

New Connections in EMI Turkey Research Partnership Fund 2020

British Council Turkey



Improving English Education in Turkish Tourism Faculties Under Supervision of British Language Experts

March 2021



Research Team

Tülay Güzel

Çanakkale Onsekiz Mart University, Turkey

Will Nash

University of Sheffield, UK

Şule Aydın

Nevşehir Hacı Bektaş Veli University, Turkey

Abdullah Karaman

Selçuk University, Turkey

Bekir Eşitti

Çanakkale Onsekiz Mart University, Turkey

Zührem Yaman

Selçuk University, Turkey

Eda Özgül Katlav

Nevşehir Hacı Bektaş Veli University, Turkey

Ömür Hakan Kuzu

Selçuk University, Turkey

Koray Çamlıca

Nevşehir Hacı Bektaş Veli University, Turkey

Buket Buluk Eşitti

Çanakkale Onsekiz Mart University, Turkey

Tarık Yalçinkaya

Çanakkale Onsekiz Mart University, Turkey

March 2021

Contents

Abstract	05
Introduction	05
Literature	06
Tourism and Foreign Language Education.....	07
Research Problem	11
How Can the Quality of English Education Be Increased in Tourism Education at the Undergraduate Level?.....	12
Method	12
Information About the Population	14
Çanakkale Onsekiz Mart University – Tourism Faculty.....	14
Nevşehir Hacı Bektaş Veli University – Tourism Faculty.....	16
Konya Selçuk University – Beyşehir Ali Akkanat Tourism Faculty.....	17
The Findings	20
Findings Based on the Document Analysis and Observations.....	20
Overview, Objectives and Scope.....	20
Guiding Questions.....	21
Limitations.....	21
Review 1: Çanakkale Onsekiz Mart University (ÇOMÜ).....	21
Review 2: Nevşehir Hacı Bektaş Veli University (NEVÜ).....	22
Review 3: Selçuk University (SÜ).....	24
Observation Findings.....	25
Lesson Observation Focus Areas and Sub-areas.....	25
Overall Observation Comments.....	26
Recommendations.....	26
Distance Education and Technological Infrastructures.....	27
Course Materials.....	27
Educational Methods.....	27
Lesson Observation Notes.....	27
Findings Based on the Quantitative Analysis.....	29
Demographic Findings.....	29
General Perception Towards Satisfaction of Students with English Education and Their Quality Assessments.....	33
Comparison Analyses of Satisfaction and Quality Perception Towards English Education.....	36
Findings Based on the Qualitative Analysis.....	42
Managers and English Instructors.....	43
Students.....	51
Conclusion and suggestions	56
Physical Facilities.....	57
Education and Training Content.....	57
Teaching Staff and Management.....	57
Academic Tasks Requirements.....	58
EMI and TMI Advantages.....	58
Social and Cultural Opportunities.....	58
Overall Satisfaction.....	58

References	60
Table 1. Research Process.....	13
Table 2. Physical Areas.....	16
Table 3. Audio-visual Aids.....	16
Table 4. Physical Areas.....	17
Table 5. Audio-visual Aids.....	17
Table 6. Universities.....	29
Table 7. Demographic Features.....	30
Table 8. Scale Reliability Analysis.....	33
Table 9. General Perception Towards Quality and Satisfaction (Average – Standard Deviation)	34
Table 10. Comparison Analysis of Satisfaction and Quality Perception According to the Main Dimensions	37
Table 11. Comparison Analysis of Satisfaction and Quality Perception According to the Statements ...	37
Table 12. Explanations Regarding Themes and Sub-Themes	43
Table 13. Satisfaction with English Education.....	44
Table 14. Sufficiency of English Education (Manager)	45
Table 15. Proficiency of English Instructor.....	46
Table 16. Physical Facilities Regarding English Education	47
Table 17. Proficiency of English Instructor	48
Table 18. Remarks on Improving Quality of English Education.....	50
Table 19. Evaluating English Education Process.....	50
Table 20. Satisfaction with English Education.....	51
Table 21. Sufficiency of English Education	52
Table 22. Course Hours/Credits.....	52
Table 23. The Methods Utilized in English Courses	53
Table 24. Infrastructure	53
Table 25. Course Materials	54
Table 26. Technological Infrastructure.....	54
Table 27. Number of Students in Classrooms/Class Size	55
Table 28. Online System and Digital Opportunities.....	55
Table 29. Satisfaction with English Education.....	55
Table 30. Increasing Success and Quality	56

Abstract

The most significant target of tourism-related higher education institutions is to enable its students to have healthy and qualified communication with tourists after graduation process, which heavily depends on technical and professional education levels of employees in the sector. Accordingly, foreign language education is the most crucial part of professional education, and English teaching is one of the priorities for tourism education in higher education. Therefore, it is vital for tourism faculties to have adequate and qualified foreign language courses. Foreign language ability of students in a 4-years degree tourism programme, in particular non-EMI (English Medium Instruction) ones, is regarded low. The Tourism Education Evaluation and Accreditation Board (TURAK), which has an important place in increasing the quality of tourism education, states that an undergraduate student '*will demonstrate reading, understanding, speaking and writing skills in English*' as the output of tourism education programs, and has determined the minimum amount of foreign language education hours for sufficiency and quality on the basis of departments. Accordingly, the board has stated that a student should receive at least 672 hours of English education in the Gastronomy and Culinary Arts program, the Recreation Management program, the Tourism Management program, and at least 784 hours in the Tourism Guidance program during 4 education years. Although the number of English course hours has been determined high by TURAK working under the Higher Education Quality Council (YÖKAK) that conducts studies to improve education process in universities, graduated students cannot acquire the success in foreign language at the desired level, which constitutes the fundamental research question. The project's aim is to determine the current situation, deficiencies and issues in English teaching and improve teaching strategies and recommendations with help of British language experts. In the project, mixed research methods were used to get an answer to the research question in order to compensate for the weaknesses of quantitative and qualitative research methods correspondingly. Probability-based simple random sampling method and non-probabilistic judgmental sampling method were used in quantitative research and qualitative research, respectively. 835 questionnaires (552 of them are valid) were gathered; 76 interviews were conducted; a comprehensive observation process was realized in the research. All stakeholders (students, instructors, managers) were included in the research. In the project, English teaching process of 3 Turkish tourism faculties (Tourism Faculty of Çanakkale Onsekiz Mart University, Tourism Faculty of Nevşehir Hacı Bektaş Veli University and Beyşehir Ali Akkanat Tourism Faculty of Konya Selçuk University) is analysed by Turkish research team. The results of the quantitative analysis suggest that students are generally satisfied with the English education in tourism faculties whereas the results of interview and observation analyses demonstrate that there is a major room for improvement in English education about which the research team presents recommendations to improve English education in tourism faculties.

Introduction

In today's modern world, foreign language education has a crucial place at universities. Being the centre of the scientific knowledge, universities are the organisations where culture, intercultural relations, way of thinking and living are transferred. It is only possible with an advanced level of English to improve the relations at international level in all these transfers. In addition, technical issues requiring English such as self-development, professional competence, academic English knowledge and preparing a speech in English are also paid great importance around the world. When analysing public universities in Turkey, it is observed that success indicators in having an advanced English are not at the desired level. It is necessary to focus on education of English regarded as the common language around the world, especially when it comes to tourism faculties and tourism vocational schools. In these schools, where qualified workforce is provided for tourism sector that is extremely vital in terms of country economies, the ways to improve English education are necessary to be researched. As well as having professional competences, students at tourism departments are expected to be a successful tourism ambassador with their advanced speaking abilities in English. When considering the fact that the biggest share of foreign currency inflow belongs to foreign tourists, the importance of having English language skills can be obviously seen. It is only possible with a good language knowledge to have healthy communications with tourists and to introduce them our country.

In this research, the details of English education delivered in tourism faculties of Çanakkale Onsekiz Mart University, Nevşehir Hacı Bektaş Veli University and Konya Selçuk University (public universities in Turkey) are researched and its current situation are investigated. The applied methods and approaches, curriculums, education methods, physical conditions, English instructors, and managers are analysed in the faculties. Quality and satisfaction perceptions of the students towards English education are measured and assessments are presented in accordance with thoughts of the managers. Under the supervision of a language expert in the University of Sheffield, the main problems related to the English education are determined and solution recommendations are presented.

Literature

Foreign language education enables individuals to communicate with people from other cultures and to improve their capacities to keep up with the information age. In this regard, an interdisciplinary, participatory, and innovative language education is one of the most significant attributes to increase students' proficiency in foreign language. In order to determine and meet the need for foreign language knowledge in professional life and to fulfil the principles of sustainable development and criteria of Common European Framework of Reference for Languages, foreign language education ought to be carried out in effective way.

Analysing and utilizing knowledge and transforming it to the related and required fields have brought the need for foreign language knowledge into the forefront. In this fierce global competitiveness, survival can only be maintained with human resource equipped with this knowledge and ability. Today, individuals should be able to transform their ability and skills into business life by supporting their professional knowledge with foreign languages. Sustainable improvement is only ensured with those individuals with high language skills, which is enabled by education programs that are constantly updated in accordance with national and international developments and sector requirements. Individual with only technical or professional knowledge is not able to meet expectations of sectors. Foreign language knowledge is a key for individuals to advance in professional life and to reach international level. Individuals need to comprehend that their desired aims can only be acquired by combining their professional/technical knowledge with foreign language skills (Kınsız,2005:263). For this reason, Foreign language education is an area that is important at every education stage (Balci and Yel, 2018). Particularly, it is included in the curriculum of the departments as partly compulsory and partly optional in all departments of universities. These courses, which are considered important in almost every department, gain more importance in certain departments and come to the fore. Foreign language education, knowledge and skills are at the forefront in terms of the sector in all departments, especially the Tourism Management Department within the Tourism Faculties. There are various reasons why foreign language courses are considered important in the relevant departments. Tourism, as a sector, is a field that has gained importance in international platforms by getting out of localism. Therefore, the most important skill that sector employees who want to be accepted in the international platform should have are language skills. Because of their language skills, sector employees can establish perfect communication with foreign educational institutions, companies and organisations and fulfil the requirements of the sector. English-medium teaching has been so widely adopted despite predictable problems which listed below (Smith, 2004):

- inadequate language skills and the need for training of indigenous staff and students
- ideological objections arising from a perceived threat to cultural identity and the status of the native language as a language of science unwillingness of local staff to teach through English
- the lack of availability on the international market of sufficient anglophone subject specialists
- the inability of recruited native speaker tutors to adapt to non-native speaking students
- inadequate proficiency of incoming international students in the host language
- organisational problems and administrative infrastructure
- lack of interest from local students
- loss of confidence and failure to adapt among local students
- lack of critical mass of international students

- lack of cultural integration of international students
- financing the teaching of international students where no fees exist
- financing for international students from poorer countries where fees do exist
- uniformity and availability of teaching materials
- equity of assessment for native and non-native English speakers.

Due to the above-mentioned issues, educational policies and strategical planning ought to focus on a qualified foreign language education, which is important for every science discipline and emerges as an even more indispensable need in some disciplines and fields. The field and sector of tourism, which focuses on intercultural communication, is one of these areas (Harun & Din, 2002; Labord, 2009). Foreign language courses in the undergraduate and master programs of tourism faculties are among the programs that are important to research in this context. While preparing the curriculum of the relevant units, the sectoral advantage of having foreign language skills with the tourism sector should be taken into consideration and the curriculum should be determined in this direction. Foreign language courses in these schools are elective courses (Balci, 2016: 94). In this context, what is important is not whether the courses have the status of elective courses, but to motivate students to gain language skills, to focus on the subjects that appeal to them and facilitate their professional lives.

In the globalizing world, advances in information technologies have contributed to development almost in every field such as education, politics, culture, trade, tourism and service, especially in international relationships. The essential criteria for development within this international impact is to have a qualified foreign language knowledge. As there is a wide range of people across the world who come from different cultures and language backgrounds, people who do business, travel, and have holidays beyond their boundaries need to overcome language barriers. At this point, a common and global language which is to be learnt by everyone seems necessary, which has been English for a very long time. The English language is taught at educational institutions of almost all countries and most aspects of life on Earth depends on the language. For this reason, its education and teaching strategies should be thought vital.

Tourism and Foreign Language Education

Raising awareness of the importance of foreign language proficiency as well as fostering the development of intercultural competence in the area of tourism and hospitality industry is extremely important (Sindik, ve Božinović, 2013:16). Considering sector dimensions in tourism, its significance seems more crucial since having English speaking ability is one important criteria in employing people in the sector according to Hijirida (1980). This is because people working in the tourism field should be able to communicate with tourists and have knowledge about cultural differences (Leslie and Russell, 2006).

