the students, it was seen that CT4 provided Turkish equivalence by stressing and offering additional explanations in Turkish. Asking and answering the learners' questions in Turkish was also the moment when CT4 integrated the code- switching practice. When it was thought as necessary, the lecturer directed the questions in Turkish for a quick meaning check or responded in mother tongue for a better content comprehension. These results were also in accordance with the findings uttered by the academician. CT4 was one of the content-teachers who advocated that the education should be in the mother tongue; therefore, it might be because of this perception that the lecturer integrated Turkish in the teaching and learning environment more for a successful education.

Unlike the aforementioned content-teachers, CT17 was observed not to adopt code-switching strategy during his presentation. Even though the lecturer allowed the students to speak Turkish in the classroom, he never passed from English to Turkish, but kept using the target language all the time. Instead of using Turkish, the educator brought various techniques to the class which could be ranged from paraphrasing, repeating to simplifying the target language. What was observed was also in conjunction with the results of the interview in that the academician acknowledged the way of lecturing through English during the course of the lesson.

Another thing that was found to be different in the classroom observations was the students' attitudes towards the course. While the learners in the lessons of CT16 and CT17 were fully concentrated on the lecturers' presentations, the students in the lessons of CT4 and CT6, except for those sitting in the front rows, were busy with other things. Considering CT16 and CT17, it was noticed that the language proficiency levels of the students were better compared to the ones in the other monitored classes. This was probably why students did not have trouble in understanding the content when it was

conveyed in English and continued listening to the academicians carefully with a high level of motivation. On the other hand, it was estimated that the students in the lessons of CT4 and CT6 were low in terms of language level. Therefore, while the teacher was teaching through English in the course of the lesson, the students' motivation was at a very low level. The ones who took seats at the back side were seen to play with their computers or phones instead of listening to the lesson. However, it was observed that when the CT4 started speaking Turkish to explain some parts of the topic in the class, the concentration of all students, including the ones in the back, increased. Therefore, it could be concluded from this that students had difficulty in comprehending content knowledge when it was conveyed in English and became unwilling to participate in the lesson. These results were compatible with the results obtained from the interviews. During the interviews, CT4 and CT6 mentioned the loss of the students' motivation when the course content was conveyed in English; on the other hand, in the interviews conducted with CT16 and CT17, they stated that the students' language knowledge was sufficient when the content knowledge was transferred in English. Therefore, the students did not show any reluctance towards the course.

Another area of difference in the observations was the materials provided to the students in advance. While the students in the classes of CT6 and CT16 followed the lecture by controlling the notes provided them beforehand, no notes were observed in the hands of the students in the classes of CT4 and CT17. Perhaps the materials were presented to the students in CT4 and CT17 before, too, but on the day of the observation, the observer did not witness the students around her following the lesson with such notes. These results were consistent with the findings of the interviews with CT6 and CT16 because they stated that they implemented a strategy of providing materials to the students in advance. On the other hand, there was no explanation of CT4 and CT17 which remarked that they offered the materials to the learners before the course.

4.1.8 Findings of the focus-group

Based on the results of the interviews with 24 content-teachers, a focus-group of 6 people was formed to further deepen and discuss the issue. The faculties of the academics were as follows: CT2, CT4 and CT22 were from the Faculty of Engineering, CT16 was from the Faculty of Medicine, CT6 and CT17 participated from the Faculty of Social Sciences.

In this section, 4 main questions were asked to the lecturers, including subsections. The educators approached the subject sensitively and gave detailed explanations.

Drawing on the findings of the interviews with the content-teachers, it was determined that none of the academicians had previously participated in a program within the scope of EMI training course. Considering this, in the first question, focus-group members were asked whether they felt a pedagogical need for any EMI training courses. If they needed it, they were also required to answer the question of the areas they would like to receive training within the spectrum of EMI. The analysis of the data strikingly revealed that no participants stated they needed an EMI training course by clarifying various reasons:

"*I do not need it and I do not think it would be beneficial if it is provided by the institution because I advocate that the language of education should be in the mother tongue*." (CT2)

> I do not need it because I think that the person teaching that course can teach that lesson considering that he has a command of international literature. The person teaching this course must be able to lecture through English at that level. (CT4)

"*I do not think it is necessary. The gap between us has widened due to the generation difference. It would be more beneficial to provide pedagogical guidance to increase the students' interest in the course, regardless of language*." (CT6)

"*I do not think it is a priority. The training of trainers is important. It does not matter whether it is in Turkish or English*." (CT16)

After completing the first question, the group members were asked whether they believed that the language proficiency level of the students coming to the faculties was sufficient after receiving the preparatory education. In addition, another question was also added about whether terminological information related to the learners' fields should be given during the preparatory training process. When the results were examined, all content-teachers except one stated that the English language proficiency level of the students was inadequate after they graduated from prep school. Moreover, regarding terminological knowledge, most of the participants met on the common ground that it should be provided in the course of preparatory education.

> I do not find the language education given in the preparatory period sufficient. I think it would be easier for the educators to provide terminological knowledge by separating the students from faculty to faculty at prep school and would be more targeted for the field. (CT2)

"*I don't think that the preparatory education is sufficient. While we were studying, we had a technical English course. There should be a course that teaches technical terms in the first grade*." (CT4)

> Even though the students coming from the preparatory school are given a good quality of education, their English proficiency is not adequate and they have difficulties in terms of terminology. They also have trouble in following the course. If possible, it would be beneficial to provide terminological information in advance, both by preparatory language educators and faculty content-teachers, to speed up the work. (CT6)

"*A 2-year English preparatory program can be created, the first year being General English and the second year is like Business English*." (CT17)

Unlike the previously mentioned participants, CT16 found the learners' linguistic capacity enough upon completing the prep education by highlighting:

"*Students taking preparatory education are proficient in English. 6 years of medical terminology cannot be taught in one year. It is impossible, but it is useful to know simple terminology. This motivates the students*." (CT16)

The third question directed to the members of the focus-group was about their students' language skills. The content-teachers were asked in which language skills they thought that their students were stronger and in which language skills they were the weakest. According to the findings of the data, they came to a common conclusion that the students were the best in reading but weakest in speaking. Moreover, most of the participants found the learners' writing skills poor in the second place.