Tourism is one of the sectors which governments attach the greatest importance to. Especially the countries with a vast variety of historical and natural attractions are luckier so as to acquire competitive advantage in the sector compared to others. Turkey is one of those countries with lots of attractions. When it comes to tangible outcomes Turkey's tourism incomes are \$26.3, \$29.5 and \$34.5 billion in 2017, 2018 and 2019, respectively (TUIK, 2020). Turkey has also potential to double these figures in a short time. However, there needs to be strategic management of the sector and its actors. It is possible to have the work done in order to gain the desired benefit from the tourism sector and to gain global competitiveness, to adopt professional and universal values, and to raise the awareness of tourism to the people working in this labour-intensive sector with a qualified education (Charles, 1997: 190). Meeting the consumer expectations of businesses operating in the tourism sector is very important for both personnel and businesses. Since one of the most major costs for tourism enterprises is personnel wage, employing those who are not at the desired level in terms of professional and technical knowledge and skills negatively affects the profitability of the enterprises. For this reason, it is very important to employ well-educated, experienced, talented personnel with foreign language proficiency in businesses in the tourism sector. As the main responsibility is undertaken by employees, their foreign language competences and qualifications are crucial. Foreign language ability is a key that also improves people's communicative skills and enables them to hold on to their professional life. Foreign language skill has been gaining more significance in the tourism field. The students enrolled in tourism faculties must have foreign language skills in order to get a job in the tourism sector as an employee, employer, director, educator

and academic staff and to prove themselves in the sector. It is due to the fact that the tourism sector requires accurate communication with people from foreign cultures. The benefits of knowing one or more languages in the tourism sector can be listed as follows:

- It is possible to work in the international tourism sector. In other words, a better career and a better income can be achieved by having the opportunity to work in countries where the known foreign language is spoken or in other countries.
- The satisfaction level of tourists increases.
- The attention of the managers can be drawn by standing out more than other employees at the institution.
- Communication disruptions that cause cultural conflicts and prejudices are not experienced.
- Contribution can be made to increase corporate image.
- There may be working opportunities from different tourism companies for better positions under different conditions.
- It becomes easier to be successful in the institution where you work.
- Customers are satisfied by better communication.
- Sales and marketing revenues increase, making it easier to achieve growth targets.
- Cultural and historical heritages can be transferred to foreign customers more easily and effectively when evaluated nationally.
- Satisfied customers bring other customers with them for their next visit.

Speaking a foreign language has become necessary for the personnel employed in the tourism sector in order to increase international competitiveness within the sector, to ensure the service quality brought by modern tourism understanding, and to maintain healthy relations between tourists and those who serve. Since the products and services offered in tourism enterprises are generally abstract and have a human factor, foreign language strengthens the communication between employees & guests and increases the service quality while insufficient foreign language in tourism can reduce the value of tourist attractions and make tourists unhappy (Leslie and Russell, 2006; Ghany and Latif, 2012; Akgöz and Gürsoy, 2014; Balcı and Metin, 2019).

One out of every five people attends tourism activities, and many countries acquire maximum income from tourism sector. Number of tourists visiting our country is on the increase unlike the profit rate. One of the main reasons for this issue is lack of foreign language ability in sector employees. It is evidently impossible that sector employees with insufficient education satisfy tourists and introduce our country at desired level (Balcı, 1998; İşigüzel, 2013). For this reason, the importance of learning foreign languages in the tourism education process should be determined and analysed (Leslie & Russell, 2006). It is possible with good language skills to establish a healthy communication by causing no prejudices with tourists visiting a destination and to introduce historical places and cultural values perfectly. Therefore, it is important for the tourism sector to bring in personnel who have had a good language education and have been trained within the sector. It is known that tourism businesses serving foreign tourists seek employees who speak at least one foreign language, sometimes two or three. For this reason, foreign language education has an important place in tourism education today. From this point of view, foreign language education delivered in tourism undergraduate programs that educate students for tourism sector is regarded prime important and should be sensitively focused on.

As the tourism industry is steadily growing throughout the world, English language education as a second language focused on the tourism and hospitality education curriculum is becoming more important (Park et al., 2018). In Turkish universities, English courses are popular for students who want to be employed in tourism related jobs. It is accepted that learning English is a basic necessity for students who study tourism. Nevertheless, discussions about how to teach English in tourism education are still up to date and it is still one of the frequently discussed points of our education system that needs to be resolved. In Turkey, there are ongoing and still unsolved problems regarding foreign language education provided by the Ministry of National Education (MEB) and Higher Education Council (YÖK) (Balcı and Sünbül, 2015). Both the Ministry of National

Education and Higher Education Council serve studies in Turkey for a better language education quality. The Ministry of National Education provides compulsory foreign language education starting from the fourth grade of primary schools and makes second foreign language education in secondary schools obligatory (www.resmigazete.gov.tr). The Higher Education Council, on the other hand, proposes different requirements on the basis of programs related to foreign language education and makes studies and develops collaborations to increase the quality of foreign language learning in higher education. In addition, they carry out different research projects to figure out how it can be improved. For example, the Higher Education Council started a study with the Higher Education Quality Board (YÖKAK) and the British Council in 2015 in order to increase the quality of English education provided by higher education institutions and to create a national quality assurance system. In that study, English language training in 40 universities located in Turkey, was evaluated in terms of the curriculum, learning outcomes and quality levels and proposals ensuring improvement and development were presented. In 2017, 5 state universities were selected as pilots and the Quality in English Education Program started (www.yokak.gov.tr). The outcomes of these studies carried out by the Higher Education Council and British Council are very important in increasing the quality of language teaching. Still, the issue has not been overcome so far, notably in terms of tourism sector. Although the curriculum of tourism students includes English course hours determined by TURAK, the low number of English course hours is among the special problems. Though foreign language knowledge is accepted as an important prerequisite for employment after tourism education, problems in language education continue and students experience failure in the sector with insufficient language knowledge after graduation (Türkeri, 2014; Ghany & Latif, 2012). As a result of the literature review, the reasons for tourism education students' failure to learn English are listed as follows (Akgöz & Gürsoy, 2014; Türkeri, 2014; Ghany & Latif, 2014; Gökçe & Batman, 2015);

- Insufficiency of visual and audio material
- lack of speaking practice
- lack of pedagogical competence of teaching staff who teach foreign language
- the idea that academic staff are not found suitable for the service qualifications and they lack professional experience
- preparation of education programs without considering the needs and expectations of students
- not determining the shortcomings of the students before starting the lessons
- tendency of teachers to grammar by neglecting speaking and listening in language lessons
- use of improper exam practice
- using very little English teaching material in lessons
- inadequate physical conditions
- association with the education policy of the country.

Kuzu (2013:8) states that foreign language teaching has its own principles together with aims and they are supposed to be effectively determined for a successful foreign language teaching, which makes up the above-mentioned deficiencies. For an effective foreign language usage, it is important to equally dominate four basic skills (reading, listening, speaking and writing) regarded as building blocks of language. So that individuals gain these skills, a systematic language education process that are preprogramed and target-oriented is supposed to be carried out. Kurt (2011) underlines that the method applied for a successful language teaching should make students competitive in professional life. In other words, students need to take action in accordance with the sector they would like to work in. Therefore, the following actions are recommended by Kurt (2011, 194):

- Reading simple sentences by instructor
- analysing grammar rules and simple sentence structures
- translating simple sentences into Turkish and analysing sentence structures with students
- reading simple sentences by students
- correcting reading mistakes in persistent way

- reading simple dialogues by instructor
- translating simple dialogues into Turkish and analysing sentence structures with students
- listening to simple dialogues through CDs
- reading simple dialogues by students
- correcting reading mistakes in persistent way
- utilizing dialogues with simple in-class pantomime and drama techniques and visualizing them with simple objects within fictional business environment
- correcting pronunciation mistakes in dialogues
- supporting dialogues with gesture and facial expressions
- utilizing dialogues with professional activities in practice rooms
- utilizing the learnt foreign language in internship
- utilizing the taught foreign language in professional life.

Considering the importance of foreign language knowledge and ability in terms of tourism sector and employment, gaining, and improving language abilities should be the priority in tourism faculties. Baykal and Şahin (2015: 31) underline the significance of foreign language skills in tourism sector and state that foreign language courses, a major need for the sector, are not sufficient and only vocational foreign language courses are inadequate. Hence, it is quite challenging to work in tourism sector without foreign language knowledge and skills, which requires that foreign language education, especially in undergraduate programs, should be determined in accordance with tourism policies of the country. The general missions of the programs within the Tourism Faculties are to train qualified employees, middle and upper-level managers, entrepreneur candidates who can establish their own businesses and project consultancy candidates; to make up-to-date research in the field of tourism management and to contribute to the development of regional tourism and tourism businesses. In this direction, it is aimed that graduate students have knowledge and skills about two foreign languages one of which is English, information technologies, tourism sector and tourism businesses, modern business administration and management. The presence of more qualified employees and managers who fulfil their profession properly in future tourism goals plays a determining role in the continuation of the tourist demand as much as the touristic product. The most important tool to be used for this purpose is an education that will provide individuals who will work in this sector with a perspective on a dynamic life, easily comprehend the developments in science and technology, and enable them to transfer their knowledge to daily and work life. In this kind of education, considering the intense international interaction, the place of foreign language teaching is of great importance. Dayıoğlu (2010: 43) underlines that adequate methods and materials are crucial when teaching students foreign languages and it is necessary to focus on the language skills required in tourism sector. Gültekin et al. (2015: 130) similarly state that foreign language education policies of higher education institutions in tourism field should be determined in accordance with both the sector needs and future tourism targets of the country.

In the study conducted by Ayaz et al. (2017), the failure reasons of students in English language were analysed and it was found that lack of interest in courses, lack of individual study, low participation in group study, fear and instructor (more grammar, less speaking practice) are the leading ones. The Tourism Education Evaluation and Accreditation Board (TURAK), which has an important place in increasing the quality of tourism education, has stated that a graduate student '*will demonstrate reading, understanding, speaking and writing skills in English*' as the output of tourism education programs, and has determined the maximum amount of foreign language education hours for sufficiency and quality on the basis of departments. Accordingly, the board has stated that a student should receive at least 672 hours of English education in the Gastronomy and Culinary Arts program, at least 672 hours in the Recreation Management program, at least 672 hours in the Tourism Management program, and at least 784 hours in the Tourism Guidance program (turak.org).

There are certain factors that make learning English in Turkey difficult. However, there is not an unsystematic English education program just like before in Turkey (Işık, 2008). Now, planners get English instructors' opinion while preparing education programs and course books (Tütüniş, 2014), and accordingly there is no curriculum issues unlike previous times (Kırkgöz, 2005). In addition, current English instructors know teaching technologies, which was a major problem in previous years.

The factors that make learning English in Turkey difficult can be listed as follows (Yaman, 2018):

- English is learnt and used not as the second language but as a foreign language. Therefore, there is a limitation for learning in a natural environment.
- Some issues emerge during pre-service terms in terms of instructor qualifications, which brings certain disadvantages in terms of sufficiency of assigned instructors.
- Assigned instructors have unwillingness to change their old method habits. Besides, developing language skills takes time and patience.
- Current prejudgments to language learning process among English learners.
- National books that are not at the desired level.
- Non-effective usage of assessment and evaluation tools in schools and large-scaled examinations.

The factors that make to learn English in Turkey easy can be listed as follows (Yaman, 2018):

- Well-developed and up-to-date education programs
- English education starting as of the second grade in primary school
- Technological development to support language learning process
- Access to unlimited sources
- Including English-related elements everywhere in language learning process
- Increasing student Exchange programs by which students can go abroad

At the end of the literature review, it has been well understood that it is necessary to learn what students want to do after graduation and to teach English for tourism students to be successful in English education (Choi, 2005); increase their motivation and encouragement in the tourism-based English learning process, as well as providing them with oral communication in English (Zhao & Intaraprasert, 2013); to deliver language courses ensuring the participation of students in learning trips (Labord, 2007); to establish a compulsory preparatory class in foreign language education and to increase the course hours of foreign language courses (Davras & Bulgan, 2012); to have cooperation of English instructors with other course instructors in the tourism education process and common curriculum preparation and evaluation of foreign language exams in a system that will not demoralize students (Ghany & Latif, 2014).

The main purpose of this project is to evaluate the foreign language teaching methods in tourism education in order to increase the quality of English education provided in tourism faculties and to develop solutions for tourism faculties. Therefore, in the project, an answer to the question 'How can the quality of English education be increased in tourism education at the undergraduate level?' is being sought. In order to achieve this goal, the current situation experienced during English education is analysed by acquiring data from students, foreign language instructors and managers in four-year undergraduate programs in tourism faculties. After the current situation is revealed, the results of the research have been evaluated by UK partner, which is the expert institution in language teaching and teaching strategies have been provided by the UK partner.

Research Problem

English language is an official language of almost 60 sovereign states and the most commonly spoken language in sovereign states including the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand. This language is also the common language of the tourism sector around the world. Language education in general is one of the most important tools required to improve the adaptation, productivity, and performance of the tourism sector's workforce, and therefore it is one of the priorities when it comes to tourism higher education. Understanding of performance expectations are keys to the achievement of tourist satisfaction. Good oral and written communication skills are the top skills important to hospitality practitioners at different position levels. As tourism is interdisciplinary and its activities emerge mostly beyond boundaries, one needs

to be well-educated for a qualified job in the sector. One of these qualifications one needs to have is foreign language ability. Therefore, it is crucial for tourism faculties to have adequate and qualified foreign language courses. For this aim, The Tourism Board of Assessment and Accreditation (TURAK), the only authorized institution in Turkey to accredit a tourism faculty asks tourism faculties to give at least 672 English course hours in a 4-year degree. Although Tourism Faculty, Çanakkale Onsekiz Mart University, for example, meets the requirement, its students have difficulties to pass national and international language exams and to find a qualified job requiring English speaking ability. Therefore, foreign language ability of its students is regarded as low. There are some exceptions that either went to the Erasmus program or attended private language courses. However, there is a common problem for students to have a qualified language ability. For this reason, the problem elaborately needs to be analysed and the solution process needs to be determined. In the light of above-mentioned arguments, the research problem is as follows:

How Can the Quality of English Education Be Increased in Tourism Education at the Undergraduate Level?

This project aims to find out the underlying causes of the above-mentioned research problem and contribute to the solution process in which teaching methodology, materials, students, and instructors need to be analysed. In the project, this will be carried out with help of language experts from the UK.

Method

The main research problem of this project is 'How can the quality of English education be increased in undergraduate tourism education?' Mixed research methods were used to get an answer to the research question. Mixed method is a research in which the researcher collects and analyses data, includes the findings and makes inferences using qualitative and quantitative approaches and methods in a single study or research (Creswell & Clark, 2014). Mixed methods were used in this project to compensate for the weaknesses of quantitative and qualitative research methods correspondingly.

In order to reach the basic research question in the project, all stakeholders involved in English education are included in the research. Tourism Faculty of Çanakkale Onsekiz Mart University, Tourism Faculty of Nevşehir Hacı Bektaş Veli University and Beyşehir Ali Akkanat Tourism Faculty of Konya Selçuk University have been determined as the project partners.

Students studying in these three Tourism Faculties, instructors providing foreign language education, department heads and faculty managers determining the course curriculum constitute the population of the research. Sampling methods were used because it is difficult to reach the entire universe due to time and cost constraints. Probability-based simple random sampling method was used in quantitative research, and non-probabilistic judgmental sampling method was used in qualitative research. In the quantitative research, the numbers of students in the schools within the project was determined and the sampling frame was created. Then the sample size was calculated according to the size of the population. In qualitative research, the required number of participants was included in the study until the acceptable sample saturation (can be reached after the participants in the research answer questions in the same way after a while). Data collection was conducted from the beginning of December 2020 to March 2021.

Within the scope of the research, firstly the relevant literature was searched, and the studies related to the quality of English education in tourism education at the undergraduate level were scanned. Then, content analysis was made, and research questions were determined, and semi-structured interview forms were created. Separate interviews were held with 53 students, 12 English Instructors, and 11 managers. Interviews were conducted with the students who were determined randomly. However, due to the higher number of students included in the study, they were asked to evaluate the quality of the English education provided to them by the questionnaire technique in order to generalize the information obtained from them. Statements of the data collection tool (questionnaire) were taken from the related studies (Kırkgöz, 2009; Kuzu, 2013; Tung et al. 1997; Kılıçkaya, 2006) and it was applied to the students. Each course from every English instructor working in the

faculties was observed by our British project partner online and they were recorded and sent to our British project partner and the courses were observed. In this way, the teaching method given in the classroom were evaluated. The research process is demonstrated in Table 1.

Table 1. Research process

Research Question	Methods, Participants and Rationale	Analysis
How do students perceive the quality of foreign language education? (teaching method, physical conditions, teacher qualifications, etc.)	Interview, Questionnaire / Student / Determining the English proficiency of the students, getting in-depth information about the quality of education, determining how students perceive English teaching. To determine the advantages and disadvantages of the language of instruction (being Turkish or English) for students.	All students The audio recordings obtained as a result of the interviews have been analysed with qualitative research methods. Average, frequency and percentage analyses have been made with appropriate statistical programs.
Evaluate the English education you give.	Interview / Instructor / In-depth knowledge of Instructors' English teaching methods.	The audio recordings obtained as a result of the interviews have been deciphered and analysed with qualitative research methods.
Evaluate the current English education	Interview / Head of Department, Faculty Management / To gain in-depth knowledge of foreign language lesson planning in tourism education	The audio recordings obtained as a result of the interviews have been deciphered and analysed with qualitative research methods.
Evaluate the English lesson teaching method	Observation / Partner / Evaluation of training methods used in tourism education from a professional perspective	As a result of observation, the data kept in the observation form have been coded and evaluated with an appropriate analysis program.

Information About the Population

General Information about the three tourism faculties in the project is presented as follows:

Çanakkale Onsekiz Mart University – Tourism Faculty

In the 1993-1994 academic year, tourism faculty of Çanakkale Onsekiz Mart University was founded under the name of 'Tourism and Hotel Management School' in the province of Çanakkale. Having started its education with the departments of 'Accommodation Management', 'Travel Management', the latter one was renamed as 'Travel Management and Tourism Guiding' in the 2011-2012 academic year. In the 2017-2018 academic year, the departments of 'Recreation Management and 'Gastronomy and Culinary Arts' were founded. The latter started accepting its students in 2018 for the first time. However, the former one has not welcomed its students yet. In the 2020-2021 academic year, the department of 'Accommodation Management' was renamed as 'Tourism Management'.

Being one of the well-established schools in tourism field across the country, the faculty educates several manager candidates for the leading tourism enterprises in Turkey. On the other hand, a number of academician candidates are trained in the faculty. Besides, the master programs of 'Tourism Management with Thesis' and 'Tourism Management without Thesis', 'Health Tourism with Thesis', 'Health Tourism without Thesis' and the PhD program of 'Tourism Management' are carried out in the department of Tourism Management. In the department of Travel Management and Tourism Guiding, the master programs of 'Tourism Guiding with Thesis' and 'Tourism Guiding without Thesis' are carried out. In the department of Gastronomy and Culinary Arts, the master program of 'Gastronomy and Culinary Arts' is also open and accept students.

With its contemporary, scientific, and qualified education approach, the tourism faculty aims to train qualified middle level managers and top executive candidates, tourist guides and chefs (cooks). Having completed a four-year education in the faculty, students speak two foreign languages; know how to utilize Sentence hotel automation system, Fidelio hotel automation system, Opera hotel automation system, Amadeus reservation and ticketing system, Galileo central reservation system; think analytically and have the required knowledge and skills in terms of both sector and academy by completing their internship process.

Students have the opportunity to experience both international and national student exchange programs (ERASMUS, FARABI, MEVLANA) in universities with tourism departments for one term or two terms as long as they meet some criteria. Besides academicians can less participate in exchange programs such as ERASMUS, SOCRATES and LEONARDO within the EU Education Programs.

In the tourism faculty, there are 5 English instructors from Foreign Language Schools. Totally 46 hours and 54 AKTS of English education are delivered in our faculty during the eight terms in each department. The preparatory year for English that was mandatory until 2014, was abolished in the 2015-2016 academic year.

In all departments, English I (Theoretically 4 hours/ 5 AKTS), Foreign Language English-I (Theoretically 2 hours/ 2 AKTS), and Business English-II (Theoretically 2 hours/ 4 AKTS) are delivered in the first term. The course book entitled 'English File Elementary Book' is utilized for English I. The course book named 'Smart Choice Oxford University Press' is used for Foreign Language English-I and the course book named 'English File 3rd Edition Elementary Student's Book' is utilized for Business English-I. Students are supported with assignments given by instructor within the course curriculum. Student performances are evaluated with grade point averages of mid-term (40%) and final exam (60%). At the end of the term, students can introduce somewhere without any help. In addition, they can speak and write about tourism-related subjects.

In all departments, English II (Theoretically 4 hours/ 5 AKTS), Foreign Language English-II (Theoretically 2 hours/ 2 AKTS), and Business English-II (Theoretically 2 hours/ 4 AKTS) are delivered in the second term. The course book entitled 'New English File Pre-Intermediate Coursebook' is utilized for English II. The course book named 'Smart Choice Oxford University Press' is used for Foreign Language English-II and the course book named 'English File 3rd Edition Elementary Student's

curriculum. Student performances are evaluated with grade point averages of mid-term (40%) and final exam (60%). Courses are delivered through the methods of verbal lecture, discussion, interpretation and question and answer. At the end of the term, students have more vocabulary related to tourism; express themselves better; can clearly utilize their oral and written knowledge. Besides, they can read, understand, and interpret short, clear and daily texts. They are also better in vocational English. They can understand and interpret sectoral examples, tourism-related words and texts.

In all departments, English III (Theoretically 3 hours/ 3 AKTS), and Business English-III (Theoretically 3 hours/ 3 AKTS) are delivered in the third term. The course book entitled 'English File Third Edition Intermediate Student's Book' is utilized for English III and the course books named English File Third Edition Intermediate Student's Book' and 'Career Paths Tourism First Edition Student's Book' are utilized for Business English-III. Students are supported with assignments given by instructor within the course curriculum. Student performances are evaluated with grade point averages of mid-term (40%) and final exam (60%). Courses are delivered through methods of verbal lecture, discussion, interpretation and question and answer. At the end of the term, students are able to communicate with foreign people in easier way and be more successful at understanding them. They are also more eager to use their foreign language skills and participate in basic daily dialogues.

In all departments, English IV (Theoretically 3 hours/ 3 AKTS), and Business English-IV (Theoretically 3 hours/ 3 AKTS) are delivered in the fourth term. The course book entitled 'English File Third Edition Intermediate Student's Book' is utilized for English IIV and the course books named English File Third Edition Intermediate Student's Book' and 'Career Paths Tourism First Edition Student's Book' are utilized for Business English-IV. Students are supported with assignments given by instructor within the course curriculum. Student performances are evaluated with grade point averages of mid-term (40%) and final exam (60%). Courses are delivered through methods of verbal lecture, discussion, interpretation and question and answer. At the end of the term, students can clearly understand daily texts and express themselves without any mistakes in terms of grammar knowledge. They also feel themselves ready to learn and understand English further.

In all departments, English V (Theoretically 2 hours/ 3 AKTS), and Business English-V (Theoretically 2 hours/ 3 AKTS) are delivered in the fifth term. The course book entitled 'English for International Tourism' is utilized both for English-V and Business English-V. Students are supported with assignments given by instructor within the course curriculum. Student performances are evaluated with grade point averages of mid-term (40%) and final exam (60%). Courses are delivered through methods of verbal lecture, discussion, interpretation and question and answer. At the end of the term, students can fluently utilize their Business English skills with their sufficient grammar knowledge. They can understand sectoral examples, tourism-related vocabulary, reading texts about tourism. They will have improved themselves also in hotel management, tourism guiding and cookery.

In all departments, English VI (Theoretically 2 hours/ 3 AKTS), and Business English-VI (Theoretically 2 hours/ 3 AKTS) are delivered in the sixth term. The course book entitled 'English for International Tourism' is utilized both for English-VI and Business English-VI. Students are supported with assignments given by instructor within the course curriculum. Student performances are evaluated with grade point averages of mid-term (40%) and final exam (60%). Courses are delivered through methods of verbal lecture, discussion, interpretation and question and answer. At the end of the term, students are able to utilize the required statements and vocabulary in easier way; to read and understand basic dialogues in tourism sector better than compared to previous terms; to use the statements and words they have learnt unlike memorizing. They are more capable of understanding reading passages and learning something new in English and they can adequately express themselves by utilizing the best language method in different situations.

In all departments, Advanced English-I (Theoretically 2 hours/ 2 AKTS), and Business English-VII (Theoretically 2 hours/ 2 AKTS) are delivered in the seventh term. The course book entitled 'English for International Tourism (Intermediate Student's Book)' is utilized both for Advanced English-I and Business English-VII. In all departments, Advanced English-II (Theoretically 2 hours/ 2 AKTS), and Business English-VIII (Theoretically 2 hours/ 2 AKTS) are delivered in the eighth term. The course book entitled 'English for International Tourism (Intermediate Student's Book)' is utilized both for Advanced English-II and Business English-VIII. In these terms, English instructors prepare students also for governmental English test (YDS). Students are supported with assignments given by instructor within the course curriculum. Student performances are evaluated with grade point averages of mid-term (40%) and final exam (60%). Courses are delivered through methods of verbal

lecture, discussion, interpretation and question and answer. At the end of the year, students will have learnt all details related to general and business English and they are ready and eager to practice what they have learnt during the eight terms. Under all conditions, they feel comfortable to contact foreign tourists and have internal motivation to utilize foreign language. All language requirements for business life can be carried out by them and they are able to reply to formal and informal emails; make phone calls; act as a professional by utilizing foreign language and make presentations if needed.

Capacity of audio-visual aids in classrooms as well as educational areas, social areas and other areas in Çanakkale Onsekiz Mart University Tourism Faculty is demonstrated in Table 2 and Table 3.

Table 2. Physical areas

Physical Area	Number/Growth
Classroom	18 (A capacity of 100 students for each one)
Computer Laboratory	1 (50 a capacity of 50 students)
Office for Academicians	42
Office for Administrative Staff	14
Room for Student organisation	1
Library and Study area (Project Hall)	3
Meeting room	2
Canteen	1

Table 3. Audio-visual aids

Audio-visual aids in classrooms
Computer and projector in each classroom
White Board in each classroom
Clipboards in each classroom
Sound system in each classroom

Nevşehir Hacı Bektaş Veli University – Tourism Faculty

Nevşehir Hacı Bektaş Veli University Faculty of Tourism was established in the province of Nevşehir which is the centre of historical Cappadocia region which has natural history, cultural richness and unique features. Being one of the well-established schools in tourism field across the country, the faculty educates several manager candidates for the leading tourism enterprises in Turkey. On the other hand, a number of academician candidates are trained in the faculty.

In the tourism faculty, there are four departments: Tourism Management, Tourism Guiding, Recreation Management and Gastronomy and Culinary Arts. There are also master and PhD programs in the department of Tourism Management. With its contemporary, scientific, and qualified education approach, the tourism faculty aims to train qualified middle level managers and top executive candidates, tourist guides and chefs (cooks). Having completed a four-year education in the faculty, students speak two foreign languages; know how to utilize Sentence hotel automation system, Fidelio hotel automation system, Opera hotel automation system, Amadeus reservation and ticketing system, Galileo central reservation system; think analytically and have the required knowledge and skills in terms of both sector and academy by completing their internship process.

Students have the opportunity to experience both international and national student exchange programs (ERASMUS, FARABI, MEVLANA) in universities with tourism departments for one term or two terms as long as they meet certain criteria.

There is no preparatory class for English education. In all departments, there are 18 course hours a week in the first year; 10 course hours a week in the second year; 10 course hours a week in the third year; and 8 course hours a week in the fourth year. Total hour of English courses by year for each department is 504, 280, 280, 224, respectively, which means 1288 English course hours for four years for each department. The curriculum goes from the beginner level to advanced level. Information about the physical areas and audio-visual aids are presented in Table 4 and Table 5.