"*Speaking and writing skills are poor but reading skills are good*." (CT4)

"*Reading is the best, followed by listening, but others are also bad, speaking and writing*." (CT6)

> They are good at reading skills because we want them to read the original texts. I think they are also good at writing skills because we have training in small groups and they give certain reports there, but they are always a little hesitant about speaking skills. Even if they want to ask questions in the lesson, they are more inclined to ask in Turkish. Listening skills must also be good, since they understand the lesson. (CT16)

> They are very good at reading skills, but their speaking skills are a bit poor. I cannot evaluate their listening skills. How much do they understand what I say? We see that writing skills are problematic in the projects we assign them to. (CT17)

And the last question was about the international students. The participants were asked what kind of teaching strategy they implemented to meet the needs of both Turkish and international students in their multicultural classroom environments. They were also wanted to answer the question of whether there was a grouping between local and foreign students when they observed them in the classroom. According to the results of the data analysis, none of the lecturers stated that they had developed a separate strategy especially for foreign students. It was stated that the approach applied to local learners was also applied to foreign ones. Moreover, the academicians agreed on the question regarding the groupings of the students, stating that there was no grouping among both domestic and foreigner students.

> It is debatable whether the English background of foreign students is better than ours. That's why I don't feel the need to communicate with them or to speak in a way that only they can understand. There is no grouping in the classes. Turkish students find it attractive to communicate with foreign students. Frankly, they are trying to improve their English. (CT2)

"*There is no separate grouping, there is no personalized approach for me*." (CT4)

> There are students coming from Europe, they do not have any problems in terms of language, we do not do anything different in that sense, students from Turkey and Europe are integrated, in general, our students can even act as a mothball around foreign students to improve their languages. When foreigner learners have difficulties, office hours are open to them as well as other students. Therefore, they can share all their information easily. (CT6)

> There is no grouping, foreign students can be shy like Turkish students, I try to encourage them, too, during the conversations outside of the class, I try to establish one-on-one contact with those students too and integrate them in the classroom. (CT17)

"*There is no problem. They can adapt very well*." (CT22)

4.2 Discussion of Major Findings

In this section, the discussion of the prominent findings of the current study is presented into categories namely: Content-teachers' views on EMI implementation at universities, advantages and disadvantages of implementing EMI programs at HE, the problems that the content-teachers have in EMI programs, strategies the lecturers use to overcome the problems and the suggestions that the content-teachers offer for the enhancement of the EMI programs.

4.2.1 Content-teachers' views on EMI implementation at universities

Based upon the results of the data collected via interviews with the participants, the first question was about the lecturers' perceptions on EMI use in tertiary level of education. It became apparent that while 10 out of 24 lecturers welcomed the implementation of EMI courses in HE, 6 of the total stakeholders opposed to its use by elaborating on various reasons. The findings also shed light on the fact that there were 8 content-teachers who had both supporting and opposing approach towards EMI courses' integration in university programs.

When it comes to the 10 supporters of EMI implementation, the reasons they cited was multiple. The most striking were the responses regarding publications in English. Most of the content-teachers highlighted that they welcomed EMI courses at universities

because the language of the literature was not Turkish and the ones published in English were more advantageous by adding its prevalence on a larger scale. The fact that the language of the science around the world is English also stated by some of the lecturers for favoring EMI use. Along with these factors, there was also a belief which emphasized that the incorporation of EMI courses at universities paved the way for drawing foreigner students from the international settings. This finding is consistent with the results of the study conducted by Floris (2014) in that EMI programs was found to create opportunities for the international learners to attend the courses.

In line with the 6 opposers of the EMI use at HE institutions, there was a common point which centered on the idea that the education should be delivered through the mother tongue. The reasons they put forward to advocate a kind of lecturing offered in Turkish were related to the students' limited linguistic issues, which was claimed to put a hamper in the content knowledge comprehension. This finding is also consistent with the results of the study of Başıbek et al. (2014) and Kılıçkaya (2006). These researches also touched on the fact that lecturing in Turkish improves learners' comprehension much better. Therefore, it can be concluded that the learners' insufficient language skills poses a major obstacle to maintain successful EMI implementation and the lecturers care about the comprehensible field-related knowledge acquisition rather than EMI use.

Drawing on the findings, 8 out of 24 participants held a contradictory perception on EMI programs in that they both welcomed its implementation at universities by clarifying valid reasons and showed their concerns related to it. The Faculty of Medicine came forward in this regard because some of the content-teachers sincerely pointed out that adopting a teaching way in which the subject-matter information was conveyed through English was good for reaching the current knowledge and following the literature published in English around the world. However, medical students were explained to have bedside training sessions in which they were expected to be familiar with Turkish terminological knowledge of the diseases and communicate with the patients in the mother tongue. Hence, it was recommended that rather than a single use of a language during the lecturing hours, the balance between Turkish and English should be adopted by integrating both languages in the teaching and learning environment. Another noticeable view that found EMI programs' implementation as a controversial issue also depended on two different

aspects. The lecturer underlined the importance of getting education through English by identifying that the language of science was English around the world; on the other hand, the academician did not support EMI courses' integration because of not being ready in terms of social preparedness. With the explanation of social preparedness, the lecturer might mean that both Turkish lecturers and students are not used to enabling and receiving education through English as Turkish education system is mainly based on the mother tongue although English language training is offered at schools starting from the level of primary. However, getting education as well as providing that through English is something different and requires adaptation.

With regard to the findings already mentioned, the present study evidently unveiled that the content-teachers held varied viewpoints for EMI use at HE institutions. It is worth noting that the beliefs of the academicians can mostly be affected by the target group that they are lecturing at. In other words, if the academician works with a group of the students who are satisfactorily competent in English language skills, it may not be problematic for the lecturers to welcome EMI programs. But largely learners' low linguistic knowledge impedes the accomplishment in these courses, that's why many content-teachers are not in favor of lecturing through English.

4.2.2 Advantages of implementing EMI programs at HE

The second question during the interviews was asked to discover the content-teachers' opinions on the positive sides of EMI courses. The most outstanding response was about accessing to the materials and sources easily with 13 respondents. This finding is in conjunction with the results of the studies carried out by Başıbek et al. (2014), Ölçü-Eröz and Tuğa (2013), Toscu (2021) and Zaree-ee and Hejaziki (2017). The content-teachers in these researches also met a common idea that students gained opportunity to access to more materials and resources in an easy way thanks to the implementation of EMI programs.

In the second place, students' language skills enhancement as a result of exposing to the target language was declared by 7 interviewees. The results of the studies conducted by Floris (2014), Sahan et al. (2022) and Yeh (2013) were also in parallel with the finding of this present research by demonstrating the fact that delivering the content-knowledge

through English contributes significantly to language development by ensuring that students are more exposed to English. This might be because the learners are expected to read a wide range of materials published in English as well as preparing assignments in the target language. Moreover, listening to the academicians speaking only in the target language throughout the lesson leaves students with no choice but to learn this language. Therefore, it can be drawn that EMI programs are somehow effective in helping students to become more proficient in English.

The opportunities that the learners seize in the international settings to do a master or doctorate degree was the third commonly stated advantage of integrating EMI programs in the universities by 6 stakeholders. The participants articulated that the incorporation of EMI courses opened the ways of the international contexts for the students to continue their academic career abroad. Therefore, the students getting education at a university offering EMI courses undoubtedly can stand out more gainful compared to the ones receiving Turkish-medium education.

Along with the top 3 mentioned positive aspects of EMI integration, the respondents also met a common ground on the issue of its vital contribution to the learners' professional life. The data revealed that some content-teachers were of the opinion that EMI programs offered more employment occasions for the students both in the local and intercontinental settings. This finding bears similarities with the results of the studies of Dearden and Macaro (2016), Kahvecioğlu (2019) and Toscu (2021) in that EMI courses creates better job opportunities for the learners in the business life and enable them to work abroad.

One of the other striking results about the advantages of EMI integration is that it offers the opportunity to follow current international broadcasts for both the content-teachers and the students. 2 respondents clearly shared the idea that the publications in English were more qualified and advantageous in comparison to Turkish ones. Therefore, in order to be able to read these materials published in English, there is no doubt that individuals should have a good command of English. And that linguistic competency can be acquired with the help of EMI courses. The results of the study carried out by Kahvecioğlu (2019) also are in line with the result obtained in this study in that English is the most common language used in the field of education and academic resources; therefore, learners can

reach and be knowledgeable about the international school subjects materials written in English.

With regard to the findings, as a different benefit, EMI programs were stated to have a flourishing effect on the content-teacher's own linguistic skills. This maybe because the lecturer also faces to a higher exposition to the target language like the students and are expected to use English all the time in the course of the lecturing hours, which as a result comes out as an improvement in practice.

Along with the aforementioned benefits of the program, the other advantageous points that the academics found are listed as follow: Advertisement of the university or department to foreign students, possible occasions for learners to receive equivalence abroad, international student recruitment, lecturer's coming into more focused when transferring the content through English, catching a chance to communicate more easily when travelling abroad for conferences, assisting domestic and international students to get into interaction more when conveying the knowledge through English and foreign students' speaking English motivates Turkish learners to speak English, too.

4.2.3 Disadvantages of EMI implementation at HE

The third question that the content-teachers were asked to share their viewpoints was relating to the drawbacks of EMI courses' adoptation at universities. The findings of the interviews made it obvious that a small number of the participants found EMI use ineffective by concurring that Turkish equivalence of English terminology did not fit very well. This can be attributable to the structure of the language of Turkish which does not have a rich lexicon compared to English. That's why students can have trouble in meaning construction of the technical words in the target language.

Another area that was discovered as a disadvantage dwelling on the data results was that the lecturer was not able to deepen the subject matter in the target language as the learners were not competent enough in English. The study of Mouhanna (2016) revealed similar finding, too. Most of the content-teachers were stated that the students' limited language competence also affected their own teaching practices in terms of the scope of the delivery and the content depth. Therefore, considering these results, it can be logically deduced

that expressing the subject content within the limits rather than explaining it comprehensively negatively affects the quality of teaching.

An additional result of the research was that explaining the course content in English was longer than in Turkish. A few participants stated that transferring the subject-matter knowledge in the target language took more time than in mother tongue; therefore, the transfer rate slowed down. In this respect, the time-consuming effect of EMI programs can be stemming from both the lecturers and the students. In terms of the content-teachers, this may be because they do not feel themselves capable enough to use English, especially in delivering complicated academic information or their inadequate pedagogical skills. When the learners are taken into consideration, their insufficient language skills can also induce the teaching practice to take much longer.

The other findings underlined the fact that the learners were anxious when they spoke English and although thoughts were successfully transmitted via English, emotions could not be transferred. Suffering from anxiety most probably drives from the insufficient practice in the target language or psychological factors such as feeling uncomfortable about committing mistakes or being a shy and introverted person. The reason for the unachievable conveying emotions may also arise from not being a proficient user of English, having less practice in the target language or personality traits related matters.

4.2.4 The problems that the content-teachers have in EMI programs

In this section, it was aimed to unveil the main challenges that the content-teachers encountered during their EMI teaching practice and the analyzed interview data uncovered that the students' not being able to understand the academic knowledge owing to their insufficient linguistic proficiency levels stood out as the biggest problem declared by 16 out of 24 participants. This finding obtained in this study is also in line with the results of the studies conducted by Belyaeva and Kuznetsova (2018), Demir (2022), Efeoğlu and Kılınçarslan (2020), Floris (2014), Kahvecioğlu (2019), Khan (2013), Mouhanna (2016), Nguyen and Nguyen (2020), Ozer (2020), Shao and Rose (2022), Turhan and Kırkgöz (2018) ,Yeh (2013) and Zaree-ee and Hejazi (2017). Upon regarding the results above, it can be generalized that learners' difficulty in making content-

knowledge construction on the grounds of their inadequate English language skills comes out as the major impeding factor in EMI programs.

In relation to the students' linguistic incompetency, a small number of the participants criticized the prep school by declaring that the learners were not offered a qualified education in preparatory program and after they graduated and started their departmental studies, the general English that they acquired did not meet the expectations in the faculty training. The result of the study carried out by Macaro et al. (2014) also bears similarities with the present research's finding. It was expressed that even if the learners attended a preparatory education, their linguistic knowledge was not adequate to begin their academic studies through English. Therefore, it can be concluded that the students should be provided with academic English covering terminological knowledge rather than solely offered general English in the course of preparatory program.

The fact that the learners were not competent users of English resulted in limited participation was also one of the results of the current study. A few content-teachers reckoned that students became more hesitant to join in the lesson owing to their insufficient language skills. The study of Ozer (2020) also revealed similar finding in that as a direct result of the limited linguistic and technical knowledge, learners became reluctant to participate in the discussions, which reduced the interaction in the classroom. It is quite understandable that having both insufficient English language level and certain technical words create a loss of self-confidence in the students psychologically, which directly may affect their desire to join in the lesson. Because students may see the target language as a barrier for communication.

On the side of the students, other findings obtained from this study were as follow: Running into difficulty in speaking English, feeling unmotivated, having communication breakdowns, not being proficient enough to grasp the terminological knowledge in English, being unsure and experiencing anxiety about speaking in English. Upon going through the results aforementioned, it can be logically deduced that the root of the reasons for all these findings is centered on the students' experiences of language deficiency in English.

Coupled with student-centered linguistic issues, the content-teachers' own problems in the target language was also one of the results of the study. A minority of lecturers sincerely had self-criticism that drew the attention to their linguistic insufficiency which led to failure to communicate in the target language. There is no doubt that the content-teachers show considerable success in transferring the departmental-related knowledge to the students in the target language; however, language-related problems possibly occur when they have conversations with the learners about the topics outside of their field. It can be understandable that lecturing in English is somehow different from using that language in daily life.