Table 4. Physical areas

Physical Area	Number/Growth
Classroom	14 (an average capacity of 25 students for each one)
Computer/Language Laboratory (TOEFL Test Hall)	1 (a capacity of 25 students)
Office for Academicians	40
Office for Administrative Staff	4
Library and Study Area	1
Test Centre	1
Meeting Hall	1

Table 5. Audio-visual aids

Audio-visual aids in classrooms
Computer and projector in each classroom
White Board in each classroom
Clipboards in each classroom
Sound system in each classroom

Konya Selçuk University – Beyşehir Ali Akkanat Tourism Faculty

Starting its educational activities within the T.C. Selçuk University as of 16th May 2013 as 'Selçuk University Beyşehir Ali Akkanat Tourism Faculty', the faculty was founded under the name of 'Beyşehir Ali Akkanat Tourism and Hotel Management School' with the departments 'Accommodation Management', 'Travel Management' and 'Tourist Guiding'. Upon conducting its education for 3 years, the school was closed on the date of 16th May 2013 and Selçuk University Beyşehir Ali Akkanat Tourism Faculty was opened with the same three departments. Then, 'Travel Management' and 'Tourist Guiding' departments were united under the name of 'Travel Management and Tourist Guiding'. In 2020, the Gastronomy and Culinary Arts department was founded, and it is planned to be active in the academic year of 2021-2022.

In the academic year of 2020-2021, there are totally 198 students, 12 academicians and 7 administrative personnel. Preparatory class is unavailable within the faculty.

Within the Beyşehir Ali Akkanat Tourism Faculty, there are 18 classrooms, 2 computer labs with 68 computers. Completed in 2010, the faculty building has 18 classrooms with capacity of 64 people, 2 computer labs, 17 academic and 7 administrative working rooms, 1 meeting room, 1 exhibition hall and 1 storehouse.

In the tourism management department, there is an instructor that deliver English language courses. In the department, English courses are given as 30 credits and 44 AKTS during seven terms. English I-II-III-IV courses are delivered at fundamental and basic levels during the first four terms. In the last three terms Business English I-II-III courses are conducted. Student performances are evaluated with grade point averages of mid-term (40%) and final exam (60%).

The aim of the course entitled English I (Theoretically 6 hours / 8 AKTS) in the first term is to enable students to have fundamental grammar knowledge in English at B1 level of the European Language Portfolio Global Scale, understand what they listen to, introduce themselves, understand what they read, and express themselves in written way. Courses are delivered through methods of manner of telling, discussion, and question and answer. Students are supported with project and dialogue assignments given by instructor within the course curriculum.

The aim of the course entitled English II (Theoretically 6 hours / 8 AKTS) in the second term is to enable students to have fundamental grammar knowledge in English at B1 level of the European Language Portfolio Global Scale, understand what they listen to more easily compared the first term, demonstrate speaking ability, understand what they read better than compared to the first term, and express themselves in written way better than first term. Courses are delivered through methods of verbal lecture, discussion, interpretation and question and answer. At the end of the term, students are able to speak about themselves and their environment through more plain language in better way compared the first term.

The aim of the course entitled English III (Theoretically 6 hours / 8 AKTS) in the third term is to enable students to have a good comprehension of grammar knowledge in English, have enlarged vocabulary, to start utilizing English in professional life. Understanding what they listen to better than compared to the previous terms, students are more eager to constitute dialogues and practice written/oral language skills in English. Courses are delivered through methods of verbal lecture, reading paragraphs, discussion, dual conversations. At the end of the term, students are able to talk to foreign individuals in better way and be successful in understanding English and replying to questions. They are more eager to utilize English in professional way and participate in basic and daily conversations.

The aim of the course entitled English IV (Theoretically 6 hours / 8 AKTS) in the fourth term is to enable students to complete all their deficiencies in grammar and vocabulary fields in English; to prepare for the Business English courses starting as of the fifth term; to focus on practicing rather than theoretical English and to practice more in speaking. Course methods are organized in accordance with these outcomes. Students are supported with assignments given by instructor within the course curriculum. At the end of the term, students are able to have adequate theoretical knowledge in English; to understand easily daily text messages; to express themselves without mistake and to feel themselves ready for elaborately learning business English.

The aim of the course entitled Business English IV (Theoretically 4 hours / 6 AKTS) in the fifth term is to enable students to learn the required terminology and business English skills. Courses are delivered through methods of shorter verbal lecture, more discussion and question and answer. Students are supported with assignments and dialogue practices given by instructor within the course curriculum. At the end of the term, students are able to utilize their Business English skills with their theoretical knowledge in English; understand sectoral examples and tourism-oriented vocabulary; to understand and interpret tourism-oriented reading passages; improve good communication skills in hotel and tourism sector and to utilize the best language method in different situations.

The aim of the course entitled Business English IV (Theoretically 4 hours / 6 AKTS) in the sixth term is to teach students the required terminology and business English skills with examples and by different dimensions. In courses, students do practices more compared the previous term. Courses are delivered through methods of discussion, dialogue and question and answer. At the end of the term, students are able to utilize the required statements and vocabulary in easier way; to read and understand basic dialogues in tourism sector better than compared to previous terms; to use the statements and words they have learnt unlike memorizing. They are more capable of understanding reading passages and learning something new in English and they can adequately express themselves by utilizing the best language method in different situations.

The aim of the course entitled Business English IV (Theoretically 4 hours / 6 AKTS) in the seventh term is to teach students the required terminology and business English skills with examples and by different dimensions; increase their self-confidence in speaking English by enabling them to do more practice. In courses, several methods and techniques are applied to focus on practice, discuss different dialogue examples, practice daily speaking language and to teach formal speaking and writing languages. Students are supported with assignments and in-class practices given by instructor within the course curriculum. At the end of the term, students will have learnt all details related to general and business English and they are ready and eager to

practice what they have learnt during the seven terms. Under all conditions, they feel comfortable to contact foreign tourists and have internal motivation to utilize foreign language. All language requirements for business life can be carried out by them and they are able to reply to formal and informal emails; make phone calls; act as a professional by utilizing foreign language and make presentations if needed.

In the tourism guiding department, there is an instructor that deliver English language courses. In the department, English I-II-III-IV-V-VI-VII-VIII (mandatory) are given as 36 credits and 56 AKTS during eight terms. These courses are delivered at fundamental and basic levels. In the last six terms Business English I-II-III-IV (elective) courses are conducted as 24 credits (36 AKTS), which means that general English and vocational English courses are provided each term expect for the first and second terms. Student performances are evaluated with grade point averages of mid-term (40%) and final exam (60%).

In the first and second terms, the aim of the courses entitled as English I (Theoretically 6 hours / 10 AKTS) and English II (Theoretically 6 hours / 10 AKTS) are to improve English knowledge of the students graduated from foreign language departments in their high schools. During courses, students read articles and have discussions in English. At the end of the term, students are able to make presentations. With preparation, they can introduce somewhere without any help. In addition, they can speak and write about tourism-related subjects.

In the third and fourth terms, the aim of the courses entitled as English III (Theoretically 4 hours / 6 AKTS) and English IV (Theoretically 4 hours / 6 AKTS) are to help students learn the required vocational English knowledge so that they can have a successful communication process with tourists. During courses, students read articles and have discussions in English. At the end of the term, students are able to give oral reaction to cases in tourism sector, understand what they read and listen to, write, and establish basic dialogues.

In the fifth and sixth terms, the aim of the courses entitled as English V (Theoretically 4 hours / 6 AKTS) and English VI (Theoretically 4 hours / 6 AKTS) are to help students learn the required vocational English knowledge so that they can have a successful communication process with tourists. During courses, students read articles and have discussions in English. At the end of the term, students are able to pronounce correctly, understand what you hear, read their field-related texts, explain what you read, constitute a resume.

In the seventh and eighth terms, the aim of the courses entitled as English VII (Theoretically 4 hours / 6 AKTS) and English VIII (Theoretically 4 hours / 6 AKTS) are delivered in a way that students make presentations and prepare for the English Test (YDS). During courses, students read articles and have discussions in English. At the end of the term, students are able to practise their profession in English. They can make presentations and express themselves in English.

The aim of the Business English I-II- III-IV-V-VI (Theoretically 4 hours / 6 AKTS) delivered in the third, fourth, fifth, sixth, seventh, and eight terms is to teach the prehistory of Anatolia and terminology of this period. During courses, students read articles and have discussions in English. Students are supported with project and dialogue assignments given by instructor within the course curriculum. At the end of the term, students have sufficient knowledge about the prehistoric period of Anatolia and the whole terminology of this period, they can make presentations about the prehistoric period of Anatolia and they have sufficient knowledge about tourism values of the prehistoric period of Anatolia.

The Findings

The findings are categorized under three different headings based on their research methods.

Findings Based on the Document Analysis and Observations

Overview, Objectives and Scope

This course review report looks at three Turkish universities working with courses that have English for Specific Purposes (ESP) and English as Foreign Language (EFL) in their respective Tourism Faculties for a research project supported by the British Council. Generally, the aim of the project is to investigate and develop the area of English Medium Instruction (EMI) in Turkish Higher Education. The Universities are;

1. **Çanakkale Onsekiz Mart University (ÇOMÜ)**
2. **Nevşehir Hacı Bektaş Veli University (NEVÜ)**
3. **Selçuk University (SÜ)**

The aim for this course review part of the project is to complement the main range of data collected from students and faculty members as to the perceived effectiveness for the courses in English and to suggest improvement to English course design and instruction in the vocational areas of travel, tourism and hospitality (a key industry in Turkey).

Each university supplied information about student cohort numbers and an overview of years 1-4 (terms 1-8) for different courses taught in the areas of General English, English for Management and English for Tourism.

Two universities (ÇOMÜ and NEVÜ) had three departments represented including:

1. **Tourism Management**
2. **(Travel Management) and Tourist Guiding**
3. **Gastronomy and Culinary Arts**

The third university (SÜ) did not have courses for Gastronomy and Culinary Arts. The documentation supplied by the lead research university (ÇOMÜ) was comprehensively put together in similarly structured documents from each institution that laid out in yearly spreadsheets showing a weekly scheme of work breakdowns of each course. Firstly, a review of each university's course carried out separately, looking particularly at the structure and organisation, before finally synthesising the overall suggestions for development across all the programmes.

The scope of the review is to investigate the general individual institutional approach and exemplifying specific content and organisation of their English courses. Furthermore, to summarise implications for the course design, content, materials and assessment and to influence future EMI and ELT developments within the Turkish vocational higher education context.

The objectives of the review are; to assess and evaluate the courses from the point of view of EMI and ELT to see how well structured and effectively planned courses are; to find the differences and similarities between the three universities' approaches to teaching English; and to make some final recommendations for further research and for course developments in the future.

Guiding Questions

The guiding questions came from initial meetings with the lead university staff and information supplied from British Council reports into Turkish English and EMI education.

1. What is the general approach to each set of English courses?
2. How do the content, materials and progression on the courses relate to expected ELT and ESP course design?
3. What suggestions for development in the courses can be identified?

Limitations

One of the limitations of the review was the limited information supplied about the assessments of the courses often indicating that an end-of-term test or an end of course test would be used often online but limited details as to the nature and the type of assessment that would be implemented.

A second limitation was on a few 4th year, end of programmes content and learning outcomes, as these have not yet been developed, suggesting that an overall programme-level approach is somewhat missing from the year-by-year course design. This means overall programme comments are harder to make in some limited cases.

A final limitation is the content of session information is limited to single topics and/or items of language (grammatical or lexical areas) so it is hard to ascertain how the numbers of hours (up to 16 a week in one case) are being used used to develop students' skills and language is a range of different areas, as suspected is happening in reality,

Review 1: Çanakkale Onsekiz Mart University (ÇOMÜ)

The Çanakkale Onsekiz Mart University (ÇOMÜ) has a very developed and established suite of courses that integrate into 3 programmes at the Tourism Faculty. Numbers of students on the programmes are high (950+) and courses are delivered by a diverse range of several instructors. It is clear that, overall, careful consideration has been taken in the design of individual courses with corresponding content and materials being selected appropriately in most cases. The lead University in this case has the experience, range and capacity to use their future development to inform the HE sector in Turkey more widely.

Response to guiding questions 1 and 2:

Each particular programme at ÇOMÜ has two distinct strands of English courses within it; firstly, General English, titled 'English' and secondly 'Business English' (apart from one course with a third strand titled 'Foreign Language'). This is mostly consistent and systematic from year to year, Each course is delivered by instructors specializing from a range of different disciplines, mostly are non-ELT specialists, but does include English literature instructors as well. Most of the learning outcomes for each course are split into either general competency statements, similar to those found in the CEFR (Common European Framework of Reference), to specific functional outcomes, which are more related to the faculty subject of tourism and hospitality.

The General English strands are mostly based on a grammatical and skills syllabus with topics and target language generally found in international English language course books. However, the Business English strands of many courses use this General English approach supplemented by specific subject course books in English for Tourism. There are some exceptions to this in a few years, in particular over different terms, and it seems that individual instructors may have particular control over the choice of weekly language areas and materials chosen - most seen in the Gastronomy and Culinary Arts courses. In some cases, the level and choice of course books in the same term are at different levels or use the same course book for both strands, but this was not common.