Other lecturer-based problems discovered with this study are stated as follow: The adaptation matter that the academics dealt with when first began to lecture in English, triggering communication breakdowns when trying to simplify the language and feeling anxiety about speaking English spontaneously. In fact, when focusing on the origins of these reasons, it can be said that they may arise from either due to language or pedagogical deficiencies.

4.2.5 Strategies the lecturers use to overcome the problems

During the interviews, the lecturers were also asked to share their views on the strategies they embraced to deal with the problems and the results showed up that half of the participants (N=12) applied code-switching technique. It was underlined that the academicians switched from English to Turkish to eliminate the ambiguity in comprehension and enabled a better meaning understanding for the students. The findings of the research carried out by Hu and Lei (2014), Li Jiang et al. (2019) and Ege et al. (2022) were also in accordance with the results of this study. The content-teachers in these studies also adopted code-switching as a strategy to make learners grasp the subject-matter knowledge clearly. It is very understandable to integrate the native language from time to time instead of insisting on providing education through English in cases where students do not understand, because this can both ensure the comprehension and make students feel more comfortable psychologically.

Integrating power-point slides in their teaching practice was mostly declared strategy in the second place by the 6 lecturers. This result of the study is in parallel with the findings

of the studies of Hu and Lei (2014) and Li Jiang et al. (2019). It is an undeniable fact that these slides are fairly effective teaching resources to draw the learners' attention towards the lesson as well as an assistance to convey the knowledge more successfully. The learners can hold the opportunity of reading the content information accompanied by various visual aids. Hence, even if the students cannot figure out when the academician lectures in English, following the knowledge from these slides may help them construct the meaning. Therefore, it can be inferred that power-point slides are practicable teaching tools to enhance the quality of education provided.

Simplification of the target language was also adopted by 6 respondents as a strategy in their EMI teaching practice. The lecturers informed that they tried to deliver the academic knowledge by using English in its simplest form to enable the students to be able to gain the required information. Taking the learners' linguistic capacity into consideration, it is sensible to present a target language which is not complicated to be understood, rather the way how the lecturers use English needs to be quite clear, simple and comprehensible for a favorable meaning understanding.

Based on the findings, in the third place, providing a short summary in Turkish at the end of the lesson was highlighted as a technique by 5 participants. The study of Demir (2022) revealed the same result with this current study. Most probably lecturers in these studies aimed not to put the meaning comprehension into risk. Furthermore, as some of the students were not proficient in English and were believed not to be able to grasp what was conveyed, academicians might prefer to summarize in Turkish to compensate for the deficiencies stemmed from linguistic matters of the learners.

The other strategies that the lecturers applied based on for a clear meaning understanding were speaking slowly and providing the learners with more examples. These results had similar findings with the studies of Arkın and Osam (2015) and Costa and Mariotti (2017) respectively. In this sense, the learners' insufficient linguistic knowledge may push the content-teachers to adopt such tactics. They may feel to speak at a slow rate to aid learners to follow their lectures by making sense of what is said. When necessary, again the purpose can be the same, they offer additional examples to make the topic clearer and ensure understanding.

Providing the learners with the Turkish equivalence of certain terms, translating from Turkish to English when a student asks a question in Turkish and replying in English, getting students read aloud from the slides in English to get rid of the social phobia, offering some synonyms for some words that the students do not know, constructing conceptual maps in lesson transfer, letting the students ask questions in Turkish, associating the topic with an ongoing event, commencing from the simplest topic and then elaborating on it, speaking Turkish in practical lessons, offering replies to the students' questions in Turkish at the end of the lesson or at the office hours and requesting students to rework on the topic that they studied when they go home are all the other findings of the strategies that the lecturers integrate in their teaching practice. From these tactics, it can be commented on the fact that the academicians are trying to do their best to implement a very successful EMI use by putting effort to eliminate all the challenges they experience.

4.2.6 The suggestions that the content-teachers offer for the enhancement of the EMI programs

In the last part, the content-teachers were requested to share their opinions on what improvements should be constituted to implement EMI programs more efficaciously. When the data was examined, it was clear that the participants mostly commented on the preparatory training process. Some academics argued that preparatory education should be more challenging and provide the learners with much higher quality education. What they mean by the quality of education can be that the students should not only be exposed to general English, but also should be given education specific to their academic fields. The meaning that they wanted to convey with the expression of being more challenging most probably may be that the current passing score should be increased.

In addition, 4 of the lecturers suggested that students should be divided into classes according to their departments at prep school and appropriate training should be provided accordingly. Besides, 4 other content-teachers stated that students should be taught vocational technical terms in preparatory education. The study of Macaro et al. (2014) had a similar finding with this research in that language instructors should deliver all the subject specific vocabulary the students need for the first year of the EMI program. Upon considering this, it can be assumed that when the learners start their faculty education,

they make the lecturers' jobs difficult, both because of their language proficiency deficiency and because they do not have technical knowledge. In this sense, it is natural for academicians to have troubles in conveying the content knowledge to the students who have such insufficient knowledge. Therefore, if the problem is resolved during the preparatory education process, they can provide a more effective program while transferring the subject-matter information through English at the faculty.

In addition, it has been suggested that students should especially enhance their speaking and writing skills when they get education at prep school. The reason for this may be that learners are very reluctant to speak English during the lessons and cannot write in the target language as they are expected in their projects or exams.

Centered on the findings regarding the lecturers, 3 of the participants also put forward the idea that academicians should be provided with a pedagogical training program on the more effective use of EMI courses. This result is similar to the finding in Ozer's study (2020) by demonstrating that the majority of the participants agreed on the necessity of a training program for EMI use. The reason why content-teachers need an EMI program training should be on how to transfer the content knowledge in a second language from a pedagogical perspective. Even if the teachers' English proficiency language level is high, delivering the content knowledge in English instead of Turkish is a very different experience. Therefore, this both looks for an adaptation process and appropriate use of pedagogical strategies to increase the course effectiveness.

One of the notable results was that a small number of the content-teachers proposed that the academicians who would teach in a second language should spend a certain amount of time abroad to be exposed to English. This suggestion is probably made to enhance the teachers' capability in using English. According to the results, some lecturers sincerely also welcomed the view that content-teachers should make some attempts to upgrade their English proficiency levels. It was even argued that language proficiency tests should be carried out at regular intervals to test the language levels of the academicians. Based on these suggestions, it may actually be offered on the basis that the factors affecting the applicability of EMI programs are not only due to the reasons such as the language deficiency of the students, but also because the lecturers may also not be competent users of English. Therefore, while defending the students' language development, it has

additionally been recommended that the content-teachers should also improve their English in order to use them more competently.

There were also various constructive suggestions that the lecturers came up with as shown following: the availability of in-service training courses, having much smaller lecture halls rather than the big ones, offering a Turkish elective course for the students to obtain the basic departmental knowledge, incorporating instructional methods aiding learners to be in a close interaction with each other, escalating the number of the learning sources, amplifying the effectiveness of English education from the primary school and offering Erasmus programs for the lecturers teaching through English.

4.2.7 Focus-group meeting

Following the interviews with the content-teachers for this study, a focus-group consisting of 6 academicians was established to deepen the subject and gain a broader understanding of the matter.

In the course of the meeting, the academics were invited to report their views on the necessity of EMI training courses prepared for the content-teachers, the students' language proficiency levels after their graduation from prep school alongside the learners' strongest and weakest skills in English and the interaction between the Turkish and foreigner students in the classroom as well as the lecturers' emulated strategies to fulfill the needs of both groups.

The data gave insight into the truth that no respondents felt the need to participate in any EMI training programs by illuminating their individual reasons. While some content-teachers argued that education should be delivered in the native language rather than English, so it was not a requirement for them to attend such a program, others stated that receiving any training regarding EMI was not the priority or the person teaching that course was able to teach that lesson considering that she had a command of international literature and must know English at that level. Considering the comments made, the reason why the instructors do not feel a dearth of any pedagogical EMI training programs may be because they may find themselves to have enough language skills to convey the content-knowledge through English. Or it may be because they have previously received

pedagogical training for teaching and therefore do not need to drop into such a training course by regarding the fact that they are competent users of English.

When it comes to the learners' competency in English following by the completion of preparatory program, the majority of the content-teachers declared that the students' English language skills were insufficient when they started their faculty education. Moreover, participants had varying opinions regarding the provision of terminological information. While one participant articulated that it was not possible to give all terminological information in a single year, but certain simple terms could be provided when the learners studied at prep school, another lecturer argued that this should be given in the first grade. Other academicians expressed their opinions that offering field- specific technical words during the preparatory training period would both speed up the process and be more advantageous. Based on the comments passed, it can be inferred that as graduates of the prep school, the students are not equipped with a sufficient language proficiency level as expected. On top of that, the limited knowledge of terminology makes the work of faculty teachers more challenging.

With reference to the language skills, the results shed light on the fact that the learners were the strongest in reading but the weakest in speaking skills. The majority of the group members also remarked that students were not good at writing skills, either. Therefore, it became apparent that the learners had poor productive skills. Probably for this reason, although students can understand when they read the materials in English, they are hesitant to speak in the target language during the lecturing hours and they may not show sufficient success when they need to use their writing skills in exams or project assignments.

The last topic discussed was about the participants' opinions on what teaching strategy they applied to meet the needs of both Turkish and foreign students in the classroom environment. It was also wondered whether there was any grouping or isolation when observing the relationships of local students and international learners. When the data was examined, it was determined that the lecturers did not apply a special teaching technique separately for domestic and international students. Furthermore, it was unveiled that there was no grouping between foreign and Turkish learners. On the contrary, Turkish students interacted more closely with the foreign ones to upgrade their language levels.

Therefore, it can be deduced that content-teachers are trying to implement EMI programs effectively by applying a common teaching approach in a multicultural classroom environment. In addition, the presence of foreign students in the classroom is not perceived as a disadvantage but as an opportunity to improve the language skills of Turkish students.

4.2.8 Classroom observations

In classroom observations, the points that content-teachers shared in common and the things that they did differently within the scope of EMI implementation programs were stated.

When the lessons of the 4 lecturers were observed, what they met in the common ground was that they used power-point slides while lecturing as well as they repeated, paraphrased and stressed the important parts in the target language. This result is in line with the findings of the studies carried out by Arkın and Osam (2015), Ege et al. (2022), Hu et al. (2014), Li Jiang et al. (2019) and Ngo et al. (2023) in that the lecturers applied the similar strategies, too. Hence, it would not be wrong to make inference that the reason why these strategies are integrated into the teaching process is to make the content knowledge much more comprehensible.

The other observed results were that the language the academics used was quite understandable and plain; they provided students with more examples to make the subject-matter more meaningful; they permitted the learners to ask questions and speak in Turkish during the lessons; and they also let the students ask the questions in their mother tongue during the break-time intervals and got answers in Turkish, too. It was additionally monitored that although all lecturers gave permission to the students to speak Turkish during the lesson, there was little interaction in the classroom and a more teacher-oriented approach was followed. Furthermore, everything observed in the classroom and the results of the interviews with the lecturers showed a harmony.

During the classroom observations, it was also noted that some content-teachers were different at some points. The first noticeable difference was the way how the lecturers used the code-switching technique. While one of the academicians code-switched just to give the Turkish equivalent of English terminology, the other one switched from English

to Turkish in order to gather the students' distracted attention. Another observed content-teacher preferred to shift from English to Turkish when it was realized that the students did not understand the transferred knowledge, while answering the learners' questions and introducing a new terminology as well as explaining the important parts of the subject. The reason behind why participants vary on this issue is probably related to the language level of the student groups they address. The higher the student's language level, the less the teacher will need to use the technique for code-switching.

Another distinctive notable result was the students' attitudes towards the course. In some classes, students listened to the content-teachers with full attention while in other classes, learners were busy with other things instead of giving their full consideration to the lecture. The factor behind this may be related to the language level of the students, because when the academician lectures in English, the learners whose linguistic level is not sufficient lose attention after a certain period of time and their interest in the lesson decreases. The reason for such an inference is that even the students who lost interest in the lesson increased when the lecturer started to speak Turkish. Therefore, a learner who thinks that she will not understand the content information conveyed in English cannot be expected to be motivated towards the course. Therefore, it makes sense for the lecturers to embody the code-switching strategy whenever he or she deems it necessary to ensure a clear understanding of the content information.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

This study was carried out so as to find out the content-teachers' views on EMI implementation at tertiary level of education along with their perceptions on its advantages and disadvantages. The research also aimed to unveil what problems the lecturers encountered during their EMI teaching practice, what strategies they applied to handle with the problems and what suggestions they put forward for the improvements of the EMI courses. A phenomenological approach, which was a form of qualitative research method, was taken on. In order to collect the data, semi-structured interviews, a focus-group discussion and classroom observations were applied. To address the research questions, the data saved from the open-ended questions was analyzed. The results were presented in both the figures and tables followed by discussing the major parts of them.