Most of the instructors teach their strands, either General or Business English, to the same cohort over different terms and years and no General English Instructors teach the Business English strand or vice versa. Most of the same instructors repeat courses across different years or terms and therefore employ similar approaches from year to year. General English instructors are more likely to be permanent staff with a pedagogical education received, whereas Business English instructors are on contract and have not received this pedagogical training. Most of the courses use either Oxford University Press or Pearson materials, notably 'English File' (Elementary and Intermediate) and 'English for International Tourism'. These are both well-established, reprinted course books used in the international ELT context for a variety of young adults across the world, with the 'English for International Tourism' a more subject-specific English for Specific Purposes (ESP) course book, again used in the industry.

It is noticeable that the number of hours and credits over the four years reduces from a maximum of around 8 hours in year 1 to a minimum of 4 hours in year 4, and this is apparent through the three different programs offered by the Faculty. There is some variation as to the credit allocations and the numbers of hours for each course, but in most cases one hour per week of instruction accounted for one credit for the programme. It is unclear as to why the reduction over the 4 years occurs - but overall programme crowding is suspected.

All the programmes start at around A1/A2 'Elementary' level in year 1 of the programme, finishing in most cases at post-intermediate level at B2+. It is also noted that the majority of the courses used General English materials and outcomes in the first 2 years of the course and then switched to English for Specific Purposes materials for the last 2 years of the course. The levels were systematically increased from years 1 to 4, but there was a significant jump between the first year and second year of the programme from Elementary to Intermediate, with the Intermediate level being maintained in the 3rd year and sometimes the fourth year as well. However, it is clear that ambitions for more advanced levels, C1 and above, are expected to be included in future programmes. Learning outcomes mostly represent these level changes from term to term and are often aligned to competencies expected from the CEFR. There are some discrepancies between outcomes in the different programmes where both the General English and Business English strands share the same outcomes - these are normally more General English ones. More emphasis on vocational language and career Development are noted towards the end of the programmes but mostly General English outcomes occur throughout all stages.

Suggestions to guiding question 3:

- Consider a standardized 'General English' course across all 3 programmes that follow similar progression, with a scheme of work and assessment regime to match. This will provide opportunities for cross-programme development and delivery, assessment standardisation and learning outcome and materials alignment.
- Consider building the Business English course as a wholly functional, communicative more practice-based syllabus with bespoke materials created that aligns to the more grammatical, skills-based one in the General English strand
- Consider using only the English for Specific Purposes course materials and outcomes from Year 3 (B1+), keeping the General English materials and outcomes only in years 1 and 2 (A1-B1).
- Consider the General English being delivered by 'on contract' staff using the published course books and the Business English strand being designed and delivered by permanent instructors with pedagogical education using bespoke created materials for each programme area.
- Consider the learning outcomes for the 'Business English' courses to be more aligned with expected industry and vocational language competencies and skills in each of the three distinctive programmes.
- Consider a bespoke training programme for the instructors; general ELT pedagogy for the non-specialists and ESP course, materials and assessment design for those with a pedagogical education already.

Review 2: Nevşehir Hacı Bektaş Veli University (NEVÜ)

The Nevşehir Hacı Bektaş Veli University (NEVÜ) has a well-established suite of courses that integrate into programmes at the Tourism Faculty. Numbers of students on the courses are impressive at 1100+ and courses

are by a range of instructors that have mostly received a pedagogical education. The specialist nature of all the instructors (English) and their teacher training means that this partner University is well placed to advise and mentor in the delivery of ELT and ESP more widely.

Response to guiding questions 1 and 2:

Programmes have one distinct strand of English course within each year; either General English, titled 'English' or 'Intensive English', and secondly 'Business English' (apart from one course with a third strand entitled 'Foreign Language'). Business English is found in the later stages of programmes only (terms 7 and 8), and this is consistent and systematic between the programmes. In most terms, the programme has one course being offered and each course was delivered by instructors specializing in language specialists, including English literature, the majority of whom have received a pedagogical education. Most of the learning outcomes for each course are generalised and lack some details as to context and specificity, but all relate well to the level of the course. Notably in the Gastronomy and Culinary Arts programme, the outcomes relate more to culinary kitchen-based skills.

The General English strands are often based on a grammatical syllabus with limited topic or skill-based content evidence. However, there is significant variation to this across the 3 programme areas. In the Gastronomy and Culinary Arts programme years 3 and 4, the content relates more to culinary kitchen-based language, whereas the outcomes, in contrast are more customer facing, service functions in the Tourism Guiding Year 3 and 4, both the content and outcomes more the detailed language study for translation. Finally, in the Tourism Management programme, in years 3 and 4, the content and outcome are more functional and relate more directly to expected vocational areas.

All of the instructors teach their representative strands, either General or Business English, teach within the same year group each time and no General English Instructors teach the Business English strand or vice versa. The same instructors teach the same course from term to term. Many of the courses use Oxford University Press course books, notably 'English File' and 'Headway'. These are both well-established, reprinted course books used in the international ELT context for a variety of young adults across the world. The course book used in the Tourism Guiding programme in the latter stages, in particular, is a specialist language translation one. This seems to suggest some aspects of instructor choice in materials for some courses. In the Tourism Management and Gastronomy and Culinary Arts, an ESP course book, again from OUP, titled 'Highly Recommended' is used in three programmes, so more specifically designed for the hotel and restaurant industry, but not more management more generally perhaps.

A reduction in timetabled hours for the programmes can be seen from a maximum of 18 hours per week in year one on one programme to a minimum of 8 in year four. The credit loads do not match the hours allocated as with other Universities in most cases. It is also noticeable that the entry level in year one is not always defined, and the materials do not indicate the level or materials are not present. The Tourism Guiding seems to have a higher starting and end point to the programme in terms of English level (A2 - C1+) and the fact that advanced translation materials and more grammatical-based content is stated, suggests that linguistic competence has a higher status in that strand. The other programmes do not reach A2 until year 2 so suggests a lower starting point and end point for level, although it is not clear what the expected progression is from year to year and the final level outcomes.

Suggestions to guiding question 3:

- Consider reviewing all the learning outcomes to more specific and using contextualised 'can-do' like statements.
- Consider relating content more to expected industry outcomes, in particular in the Tourism Guiding course, if translating is not the major expected skill.
- Consider aligning courses across programmes with a GE and ESP strand in each year - the GE strand can be more standardised programme to programme and the Business English strand changed to ESP, unique to each programme.
- Consider timetabling instructors to teach across at least 2 years of each programme to see student progression and help their own course design.

- Consider reviewing the year 3 and 4 content in Tourist Guiding and Gastronomy and Culinary Arts to develop a more GE and ESP syllabus.
- Consider using a more functional/notional syllabus that can represent the skills and language needed in the industry the students might go into.
- Consider an ESP training for the instructors to help with their course design and materials selection.

Review 3: Selçuk University (SÜ)

Selçuk University (SÜ) has a suite of 2 programmes currently with nearly 150 students in total. It seems that the Tourism Management course may be winding down, transferring over to a newer Travel Management and Guiding Course. The use of 'Project' as part of the assessment indicates an interesting approach that may be worth disseminating more widely. The team is relatively small, and it is hoped that participation and collaboration with other Universities in Turkey, will continue course development in this Faculty.

Response to guiding questions 1 and 2:

The faculty has 2 programmes (not in this case Gastronomy and Culinary Arts) and it looks like the Tourism Guiding and the other management-based programme are being streamlined together. Each term has one course offered (either GE or Business English) and the numbers of hours per week for each course are reduced over the 4 years of the programme, from a maximum of 6 hours in year 1 to a minimum of 2 hours in year 4. The numbers of credits allocated to these courses are not in the general alignment to the other HE institutions in the projects (roughly 1 credit = 1 hour weekly of instruction).

All the courses are taught by 2 instructors that are graduates in the corresponding course specialisms. Neither of the instructors have an ELT or pedagogical background, but their Tourism-related qualifications are useful for the programme they teach on. This is represented in some of the assessments used on some courses, where a 'Project' is included (unlike other Universities). This suggests a more task-based, integrated approach to the assessment on the course and would match well to the graduate skills needed in this field.

The learning outcomes are often expressed in basic terms, with little detail on the content the outcomes are expected to be used in, most noticeable in years one and two. It is clear that ESP is driving the content of many of the courses and weekly subjects include a range of areas that graduates would work in. However, the content is often only expressed as a 'situation' with no corresponding language or skills to complement these OR as a distinct language item with no corresponding situation or context - so a reverse. The expectation to this was in years 3 and 4 of Tourism Management where there are some examples of language and context being indicated.

Course materials in the first 2 years to relate more to General English with the choice of 'More to Read' course books. These Turkish designed and written course books, from the title only, seem to suggest a more receptive approach, but may understand the Turkish education context better. These books are used across numerous courses in the Tourist Guiding programme and suggest that there is slower progression than seen on other similar programmes investigated above. In addition - later years and terms use another Turkish designed and written textbook in ESP 'Step up to Tourism' that appears to focus more on the skills and language needed in this key vocational area. Again, it is hoped that these country-specific course books better represent the learning and teaching for Turkish HE.

Suggestions to guiding question 3:

- Consider reviewing learning outcomes to include both language and situation details in each to match the content on the scheme of work.
- Consider reviewing the content to include functions and notions that are connected to the expected industry careers later.
- Consider investigating the course materials to see if the Turkish materials are most suitable for the students and programmes.

- Consider including aspects of BOTH GE and ESP in years 1 and 2 to make the transition to EAP in years 3 and 4 less challenging.
- Consider Increasing the instructional hours by combining cohorts in the 2 programmes (if possible) and align better with the credit loads.
- Consider the use of more bespoke materials in year 3 and 4 and ESP areas in particular in Tourist Guiding.
- Consider some more ELT and pedagogical training for the 2 instructors, including course design and peer observations of other ELT professionals locally.

Observation Findings

13 individual instructors were observed for a total of over 20 hours of online English language lesson delivery to supplement the evaluation of course design carried out on the same instructors at the 3 Universities. The themes for the observation focus were discussed with the research team, came from the analysis of the course design documents and with reference to the aims and expected outcomes set for the research project. The scope was set to 3 key areas and then broken down into further sub-areas to help to focus the analysis later.

1. **Distance Education and Technological Infrastructures**
2. **Course Materials**
3. **Educational Methods**

The summary notes from each observation (below) are based on 'video' viewing and are a snapshot of the course delivery from the 13 instructors on the areas identified above (with negotiation with the lead researcher team). The observer feedback, using this 'lesson sweep' approach from the recorded observations, was made in short note form and used to generalise the overall situation of lesson delivery. Constraints on the observations included the current switch to online delivery due to the pandemic (impacting attendance and student observation), the lack of a lesson plan/documents to accompany the observations and the high use of L1 (Turkish) in many lessons meant that the observer could not fully evaluate English Proficiency. However, online and distance education is a growing and important area for the Faculties involved with this project, so benefits of observations being included in the final research was included. The summary and areas for consideration presented below can be used to add value to the quantitative and qualitative data already collected and to suggest further development and research possibilities for the future.

Lesson Observation Focus Areas and Sub-areas

Educational Methods	Approach	EMI	Language Development	Interaction
Course Materials	Content	Context	Tasks	Multimedia
Distance Education and Technological Infrastructures	Audio	Visual	Written	Interaction

Overall Observation Comments

Areas of Good Practice (seen in various/some sessions not consistent)

- quality of the technology, sound and video in the recording
- clear screen text and often used for notes and highlighting
- models of target language generally accurate
- ESP used well in some sessions
- a variety of tasks and language development when using published ELT materials
- students encouraged to respond with voice and chat box at times.

Areas for Consideration (in most or all sessions)

- the use of the grammar-translation approach for all the session
- the balance L1 Turkish and EMI
- the use of decontextualized texts and language items
- balance of General English and ESP contexts and content
- opportunities for student-centred learning and student output of English
- using more interaction patterns, including pair or groups
- making the topics relevant to future careers
- extracting language items from a topic/text in a relevant context for ESP.

Recommendations

- ESP topics/resources used and GE language work extracted/supplemented OR EFL topics/resources used and supplemented by ESP
- development and exposure to and wider variety of teaching approaches - micro-teaching development and reflective practice
- use of published materials
- matching of instructors (pedagogy and proficiency) to the year of study and/or student level
- peer Observations undertaken
- instructor Development on
- exploiting materials for student-centred learning
- flipped learning approaches
- using L1 in the classroom
- variety on tasks in a session
- student output of language
- skills v Language Development.

Distance Education and Technological Infrastructures

One of the main new issues of the observations, and the research project overall, was the impact of the pandemic on face-to-face teaching. Instructors were to be observed in their normal classroom-context (expected to be live or recorded face-to-face lessons), but the restrictions meant full online, distance learning sessions were observed instead. This had an impact on the attendance rates of the learners (most lessons had significantly less students than expected in the face-to-face lessons). It should be noted however that these observations took place after a significant amount online, distance learning course development and delivery had been completed over the previous year. In all but 1 of the observed sessions, technical issues for the instructors did not impair delivery and sound/audio quality of the session, but did have an impact on the possible student interaction patterns and student participation rates. The observer could hear and see the instructors well and the instructors were able to share the screen (which was often annotated to highlight language errors, language points and to show the answers). In a few lessons, the instructors were able to use the technology to enhance the session through the use of embedded sound and video clips and some effective use of the chatbox. In nearly all cases text was easy to read, and in some lessons included photos, pictures, coloured text and diagrams. For those using published ELT/ESP materials these were always present.