In accordance with the results obtained from the data, it can be finalized that the content-teachers have varying viewpoints related to its integration at universities. While some of them welcome it on the ground of the opportunity of following the current literature published in English around the world and because English is the language of science, others oppose the idea of its implementation by acknowledging that the language of the education should be in the mother tongue. Moreover, there is also a group of lecturers who share both supporting and opposing approach by highlighting different reasons. For example, some academics find EMI courses as the necessary part of the quality education as the learners are always able to attain up-to-date knowledge and literature written in English and can make use of it thanks to their adequate language proficiency levels; however, the same content-teachers also hold the view that the students are expected to know the Turkish equivalences of the illnesses and they are required to communicate with the patients in Turkish, so rather than a single mean of instruction based on English, a system in which both languages are integrated in balance during the education should be embraced. Considering the academicians' perceptions, it can be inferred the fact that how they perceive EMI programs can be affected by the target group they address to, their own experiences, the department they are lecturing at and the institutional-based issues.

Apart from their opinions on EMI use, its advantages and disadvantages were also among the questions directed to the lecturers. Drawing on the findings, a wide range of positive aspects of it were offered. The most prominent ones are easy accessibility to the materials and sources, boosting language skills and obtaining a chance to do a master or doctorate degree abroad. On the other hand, when it comes to the drawbacks of its incorporation, different explanations are made ranging from not being able to deepen the content knowledge in English to shortage of Turkish equivalent of English terminology for some technical words. It is also stated that the course takes longer when delivered in English than in Turkish as a disadvantage. However, when the data is examined, it is observed that the stated advantages are much greater than the disadvantages.

Based on the outcomes of the problems lecturers experience, most of the content-teachers meet in the same ground that learners cannot construct the meaning when the field-related information is delivered through English because of their insufficient linguistic knowledge in the target language. When the factor of language deficiencies of the students who only receive general English education at prep school and inadequate level of terminological knowledge is added, it can be concluded that the job of the content-teachers in EMI practices is becoming quite challenging. Although lecturers express different problems such as the occurrence of communication breakdowns owing to the learners' low linguistic level, having unmotivated students, the academics' adaptation issues in transferring the knowledge via English when they first begin to lecture and having trouble in speaking English spontaneously, the most frequently mentioned matter is evidently related to the students' inability in using English.

In the light of the results, it is worth noting that there are some strategies that teachers have adopted to solve the problems they encounter. The majority of them have adopted the technique of code-switching in their EMI teaching practice. The fact that lecturers switch from English to Turkish whenever they deem it necessary can be expressed as an effective method both in terms of making the content information more understandable and psychologically reassuring the students. Upon examining the findings, apart from the code-switching technique, there are other strategies such as restating, paraphrasing, incorporating power-point slides or speaking at a slow pace that the content-teachers apply to make the process more effective.

In line with the suggestions for the improvement of EMI courses, it can be voiced that the educators mostly comment on the preparatory education process within the scope of the recommendation they offer. It is thought that it would be more accurate to separate students according to their fields and give terminological information during the preparation process. Additionally, there are academicians who agree that the education provided in prep program should be more challenging and the passing grade should be higher. It is quite understandable that faculty educators put emphasis on the preparatory education process because the language problems of the students they encounter disrupt the flow of their EMI teaching practices.

In addition to the findings of the interviews, the researcher aimed to gather more data during the focus-group meeting. The analyzed information has lightened the fact that group members have no previous training regarding EMI courses and they do not need that, either. This result may probably be due to the fact that they consider themselves pedagogically competent and confident in their English language. Furthermore, within the scope of the results, students are stated to have inadequate linguistic knowledge when they begin their faculty education after completing preparatory program, and that terminological knowledge should be given either during the preparatory education process or in the first grade. It is also underlined in the course of meeting that the students are more successful at their reading skills; however, they have troubles in their speaking and writing skills in the second place. From this it can be concluded that students can somehow make sense of what they read, but experience problems in communicating in the target language and producing the language on the written forms during the lesson. Finally, based on the results, lecturers are found not to apply a unique teaching strategy for Turkish and international learners distinctively, rather they embody a common instructional approach for each group.

Within the domain of the observations, the result is that there are strategies that the content-teachers pursue both in common and a distinctive way. For example, while all of them use power-point slides as a helping teaching material in the course delivery, they differ in the application of the code-switching technique. In fact, it can be generalized that the tactics adopted by the content-teachers during the lesson vary according to the language levels of the students they address to. The more proficient the student, the less

the academicians need to speak Turkish while lecturing. In addition, everything observed in the classrooms exactly is in harmony with the results of the interviews conducted with the academics.

All in all, there are lecturers who support EMI programs and find them advantageous and there are also those who reject the applicability of this program at universities and perceive it as disadvantageous. It has been observed that there are also some content-teachers who hold both ideas and have contradictory thoughts. As a result of the interviews conducted with the academicians and classroom observations, it can be frankly stated that although they encounter problems in the process, they try to implement EMI programs successfully by adding various strategies and teaching methods in order to make the course more effective.

The present study investigated the content-teachers' views on EMI implementation at HE accompanied by their perceptions on its advantages and disadvantages. In addition, the problems they encountered during their EMI practice and the strategies they adopted to overcome those problems as well as their suggestions for the improvement of EMI courses were also probed.

In the light of the results, based on the viewpoints of CT2, CT9, CT10, CT18, CT20 and CT22, it would not be irrational to propose that the students can be divided into classrooms with regard to their departments when they get education at prep school and also receive field-specific terminological knowledge rather than just have general English instruction. Furthermore, with regard to the opinion offered by CT18, an academic from faculties may also be one of the participants of the preparatory program and once a week they can provide the students with basic technical words related to the learners' departments. As a possible consequence, the students may be able to acquire the major terminology, which accelerates their adaptation to faculty education. Another point that can be regarded may be about the duration of the preparatory program. As CT6 stated the language education can be delivered for 2 years for the learners who are quite low users of English so as to make them satisfactorily competent and attain success in their education at faculty.

For future research, the comparisons of the course effectiveness of the lecturers who have participated in EMI training program and those who implement EMI courses without joining in this program can be investigated. Alternatively, comparing the EMI programs' implementation in foundation universities with the EMI courses applied in a state university may also be a subject of research. Moreover, a comparative study can be conducted within the scope of EMI programs between classes consisting of students who have acquired terminological knowledge during the preparatory education process and learners who lack this knowledge to test how this factor affects the effectiveness of lecturers' EMI use. In addition to these, a research can be carried out by increasing the number of the participants as well as the education institutions and integrating the faculties implementing partial EMI programs.

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APPENDIX

Appendix 1. Semi-structured Interview Questions

A- Questions About the Lecturers' General Perceptions towards the Implementation of EMI

1- What are the advantages of integrating EMI programs at higher education?

2- What are the disadvantages of adopting it at tertiary level of education?

B- Questions About the Challenges that the Lecturers Face and What Strategies They Apply to Handle

1- What kind of difficulties do you encounter during your teaching practice through English?