Course Materials

Most of the lessons used some form of published materials, but most were not ESP focussed course books (5 did use an ESP material of some kind). Topics varied greatly but can be categorised into 3 main areas; themes connected with travel and tourism; areas of general interest; and no context or coherent topic. The relevance of the content was not always clear to the vocational areas being developed but did always have accurate models of English. There was a predominance of language accuracy-based work, receptive skill and vocabulary or grammar development and that was often connected to selection and adaptation of the course materials. The teaching methods employed were linked strongly to the course material chosen - the use of decontextualized texts and sentences for intensive language work mostly using a grammar-translation approach for example. Whereas a more communicative approach with a variety of skill and language work was demonstrated in the published ELT coursebooks. The language of instruction being Turkish or English did not seem particularly relevant to whether the material selected were ELT coursebooks or not.

Educational Methods

The educational methods observed may have been impacted by both the modality of instruction (online) and the materials selection as outlined above. In addition to this the proficiency of instructor language (talked about below) may have also impacted the methodological decisions made by the 13 instructors. In many lessons, accuracy-based, grammar translation methods and techniques were employed by the instructor to lead the lesson. Reading aloud by the tutor (and in one case by learners) from the written text on the screen was common. In some cases, these techniques were used for the majority of the lesson and did influence the balance of skills and language development. Intensive reading, grammar and vocabulary were most often the aims of the session with some lessons focussing on reading and listening for comprehension and phonology work too. Limited opportunities for fluency work, productive skills and communicative interactive competences were available, all skills and strategies key in the vocational area and future careers in Tourism. In around half the lessons, whole class elicitation and clarification of language in feedback was demonstrated but was somewhat limited to single word items and was not extended or probed to work with emergent language and learner output. In the majority of lessons there was an overuse of L1 as an approach and a lack of techniques associated with EMI and communicative language teaching. There is a need for the teachers to look at the balance of using Turkish as the medium of instruction and English.

Lesson Observation Notes

Lessons 1-5 - University 1

Lessons 6-7 - University 2

Lesson 8-13 - University 3

1. Coursebook ESP - UK topic - L1 Translation - Slides Course Book - L1 heavy - Review of form in grammar - go through answers 35 mins - Listening to sample NS sentences - Nominated SS with drilling - to respond in L1 and TLT models sound but limited - corrections of pron. Not ESP - tech issues - limited responses - back to book - no interaction - homework set
2. Video - topic maldives ESP - book video engaging - tech was tricky but successful - L1 used no task checked or set? Task shown from text - Teacher Lang is sound but unnatural - L1 used by SS in answers - L1 to translate in listening answers - task show after - elicited answers in L1 and no production in feedback - book shown but clear T reads aloud - no interaction - slowish progress - students quiet - translation - L1 SS only use L1 No production
3. Book shown - clear - topic ESP Cruises - TL used time given - task displayed - TL used in answers from SS - probed and extended answer - TL was clear and natural - questioning, eliciting - students respond in TL - interactive - same SS respond - stronger ones? Analysing - contextualized - prompting - topic set - reading on screen - answers highlighted - Multiple skills - book led but high quality - nice environment - students respond well - teacher led but eliciting and good use of tech - prompted - clarify - examples - good techniques - drilling - models good - skills based not much explicit form work
4. TL used - recap done - form covered - TL good level - SS respond - questions elicited but limited - book shown - clear - presentation teacher led but accurate and clear - book used well in TL and wait time was used - SS respond - check understanding of tasks using TL and translation but good use - needed more production of TL - Pron work missed from book - but included - extended some answers - task set up well - listening - sound quality good - T reading aloud - clarification of vocab in TL used and L1 but teacher led and not elicited - SS read aloud - nomination for volunteers - SS listens and repeat sentences - praise used - reading aloud - no task for reading before - correction limited - some clarification of lexis and probing - eliciting - but SS often in L1 - many students have a chance to read aloud - mechanical grammar translation - limited production with high level students.
5. Face shown - L1 used a lot - tech issues - SS silent no cam - book shown - L2 used - ESP book used - listening sound good - SS respond in L1 - TL used - limited level - and task and limited open questions - SS do not respond - what do you understand but when SS do respond in TL - good level - no task seen on screen - Model from book is a little unnatural - listening task not seen - SS respond well in TL and praise used - some probing - Teacher language is adequate - translation is used sometimes - nomination used a bit - what do you understand - no skills tasks - SS language is very good for what they are doing - L1 used a lot to give info from book and homework/assessment but no language development as such - L1 used ny SS.
6. No book or visuals - L1 used only - drilling and grammar translation - SS silent? Models clear - but lack of context - No TL used apart from models - can they see the book?
7. PDF of text shown - not ESP and no context - read aloud - Topic: Serial killers - teacher language adequate but models not clear always - text long and not engaging - translated - teacher sets and answers the tasks - no probing but some time given - no SS speak - explanations of writing in L1 - all text-based - new topic - not ESP - 'Dreams' - literary text - reading aloud and no tasks - no SS output or interaction - fully teacher-led.
8. Face and book shown. Published book non-ESP and topics not so relevant. TL and L1 used for instructions and translated. Chat box used. Clear screen. SCL for tasks on own. General English topic. Teacher-Led feedback and students limited responses - but used the chat box to give answers Long lessons online. Explanations are in L1 - praising - Quite a lot of controlled practice - models are okay - teacher-led presentation of grammar and translated - used highlight pen on screen - long and complex explanations in L1 - limited practice and chances to use. Controlled teacher-led practice on a range of contextualised non-ESP discrete language items. No skills or productive development seen. Session is over a long period and the second half/session repeats the approach of the first 90 minutes. No variety of approaches or tasks. Some tasks used from the book that help to include some more practise - reading texts used for intense language work not reading development and grammar translation is preferred approach.
9. Book and face shown. Published book relevant to ESP - clear pictures and sound - L1 used for instructions and checking - translation from the text into L1 - Models in TL are limited and not always correct - no student responses with voice - used WB for grammar and form work - teacher-led and decontextualized - time for controlled practice after grammar presentation - topic and TL is relevant - no production or interaction seen
10. Face and screen shared - TL used - students responded with voice - some interactive - book was a published one - some noise of tech - L1 used at times but appropriate - tech issues dealt with - general English book - not ESP - homework checked and some students respond with voice. Answers shown and some checked - most models are sound (a few issues). Eliciting from students and produced in English. Videos and listening done - multimedia - controlled practice on lexis - chat used for answers too - skills work included - time for SCL given but not interaction in pairs or groups - feedback was completed but not exploited much - a range of activities
11. Screen and face shared - L1 used - translation - Presentation of discrete language items not in a ESP context - Teacher-led and clarified in L1 - WB used for highlighting and input - no skills development seen - controlled

practice included with SS responding in chat box - discrete GE decontextualized sentences - no voices used from SS - materials are lists of language items on screen - limited TL used and almost all L1 - reading texts are read aloud and translated for intensive language work -

12. Face and book shown - published general English book - TL used (not modified much) - some eliciting and SS respond by voice and on the chat box - time given - travel topic is relevant - clarification given - and work on meaning - skills work set up and task prepared for listening - models mostly accurate - mostly teacher-led but one SS responds - time given for tasks - feedback given - strategies given for listening and language - checked language and used L1 appropriately - jargon used - book sequence used - listening sound was good - feedback probed and extended - SS was very high level - and only one person responds

Findings Based on the Quantitative Analysis

This study was carried out to determine the satisfaction of students with English education delivered at the tourism faculties, and to analyse their quality assessment. Firstly, a literature research was conducted and then a questionnaire form was prepared considering expert opinions.

The questionnaire form consists of 7 main parts. In the first part, 8 descriptive questions are addressed to the participants. There are 9 statements regarding Physical Conditions in the second part; 15 statements regarding Educational Contents in the third part; 3 statements regarding Social and Cultural Opportunities in the fourth part; 8 statements regarding English Instructors and Managers in the fifth part; 10 statements regarding Academic Tasks Requirements in the sixth part; and 7 statements regarding Advantages and Disadvantages of English and Turkish as Mediums of Instruction (TMI and EMI) in the seventh part. The participants were asked to evaluate these statements through a 5-point Likert scale.

With its 8 descriptive questions and 52 evaluation statements in the 7 main parts, the questionnaire form was conducted online to the students in the tourism faculties of Çanakkale Onsekiz Mart University, Nevşehir Hacı Bektaş Veli University and Konya Selçuk University. Although 835 questionnaire forms were gathered during the research, 552 of them are valid to analyse. Therefore, 283 questionnaire forms were excluded from the analysis whose findings are presented in the following parts.

Firstly, frequency analysis was performed to the replies to the 8 descriptive questions regarding demographic features of the students. Later, reliability analyses were conducted to determine the reliability of the scales utilized in the research. Then, the assessments were analysed by determining general averages and standard deviations of the statements in the scales. In the end, Kruskal Wallis Test was performed to determine the differences among the students from 3 universities, and underlying reasons of the meaningful differences determined with help of Kruskal Wallis Test were analysed through Mann Whitney U Test and the results were evaluated.

Demographic Findings

The frequency distribution of the questions (university, department, class, gender, status of preparatory class, status of additional support for English learning, status of participation in international exchange programs and reasons to attach importance to English learning) are presented in Table 6 and Table 7.

Table 6. Universities

University	Frequency	Percentage
Konya Selçuk University	61	11.1
Nevşehir Hacı Bektaş Veli University	252	45.7
Çanakkale Onsekiz Mart University	239	43.3
Total	552	100

As seen Table 6, 11.1% of the participants are from Konya Selçuk University. 45.7% and 43.3% of them are from Nevşehir Hacı Bektaş Veli University and Çanakkale Onsekiz Mart University, respectively.

Table 7. Demographic features

University	Department	Frequency	Percentage
Konya Selçuk University	Tourism Guiding	44	72.1
	Tourism Management	17	27.9
	Total	61	100
Nevşehir Hacı Bektaş Veli University	Tourism Guiding	95	37.7
	Tourism Management	37	14.7
	Gastronomy and Culinary Arts	120	47.6
	Total	252	100
Çanakkale Onsekiz Mart University	Travel Management and Tourism Guiding	78	32.6
	Tourism Management	126	52.7
	Gastronomy and Culinary Arts	35	14.7
	Total	239	100
General	Tourism Guiding	217	39.3
	Tourism Management	180	32.6
	Gastronomy and Culinary Arts	155	28.1
	Total	552	100
University	Class	Frequency	Percentage
Konya Selçuk University	1 st Grade	3	4.9
	2 nd Grade	22	36.1
	3 rd Grade	20	32.8
	4 th Grade	16	26.2
	Total	61	100
Nevşehir Hacı Bektaş Veli University	1 st Grade	54	21.4
	2 nd Grade	69	27.4
	3 rd Grade	56	22.2
	4 th Grade	73	29
	Total	252	100
Çanakkale Onsekiz Mart University	1 st Grade	28	11.7
	2 nd Grade	49	20.5
	3 rd Grade	52	21.8
	4 th Grade	110	46
	Total	239	100
General	1 st Grade	85	15.4
	2 nd Grade	140	25.4
	3 rd Grade	128	23.2
	4 th Grade	199	36.1
	Total	552	100
University	Gender	Frequency	Percentage
Konya Selçuk University	Male	29	47.5
	Female	32	52.5
	Total	61	100

University	Gender	Frequency	Percentage
Nevşehir Hacı Bektaş Veli University	Male	96	38.1
	Female	156	61.9
	Total	252	100
Çanakkale Onsekiz Mart University	Male	116	48.5
	Female	123	51.5
	Total	239	100
General	Male	241	43.7
	Female	311	56.3
	Total	552	100
University	Have you had preparatory education for English education?	Frequency	Percentage
Konya Selçuk University	No	61	100
	Yes	8	3.2
Nevşehir Hacı Bektaş Veli University	No	244	96.8
	Yes	252	100
	Total	252	100
Çanakkale Onsekiz Mart University	No	24	10
	Yes	215	90.0
	Total	239	100
General	No	32	5.8
	Yes	520	94.2
	Total	552	100
University	Do you have an additional support (private lesson, language course etc.) for English learning?	Frequency	Percentage
Konya Selçuk University	Yes	7	11.5
	No	54	88.5
	Total	61	100
Nevşehir Hacı Bektaş Veli University	Yes	11	4.4
	No	241	95.6
	Total	252	100
Çanakkale Onsekiz Mart University	Yes	24	10
	No	215	90.0
	Total	239	100
General	Yes	42	7.6
	No	510	92.4
	Total	552	100

University	Have you attended international student exchange program (Erasmus, Work and Travel vb.)?	Frequency	Percentage
Konya Selçuk University	Yes	1	1.6
	No	60	98.4
	Total	61	100
Nevşehir Hacı Bektaş Veli University	Yes	5	2
	No	247	98
	Total	252	100
Çanakkale Onsekiz Mart University	Yes	13	5.4
	No	226	94.6
	Total	239	100
General	Yes	19	3.4
	No	533	96.6
	Total	552	100
University	Why do you attach importance to English learning?	Frequency	Percentage
Konya Selçuk University	to study at abroad	12	19.7
	to have graduate education	23	37.7
	to work in tourism sector (hotel, guiding etc.)	45	73.8
	Others	8	13.1
Nevşehir Hacı Bektaş Veli University	to study at abroad	77	30.6
	to have graduate education	100	39.7
	to work in tourism sector (hotel, guiding etc.)	187	74.2
	Others	24	9.5
Çanakkale Onsekiz Mart University	to study at abroad	70	29.3
	to have graduate education	59	24.7
	to work in tourism sector (hotel, guiding etc.)	195	81.6
	Others	36	15.1
General	to study at abroad	159	28.8
	to have graduate education	182	33
	to work in tourism sector (hotel, guiding etc.)	427	77.4
	Others	68	12.3

According to the demographic features of the participants demonstrated in Table 7, the distributions are presented under 3 categories, namely, all participants, general category, and university. They are interpreted as follows:

- 39.1% of the participants are students at the department of Tourism Guiding. 32.6% and 28.3% of them are at the department of Tourism Management and Gastronomy and Culinary Arts, respectively.
- 36.1% of the participants are 1st grade students. 25.4% of them are 2nd grade ones. 23.2% and 15.4% of them are 3rd grade and 4th grade students, respectively.
- Whereas 56.3% of the participants are female, 43.7% of them are male.
- Only 5.8% of the participants have had English preparatory education.
- Only 7.6% of the participants have an additional support for English learning.
- 53.4% of the participants have been in international student exchange programs.
- When analysing reason to attach importance to English learning, it is seen that the first place belongs to 'To work in tourism sector' (77.4%) that are followed by 'To have graduate education' (33%), 'To study at abroad' (28.8%), 'Others such as living at abroad, self-improvement etc.' (12.3%).