2- What strategies do you implement to cope with these challenges?

C- Questions Searching for The Lecturers' Suggestions

1- What suggestions do you offer for a better use of EMI programs at higher education?

Yarı yapılandırılmış bireysel görüşme soruları

A- Alan Öğretim Üyelerinin İngilizceyi Öğretim Dili Olarak Kullanmalarına İlişkin Algılarını Saptamak İçin Yöneltilecek Sorular

1- Sizce İngilizcenin üniversitelerde öğretim dili olarak kullanılmasının ne gibi olumlu yanları vardır?

2- Sizce ders içeriği aktarımında İngilizcenin kullanılması ne gibi olumsuz sonuçlar doğurabilir?

B- Alan Öğretim Üyelerinin İngilizceyi Öğretim Dili Olarak Kullanmaları Sürecinde Karşılaştıkları Problemleri ve Bu Problemleri Çözmek Adına Uyguladıkları Stratejileri Öğrenmek Adına Yöneltilecek Sorular

1- Konu içeriğini İngilizce aktarırken herhangi bir sorunla karşılaşıyor musunuz? Eğer karşılaşıyorsanız, bu sorunlar nelerdir, açıklayabilir misiniz?

2- Sorunları çözmek adına ne gibi stratejiler uyguluyorsunuz?

C- Alan Öğretim Üyelerinin İngilizceyi Öğretim Dili Olarak Kullanılması Sürecinin İyileştirilmesine Yönelik Önerilerini Saptamak Adına Yöneltilecek Soru

1- Sizce İngilizcenin öğretim dili olarak kullanılması sürecini iyileştirmek adına ne gibi adımlar atılmalıdır? Önerilerinizi paylaşır mısınız?

Appendix 2. Focus-group Questions

1- As a result of my interviews with the content-teachers, it was revealed that none of the academicians had previously attended a training course within the scope of EMI programs. Do you find it necessary to participate in any training program on using English as a medium of instruction in pedagogical terms? If it is necessary for you, in which areas would you like to receive training to meet your pedagogical needs?

2- What is the impact of the one-year preparatory education program, which students attend to improve their level of English, on EMI programs implemented at faculties? Do you think that the English level of the students who have received preparatory education is sufficient when you explain the subject in English? What are your opinions on whether teaching terminological knowledge about the students' fields should be included in the preparatory education program curriculum?

3- When you consider your students' language skills, would you please share which skills they are the strongest in and which skills they are the weakest in?

4- Your classes consist of the students from various cultures with different native languages. In this case, what teaching approach do you apply to meet the needs of each student while conveying the course content in English? Also, when you observe Turkish and foreign students, do you observe whether there is any separation between them?

Odak-Küme Görüşmesi Soruları

1- Alan öğretim elemanlarıyla yaptığım görüşmeler sonucu, akademisyenlerden hiçbirinin daha önceden EMI programları kapsamında bir eğitim kursuna katılmadıkları ortaya çıkmıştır. Siz pedagojik açıdan İngilizceyi öğretim dili olarak kullanmaya ilişkin herhangi bir eğitim programına katılmayı gerekli görüyor musunuz? Eğer sizin için gerekliyse, hangi pedagojik ihtiyaçlarınızın giderilmesi açısından eğitim almak isterdiniz?
2- Öğrencilerin İngilizce dil seviyelerini geliştirmek için katıldıkları bir yıllık hazırlık eğitim programının, fakültelerde içerik bilgisini İngilizce verilmesini

kapsayan program üzerinde etkisi nedir? Öğrencilerin İngilizce dil seviyelerini konuyu İngilizce anlatmanız durumunda yeterli buluyor musunuz? Ayrıca, hazırlık eğitim programı müfredatına, öğrencilerin alanlarıyla ilgili terminolojik bilginin öğretilmesinin dahil edilip edilmemesi üzerine görüşleriniz nelerdir?

3- Öğrencilerinizin dil becerilerini göz önünde bulundurduğunuzda, hangi becerilerde en güçlü, hangi becerilerde en güçsüz olduklarını düşünüyorsunuz?

4- Sınıflarınız çeşitli kültürlerden gelmiş farklı ana dillerine sahip öğrencilerden oluşmaktadır. Bu durumda ders içeriğini İngilizce aktarırken her bir öğrenciye ulaşabilmek adına nasıl bir öğretim yaklaşımı uyguluyorsunuz? Ayrıca, Türk ve yabancı öğrencileri gözlemlediğinizde aralarında ayrışma veya gruplaşma olduğunu düşünüyor musunuz?

Appendix 3. Classroom Observation Form

A- The process of a content-teacher using English as the medium of instruction

1- The content-teacher explains the course content only in the target language.

2- The content-teacher communicates with the students only through English.

3- Ensuring that the target language is constantly used in the classroom by the content-teacher improves the language skills of the students.

4- The content-teacher can use various scientific course content resources written in the target language during the course.

5- The content-teacher aims to increase the academic success of the students through the use of English as the language of instruction.

6- While teaching the course content, the content-teacher adopts a teaching technique that meets the needs of both Turkish and foreign students.

B- Problems encountered by the content-teachers in the process of using English as the language of instruction

1- Students' insufficient knowledge of English language creates problems in transferring the subject-matter in English for the content-teachers. Students cannot understand the content effectively.

2- The content-teachers experience problems in conveying the course content in the target language to the student groups with different English levels.

3- The content-teachers have troubles in communicating with the student groups coming from different cultures.

4- The content-teachers have problems in transferring the terminological information in the target language due to students' insufficient language knowledge.

5- The content-teachers' constantly speaking in the target language during the course causes a loss of motivation among the students.

6- Transferring course content in English is time-consuming for the content-teachers.

C- Strategies applied by the content-teachers to solve the problems they encounter in the process of using English as the medium of instruction

1- The content-teacher explains the course content in Turkish if the students do not understand it in English.

2- The content-teacher translates the complex terminology into Turkish when the students do not understand it in the target language.
3- The content-teacher re-explains the subject using simpler English expressions if the students do not understand the target language.
4- If the students do not understand the subject in English, the content-teacher repeats or simplifies it and presents it again in the target language.
5- The content-teacher speaks English slowly and clearly to help students understand the target language better.
6- The content-teacher in the field includes slide presentations containing various visual expressions to make it easier for students to understand the subject content in English.
7- The content-teacher responds to the individual problems of both Turkish and foreign students during the course.
8- The content-teacher summarizes the course in general terms in Turkish at the end of the lesson.