General Perception Towards Satisfaction of Students with English Education and Their Quality Assessments

Satisfaction of students with English education and their quality assessments are gathered under 6 parts named as follows: Physical Conditions; Educational Contents; Social and Cultural Opportunities; English Instructors and Managers; Academic Tasks Requirements; Advantages and Disadvantages of English and Turkish as Mediums of Instruction (TMI and EMI). Data was collected through a 5-point Likert scale (1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree). Firstly, reliability of the scales was measured. Next, the assessments regarding satisfaction and quality were realized by utilizing average values within the framework of the 5-point Likert scale.

Table 8. Scale reliability analysis

University	Scales	Cronbach's Alpha	Number of Statement
General	Physical Conditions	0.899	9
	Educational Contents	0.913	15
	Social and Cultural Opportunities	0.75	3
	English Instructors and Managers	0.928	8
	Academic Tasks Requirements	0.876	10
	Advantages and Disadvantages of English and Turkish as Mediums of Instruction (TMI and EMI).	0.896	7
Konya Selçuk University	Physical Conditions	0.915	9
	Educational Contents	0.939	15
	Social and Cultural Opportunities	0.788	3
	English Instructors and Managers	0.945	8
	Academic Tasks Requirements	0.876	10
	Advantages and Disadvantages of English and Turkish as Mediums of Instruction (TMI and EMI).	0.886	7
Nevşehir Hacı Bektaş Veli University	Physical Conditions	0.911	9
	Educational Contents	0.912	15
	Social and Cultural Opportunities	0.803	3
	English Instructors and Managers	0.926	8
	Academic Tasks Requirements	0.908	10
	Advantages and Disadvantages of English and Turkish as Mediums of Instruction (TMI and EMI).	0.91	7
Çanakkale Onsekiz Mart University	Physical Conditions	0.884	9
	Educational Contents	0.904	15
	Social and Cultural Opportunities	0.67	3
	English Instructors and Managers	0.918	8
	Academic Tasks Requirements	0.817	10
	Advantages and Disadvantages of English and Turkish as Mediums of Instruction (TMI and EMI).	0.879	7

According to Table 8, scale reliabilities are ensured both in general and on the basis of university. A scale whose Cronbach's Alpha value is 0.70 or above is regarded as reliable (Gürsaka1,2001; Kalaycı 2006). In the case of low number of statements in the scale, this value can be dropped to 0.60. Consequently, it is understood that the closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. Reliable scales in the research are of great importance to analyse the acquired data. It also demonstrated that statements in the scale serve the same purpose.

Table 9. General perception towards quality and satisfaction (Average – Standard Deviation)

Statement	Average	Standard Deviation
1- Capacity of Classrooms (size) are adequate in terms of student number.	3.52	1.14
2- Classrooms are convenient for learning atmosphere in terms of environmental conditions such as visual, hearing (lightening, acoustics, and air conditioning etc.)	3.42	1.14
3- Equipment (white boards, pin boards, audio system, projection etc.) in classrooms are convenient for English learning.	3.52	1.11
4- There are adequate sources for English learning in the library.	3.36	1.07
5- There are socio-cultural sources, periodical publications (newspaper, journals etc.) and contemporary books.	3.21	1.03
6- There are electronical networks services for English learning such as education on the internet, distance education, access to foreign languages etc.	3.26	1.10
7- There is a language laboratory in which practices for 4 language skills can be carried out.	2.56	1.15
8- Computers in the language laboratory are adequate for English education.	2.65	1.13
9- There are constant improvements in library, laboratory, conference hall and studying are in the faculty.	2.89	1.18
PHYSICAL CONDITIONS	3.15	0.83
10- The weekly English course hours are adequate.	3.70	1.18
11- Course contents are theoretically adequate, and they cover the basic knowledge of the English language.	3.58	1.18
12- Courses are adequate in terms of sources (book, lecture note, story books, dictionary etc.) and technology (projector and computer usage etc.)	3.47	1.14
13- In the courses, computer, projector, and audio system are utilized at adequate level.	3.68	1.06
14- Today's and different methods (dialogue, dramatization, discussion etc.) are utilized in courses and new methods are followed.	3.47	1.20
15- Practices such as documentary and film watching are conducted in courses (In terms of culturally comparing Turkey with the UK)	2.73	1.23
16- There are four different courses for the four language skills (speaking, writing, listening and reading)	3.10	1.30
17- Vocabulary and subject examples delivered in courses are associated with tourism sector.	3.36	1.21
18- I believe that English courses will contribute to my future career.	3.50	1.26
19- Measuring methods (examination, assignment, project etc.) are convenient in terms of aim and content of the course.	3.54	1.21
20- I prefer online education rather than face to face while learning English.	2.20	1.46
21- I believe that the online system I use for courses are adequate.	2.90	1.47
22- I believe that the methods instructors use while teaching in English online systems are adequate.	3.26	1.34
23- I believe that the digital materials instructors use while teaching in English online systems are adequate.	3.29	1.33
24- Rather than face to face education, online education positively influences my success.	2.55	1.50
EDUCATIONAL CONTENTS	3.22	0.86
25- Our faculty carries out activities like theatre, technical trip, conference, seminar in order to improve the process of English learning.	2.34	1.15
26- Our faculty organizes mutual activities (conference, education seminar and interview etc.) with instructors from Foreign Language School of our university for us.	2.56	1.18

27- Our faculty has the opportunities such as student or instructor exchange programs (Erasmus etc.), sister school activities, mutual works with the similar foreign institutions.	3.61	1.19
SOCIAL AND CULTURAL OPPORTUNITIES	2.84	0.96
28- I believe English knowledge of instructors are adequate.	4.12	0.93
29- I believe English knowledge of instructors are contemporary.	4.05	0.94
30- Instructors keep students' interest alive by allowing them to participate in the teaching process.	3.76	1.13
31- Instructors deliver English courses by methods which are student-centred (project, teamwork, research etc.).	3.51	1.18
32- Instructors equally focus on grammar, reading, writing, speaking, and listening.	3.57	1.22
33- I believe instructors objectively evaluate examinations and assignments.	3.89	1.18
34- I can receive replies to the questions about English courses which I ask instructors.	4.03	1.03
35- Faculty management are always sensitive to issues and suggestions about English learning from students.	3.49	1.21
ENGLISH EDUCATORS AND MANAGERS	3.80	0.90
36- I follow the lecturer's instructions during the lesson.	4.15	0.78
37- I take notes in a lecture and write summary using notes.	3.83	1.03
38- I ask and answer questions during lectures	3.74	1.01
39- I express my opinions during class discussions	3.75	1.01
40- I read various texts on a topic to express my opinion	3.66	1.04
42- I guess the meanings of unfamiliar words from the context.	3.90	0.93
43- I summarize a text.	3.56	1.06
44- I answer exam questions	4.42	0.82
45- I write a project on a topic incorporating ideas from various sources	3.41	1.16
46- I write report.	2.96	1.11
ACADEMIC TASKS REQUIREMENTS	3.74	0.69
47- Lecturing in Turkish allows the lesson to progress faster than lecturing in English.	3.41	1.32
48- Lecturing in Turkish produces a better classroom atmosphere than lecturing in English	3.23	1.28
49- Lecturing in Turkish allows a teacher to go deeper into the content of the lesson than lecturing in English.	3.55	1.27
50- Lecturing in Turkish can bolster students' interest more than lecturing in English.	3.03	1.43
51- Resources for learning, e.g. textbooks and reference books, are more plentiful in English than Turkish.	3.43	1.15
52- English as the medium of instruction leads to poorer student intake.	2.70	1.32
53- I support adopting Turkish medium at the university where I study.	3.07	1.41
ADVANTAGES AND DISADVANTAGES OF ENGLISH AND TURKISH AS MEDIUMS OF INSTRUCTION (TMI AND EMI)	3.20	1.03

When analysing the general perception of the participants, the 5-point scale was utilized. In this context, when the average value is above than 3, the perception is regarded positive. On the other hand, when it is below than 3, it is acknowledged negative. If it is exactly 3, it is considered unclear. In addition, the closer the value is to 5, the more likely the perception becomes positive. On the other hand, it decreases and turns out to be negative as the positive perception goes to 1. In comparisons, the value of standard deviation is expected to be low in the case of equal perceptions (averages). According to the general perception assessments shown in Table 9, students have the negative perception (2.84) only in the dimension of Social and Cultural Opportunities. In the other dimensions, levels of perception and satisfaction are lined from the highest to the lowest as follows: English Instructors and Managers (3.80); Academic Tasks Requirements (3.74); Educational Contents (3.22); Advantages and Disadvantages of English (EMI) and Turkish (TMI) as Mediums of Instruction (3.20); and Physical Conditions (3.15). The highest and lowest perception value towards satisfaction and quality under each dimension are demonstrate in Table 4 with font italics.

Comparison Analyses of Satisfaction and Quality Perception Towards English Education

In the study, it was investigated whether students' assessments regarding satisfaction and quality differ by universities. Firstly, data distribution was evaluated. With the Kolmogorov Smirnov normality test, it was analysed how the data distribution (by dimensions) is. Since p values in Kolmogorov Smirnov Test have been found below than 0.05, it is regarded that data is not normally distributed. Differences in nonnormal data are analysed with non-parametric tests.

It was measured whether students' assessments regarding satisfaction and quality differ by universities with Kruskal Wallis test that is the non-parametric corresponding test to One-Way ANOVA test. The results of comparison analysis are demonstrated in Table 10. Besides, the students' assessments regarding quality and satisfaction are demonstrated with their average values in Table 10. According to the average values in Table 10, the following findings are listed:

- There is a negative perception (avg.<3) towards Educational Contents and Social and Cultural Opportunities; an uncertain perception towards Physical Conditions; and a positive/increasing (avg.≥3) perception towards the dimensions of Advantages and Disadvantages of English (EMI) and Turkish (TMI) as Mediums of Instruction, English Instructors and Managers and Academic Tasks Requirements for the students in Konya Selçuk University.
- There is a negative perception (avg.<3) towards the dimension of Social and Cultural Opportunities, and a positive/increasing (avg.≥3) perception towards the dimensions of Physical Conditions, Educational Contents, Advantages and Disadvantages of English (EMI) and Turkish (TMI) as Mediums of Instruction, English Instructors and Managers and Academic Tasks Requirements for the students in Nevşehir Hacı Bektaş Veli University.
- There is a negative perception (avg.<3) towards the dimension of Social and Cultural Opportunities, and a positive/increasing (avg.≥3) perception towards the dimensions of Physical Conditions, Educational Contents, Advantages and Disadvantages of English (EMI) and Turkish (TMI) as Mediums of Instruction, English Instructors and Managers, and Academic Tasks Requirements for the students in Çanakkale Onsekiz Mart University.

According to the results demonstrated in Table 10, it is possible to state that there is a meaningful difference of the quality and satisfaction perception by universities for the dimensions whose p values are below 0.05. In the dimensions of Physical Conditions, Educational Contents, and English Instructors and Managers, there is difference of opinion by universities. Mann Whitney U Test was performed to determine from which universities the differences come. In this regard, the paired comparisons (Konya Selçuk University – Nevşehir Hacı Bektaş Veli University; Konya Selçuk University – Çanakkale Onsekiz Mart University; Çanakkale Onsekiz Mart University - Nevşehir Hacı Bektaş Veli University) were conducted. The results regarding the differences by their p values are demonstrated in Table 10.

For the quality perception towards Physical Conditions, there is a meaningful difference between Çanakkale Onsekiz Mart University and the other two universities. According to the average values, students in Çanakkale Onsekiz Mart University find Physical Conditions better (higher) than those both Konya Selçuk University (3,33>3,0) and Nevşehir Hacı Bektaş Veli University (3,33>3,02) do.

There are meaningful differences in students' perceptions from three universities regarding Educational Contents. Students in Nevşehir Hacı Bektaş Veli Universities have a higher quality and satisfaction perception than those in Konya Selçuk University (3,13>2,88). Students in Çanakkale Onsekiz Mart University have a higher quality and satisfaction perception than those in Konya Selçuk University (3,41>2,88) and Nevşehir Hacı Bektaş Veli University (3,41>3,13).

For the quality perception towards English Managers and Managers, there is a meaningful difference between Konya Selçuk University and the other two universities. According to the average values, students in both Çanakkale Onsekiz Mart University (3,93>3,38) and Nevşehir Hacı Bektaş Veli University (3,79>3,38) have a higher quality and satisfaction perception towards English Instructors and Managers than students in Konya Selçuk University.