Sınıf İçi Gözlem Formu

Alan öğretim üyesinin İngilizceyi öğretim dili olarak kullanma süreci

1- Alan öğretim üyesi ders içeriğini sadece hedef dilde aktarmaktadır.
2- Alan öğretim üyesi öğrencilerle sadece İngilizce iletişim kurmaktadır.
3- Alan öğretim üyesinin sınıf içinde sürekli hedef dilin kullanılmasını sağlaması öğrencilerin dil becerilerini geliştirmektedir.
4- Alan öğretim üyesi ders süresince hedef dilde yazılmış çeşitli bilimsel ders içeriği kaynaklarını kullanabilmektedir.
5- Alan öğretim üyesi İngilizcenin öğretim dili olarak kullanılması vesilesiyle öğrencilerin akademik başarılarını arttırmayı hedeflemektedir.
6- Alan öğretim üyesi ders içeriğini aktarırken hem Türk hem de yabancı öğrencilerin ihtiyaçlarını gideren bir öğretim tekniği benimsemektedir.

Alan öğretim üyesinin İngilizceyi öğretim dili olarak kullanma sürecinde karşılaştıkları sorunlar

1- Öğrencilerin yetersiz İngilizce dil bilgisi alan öğretim üyelerinin içeriği İngilizce aktarmasında problem oluşturmaktadır, öğrenciler konu içeriğini etkili bir şekilde anlayamamaktadır.

2- Alan öğretim üyeleri farklı İngilizce seviyelerine sahip öğrenci gruplarına hedef dilde ders içeriği aktarımında problem yaşamaktadır.
3- Alan öğretim üyeleri farklı kültürlerden gelen öğrenci gruplarıyla iletişim kurmada sorun yaşamaktadır.
4- Alan öğretim üyeleri terminolojik bilgiyi öğrencilerin yetersiz dil bilgileri sebebiyle hedef dilde aktarmada problem yaşamaktadır.
5- Alan öğretim üyelerinin ders süresince sürekli hedef dilde konuşması öğrenciler arasında motivasyon kaybına sebep olmaktadır.
6- Ders içeriğini İngilizce olarak aktarmak alan öğretim üyeleri için zaman alıcıdır.

Alan öğretim üyesinin İngilizceyi öğretim dili olarak kullanma sürecinde karşılaştıkları sorunları çözmek için uyguladığı stratejiler

1- Alan öğretim üyesi ders içeriğini İngilizce aktarımda öğrencilerin anlamaması durumunda Türkçe açıklama yapmaktadır.
2- Alan öğretim üyesi karmaşık terminoloji bilgisini öğrencilerin hedef dilde anlamaması üzerine Türkçeye çevirmektedir.
3- Alan öğretim üyesi öğrencilerin konu aktarımını hedef dilde anlamaması durumunda, daha basit İngilizce ifadeler kullanarak yeniden açıklamaktadır.
4- Alan öğretim üyesi öğrencilerin konuyu İngilizce anlamamaları durumunda tekrar ederek ya da sadeleştirerek yeniden hedef dilde sunmaktadır.
5- Alan öğretim üyesi öğrencilerin konuyu hedef dilde daha iyi anlamaları adına yavaş ve anlaşılır bir şekilde İngilizce konuşmaktadır.
6- Alan öğretim üyesi konu içeriğini İngilizce aktarımda öğrencilerin daha kolay anlamasını sağlamak için çeşitli görsel ifadeleri barındıran slayt sunumlarına yer vermektedir.
7- Alan öğretim üyesi ders sırasında hem Türk hem yabancı öğrencilerin bireysel sorularını yanlarına giderek cevaplamaktadır.
8- Alan öğretim üyesi dersin sonunda konuyu genel hatlarıyla Türkçe özetlemektedir.

Appendix 4. Gönüllü Onam Formu

Sizi danışmanlığını Dr. Öğr. Üyesi Hakan DİLMAN danışmanlığında yürütülen "The Perceptions of The Content-Teachers in Tertiary Education on English as a Medium of Instruction Within Turkish Context" başlıklı Yüksek Lisans Tezinin araştırmasına davet ediyoruz. Bu araştırmanın amacı alan öğretim elemanlarının İngilizcenin öğretim dili olarak kullanılmasıyla ilgili görüşleriyle birlikte, uygulamanın avantajları ve dezavantajlarına ilişkin algılarını ortaya çıkarmayı amaçlamaktadır. Ayrıca öğretim elemanlarının İngilizcenin öğretim dili olarak kullanılması sürecinde karşılaştıkları problemleri, bu problemleri aşmak için kullandıkları stratejileri ve daha iyi bir uygulama için önerilerini de saptamayı hedeflemiştir. Araştırmaya tahmini 24 gönüllünün katılması beklenmektedir. Araştırmada sizden tahminen 1 saat kadar süre ayırmanız istenmektedir. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmanın amacına ulaşması için sizden beklenen, bütün soruları eksiksiz, kimsenin baskısı veya telkini altında olmadan, size en uygun gelen cevapları içtenlikle vermenizdir. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmayı bırakma hakkına da sahipsiniz. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz **gizli tutulacaktır**; ancak verileriniz kimliğiniz gizli kalmak şartıyla yayın amacı ile kullanılabilir. Araştırma konusuyla ilgili yeni bilgiler elde edildiğinde araştırmacılar tarafından zamanında bilgilendirileceksiniz. Eğer araştırmanın amacı ile ilgili verilen bu bilgiler dışında şimdi veya sonra daha fazla bilgiye ihtiyaç duyarsanız araştırmacıya şimdi sorabilir veya e-posta adresinden ulaşabilirsiniz. Araştırma tamamlandığında size özel sonuçların sizinle paylaşılmasını istiyorsanız lütfen araştırmacıya iletiniz.

Bilgilendirilmiş gönüllü onam formundaki tüm açıklamaları okudum. Bana yukarıda konusu ve amacı belirtilen araştırma ile ilgili yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı tarafından yapıldı. Araştırmaya gönüllü olarak katıldığımı, istediğim zaman gerekçeli veya gerekçesiz olarak araştırmadan ayrılabileceğimi biliyorum. Söz konusu araştırmaya, hiçbir baskı ve zorlama olmaksızın kendi rızamla katılmayı kabul ediyorum.

Araştırmacının	Katılımcının
Adı-Soyadı: Merve ÖZCAN	Adı Soyadı:.....
İmzası:	İmzası:
Tarih: 14.01.2024	Tarih:

Appendix 5. Etik Kurul Formu

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir."

CURRICULUM VITAE

Merve ÖZCAN

Education

Degree	*Year*	*University, Institute, Department*
MA	2024	Maltepe University, Graduate School Department of Foreign Language Education
BA	2008	Marmara University, Faculty of English language Teachig Education

Work/Employment

Year	*Job*
2008 -	Lecturer at Marmara University, English Preparatory School