Table 10. Comparison analysis of satisfaction and quality perception according to the main dimensions

SCALES	Konya Selçuk University (KSÜ)		Nevşehir Hacı Bektaş Veli University (HBVÜ)		Çanakkale Onsekiz Mart University (ÇOMÜ)		Kruskall Wallis Test		Mann Whitney U Test SÜ-NEVÜ		Mann Whitney U Test SÜ-ÇOMÜ		Mann Whitney U Test NEVÜ-ÇOMÜ	
	Avg.	S.D.	Avg.	S.D.	Avg.	S.D.	Chi-Square	p	Z	p	Z	p	Z	p
Physical Conditions	3	0.92	3.02	0.85	3.33	0.76	19.425	0			-2.668	0.008	-4.175	0
Education Contents	2.88	0.96	3.13	0.86	3.41	0.79	21.442	0	-2.106	0.035	-4.017	0	-3.378	0.001
Social and Cultural Opportunities	2.88	1.02	2.74	1.01	2.92	0.88	3.893	0.14						
English Instructors and Managers	3.38	1.05	3.79	0.94	3.93	0.78	13.669	0	-2.782	0.005	-3.748	0		
Academic Tasks Requirements	3.87	0.68	3.68	0.77	3.77	0.59	4.078	0.13						
Advantages and Disadvantages Of English And Turkish As Mediums Of Instruction (TMI And EMI)	3.18	0.96	3.12	1.09	3.31	0.98	5.452	0.065						

Table 11. Comparison analysis of satisfaction and quality perception according to the statements

Statements	Konya Selçuk University (KSÜ)		Nevşehir Hacı Bektaş Veli University (HBVÜ)		Çanakkale Onsekiz Mart University (ÇOMÜ)		Kruskall Wallis Test		Mann Whitney U Test SÜ-NEVÜ		Mann Whitney U Test SÜ-ÇOMÜ		Mann Whitney U Test NEVÜ-ÇOMÜ	
	Avg.	S.D.	Avg.	S.D.	Avg.	S.D.	Chi-Square	p	Z	p	Z	p	Z	P
1- Capacity of Classrooms (size) are adequate in terms of student number.	3.84	1.10	3.19	1.15	3.79	1.05	42.321	0.00	-4.194	0			-6.005	0
2 - Classrooms are convenient for learning atmosphere in terms of environmental conditions such as visual, hearing (lightening, acoustics, and air conditioning etc.)	3.33	1.22	3.04	1.09	3.86	1.01	71.952	0.00			-3.274	0.001	-8.499	0

	Konya Selçuk University (KSÜ)		Nevşehir Hacı Bektaş Veli University (HBVÜ)		Çanakkale Onsekiz Mart University (ÇOMÜ)		Kruskall Wallis Test		Mann Whitney U Test SÜ-NEVÜ		Mann Whitney U Test SÜ-ÇOMÜ		Mann Whitney U Test NEVÜ-ÇOMÜ	
3- Equipment (white boards, pin boards, audio system, projection etc.) in classrooms are convenient for English learning.	3.26	1.21	3.29	1.08	3.82	1.04	36.249	0.00			-3.483	0	-5.797	0
4- There are adequate sources for English learning in the library.	3.11	1.16	3.10	1.05	3.69	0.97	42.984	0.00			-3.616	0	-6.362	0
5- There are socio-cultural sources, periodical publications (newspaper, journals etc.) and contemporary books.	2.95	1.12	3.02	1.01	3.48	0.97	28.064	0.00			-3.302	0,001	-4.984	0
6- There are electronical networks services for English learning such as education on the internet, distance education, access to foreign languages etc.	2.89	1.17	3.21	1.11	3.42	1.05	11.119	0.00	-2.056	0.04	-3.22	0.001		
7- There is a language laboratory in which practices for 4 language skills can be carried out.	2.31	1.25	2.71	1.14	2.46	1.11	9.023	0.01	-2.446	0.014			-2.362	0.018
8- Computers in the language laboratory are adequate for English education.	2.49	1.18	2.77	1.13	2.56	1.11	5.061	0.08						
9- There are constant improvements in library, laboratory, conference hall and studying are in the faculty.	2.80	1.30	2.89	1.17	2.90	1.15	0.211	0.90						
10- The weekly English course hours are adequate.	3.36	1.18	4.02	1.05	3.45	1.23	40.283	0.00	-4.484	0			-5.747	0
11- Course contents are theoretically adequate, and they cover the basic knowledge of the English language.	3.00	1.28	3.65	1.19	3.65	1.11	14.99	0.00	-3.655	0	-3.641	0		
12- Courses are adequate in terms of sources (book, lecture note, story books, dictionary etc.) and technology (projector and computer usage etc.)	3.20	1.25	3.48	1.16	3.53	1.10	3.754	0.15						

	Konya Selçuk University (KSÜ)		Nevşehir Hacı Bektaş Veli University (HBVÜ)		Çanakkale Onsekiz Mart University (ÇOMÜ)		Kruskall Wallis Test		Mann Whitney U Test SÜ-NEVÜ		Mann Whitney U Test SÜ-ÇOMÜ		Mann Whitney U Test NEVÜ-ÇOMÜ	
13- In the courses, computer, projector, and audio system are utilized at adequate level.	3,25	1,23	3,58	1,10	3,91	0,93	18.987	0.00			-3.808	0	-3.185	0.001
14- Today's and different methods (dialogue, dramatization, discussion etc.) are utilized in courses and new methods are followed.	2,89	1,36	3,42	1,21	3,67	1,08	17.154	0.00	-2.832	0.005	-4.07	0		
15- Practices such as documentary and film watching are conducted in courses (In terms of culturally comparing Turkey with the UK)	2,66	1,21	2,75	1,26	2,74	1,21	0,28	0,87						
16- There are four different courses for the four language skills (speaking, writing, listening, and reading)	2,52	1,36	3,04	1,32	3,31	1,20	17.338	0	-2.675	0.007	-4.095	0		
17- Vocabulary and subject examples delivered in courses are associated with tourism sector.	3,43	1,10	2,84	1,24	3,90	0,95	94.344	0	-3.4	0.001	-3.137	0.002	-9.622	0
18- I believe that English courses will contribute to my future career.	3,11	1,33	3,40	1,35	3,70	1,12	10.53	0.005			-3.16	0.002		
19- Measuring methods (examination, assignment, project etc.) are convenient in terms of aim and content of the course.	3,28	1,25	3,42	1,27	3,74	1,11	10.688	0.005			-2.656	0.008	-2.689	0.007
20- I prefer online education rather than face to face while learning English.	2,13	1,37	2,02	1,39	2,42	1,53	9.122	0.01					-2.994	0.003
21- I believe that the online system I use for courses are adequate.	2,44	1,44	2,64	1,43	3,29	1,43	30.473	0			-3.977	0	-4.878	0
22- I believe that the methods instructors use while teaching in English online systems are adequate.	2,90	1,45	3,12	1,37	3,49	1,25	12.382	0.002			-2.848	0.004	-2.864	0.004

	Konya Selçuk University (KSÜ)		Nevşehir Hacı Bektaş Veli University (HBVÜ)		Çanakkale Onsekiz Mart University (ÇOMÜ)		Kruskall Wallis Test		Mann Whitney U Test SÜ-NEVÜ		Mann Whitney U Test SÜ-ÇOMÜ		Mann Whitney U Test NEVÜ-ÇOMÜ	
23- I believe that the digital materials instructors use while teaching in English online systems are adequate.	2.89	1.46	3.17	1.35	3.51	1.23	12.256	0.002			-3.009	0.003	-2.643	0.008
24- Rather than face to face education, online education positively influences my success.	2.21	1.36	2.35	1.45	2.86	1.54	17.119	0			-2.926	0.003	-3.701	0
25- Our faculty carries out activities like theatre, technical trip, conference, seminar in order to improve the process of English learning.	2.51	1.16	2.29	1.15	2.35	1.16	1.856	0.40						
26- Our faculty organizes mutual activities (conference, education seminar and interview etc.) with instructors from Foreign Language School of our university for us.	2.51	1.22	2.54	1.18	2.59	1.18	0.415	0.81						
27- Our faculty has the opportunities such as student or instructor exchange programs (Erasmus etc.), sister school activities, mutual works with the similar foreign institutions.	3.62	1.27	3.40	1.25	3.83	1.05	14.964	0.001					-3.879	0
28- I believe English knowledge of instructors are adequate.	3.82	1.03	4.15	0.99	4.17	0.82	8.598	0.014	-2.888	0.004	-2.507	0.012		
29- I believe English knowledge of instructors are contemporary.	3.74	1.09	4.07	1.01	4.11	0.81	6.799	0.033	-2.512	0.012	-2.345	0.019		
30- Instructors keep students' interest alive by allowing them to participate in the teaching process..	3.23	1.23	3.82	1.18	3.85	1.02	14.319	0.001	-3.584	0	-3.551	0		
31- Instructors deliver English courses by methods which are student-centred (project, teamwork, research etc.).	3.11	1.31	3.47	1.20	3.66	1.10	9.141	0.01			-2.948	0.003		
32- Instructors equally focus on grammar, reading, writing, speaking, and listening.	2.90	1.35	3.54	1.25	3.78	1.07	21.329	0	-3.36	0.001	-4.674	0		

	Konya Selçuk University (KSÜ)		Nevşehir Hacı Bektaş Veli University (HBVÜ)		Çanakkale Onsekiz Mart University (ÇOMÜ)		Kruskall Wallis Test		Mann Whitney U Test SÜ-NEVÜ		Mann Whitney U Test SÜ-ÇOMÜ		Mann Whitney U Test NEVÜ-ÇOMÜ	
33- I believe instructors objectively evaluate examinations and assignments.	3.34	1.34	3.77	1.28	4.15	0.92	21.965	0	-2.508	0.012	-4.455	0	-2.935	0.003
34- I can receive replies to the questions about English courses which I ask instructors.	3.49	1.21	4.00	1.08	4.19	0.87	19.366	0	-3.379	0.001	-4.457	0		
35- Faculty management are always sensitive to issues and suggestions about English learning from students.	3.39	1.31	3.48	1.24	3.54	1.16	0.294	0.86						
36- I follow the lecturer's instructions during the lesson.	4.25	0.83	4.06	0.85	4.21	0.67	4.528	0.10						
37- I take notes in a lecture and write summary using notes.	3.98	0.90	3.84	1.06	3.79	1.03	1.921	0.38						
38- I ask and answer questions during lectures	3.92	1.01	3.63	1.08	3.82	0.93	5.089	0.08						
39- I express my opinions during class discussions	4.02	0.90	3.61	1.09	3.83	0.94	9.783	0.008	-2.733	0.006				
40- I read various texts on a topic to express my opinion	3.82	1.10	3.61	1.07	3.69	1.00	2.901	0.23						
42- I guess the meanings of unfamiliar words from the context.	3.95	0.94	3.89	0.98	3.90	0.87	0.392	0.82						
43- I summarize a text.	3.66	0.98	3.50	1.11	3.61	1.02	1.424	0.49						
44- I answer exam questions	4.34	0.98	4.38	0.87	4.49	0.72	1.383	0.50						
45- I write a project on a topic incorporating ideas from various sources	3.57	1.10	3.38	1.16	3.41	1.17	1.294	0.52						
46- I write report.	3.15	1.08	2.95	1.09	2.93	1.13	2.168	0.34						
47- Lecturing in Turkish allows the lesson to progress faster than lecturing in English.	3.33	1.22	3.32	1.38	3.53	1.27	3.216	0.20						
48- Lecturing in Turkish produces a better classroom atmosphere than lecturing in English	3.28	1.24	3.09	1.33	3.38	1.23	5.917	0.05						
49- Lecturing in Turkish allows a teacher to go deeper into the content of the lesson than lecturing in English.	3.54	1.18	3.46	1.33	3.64	1.21	1.637	0.44						

	Konya Selçuk University (KSÜ)		Nevşehir Hacı Bektaş Veli University (HBVÜ)		Çanakkale Onsekiz Mart University (ÇOMÜ)		Kruskall Wallis Test		Mann Whitney U Test SÜ-NEVÜ		Mann Whitney U Test SÜ-ÇOMÜ		Mann Whitney U Test NEVÜ-ÇOMÜ	
50- Lecturing in Turkish can bolster students' interest more than lecturing in English.	2.82	1.36	2.96	1.46	3.15	1.40	3.728	0.16						
51- Resources for learning, e.g. textbooks and reference books, are more plentiful in English than Turkish.	3.33	1.08	3.39	1.21	3.49	1.11	1.2	0.55						
52- English as the medium of instruction leads to poorer student intake.	2.62	1.29	2.55	1.29	2.88	1.34	7.985	0.018					-2.788	0.005
53- I support adopting Turkish medium at the university where I study.	2.90	1.35	3.05	1.43	3.13	1.42	1.334	0.51						

Comparison analysis of satisfaction and quality perception according to the statements was elaborately conducted. The results are demonstrated in Table 11. According to the results of Kruskal Wallis Test, it is observed that there is a meaningful difference in perceptions of universities towards the statements whose p values are below 0.05 (demonstrated with bold and italic in Table 11). Interpretations regarding the differences are made with help of their p values and averages (just like for the main dimensions in Table 10). For examples, there are meaningful perception differences in Educational Contents in all paired comparisons. Considering the average values for the dimension, the highest perception belongs to Çanakkale Onsekiz Mart University (3.41), followed by Nevşehir Hacı Bektaş Veli University (3.13) and Konya Selçuk University (2.88), respectively.

Findings Based on the Qualitative Analysis

In this research, qualitative research methods are utilized. Qualitative research is the research that tries to understand the underlying reasons of human behaviours and social reality through the qualitative research methods such as observation, interview, and document analysis (Gürbüz and Şahin, 2014). Qualitative research starts with usage of interpretative/ theoretical frameworks in which meanings of social or human issues are discussed and research problems are analysed. In the research, phenomenological research design (descriptive phenomenology) has been utilized. The design for a research project is to plan how the research is conducted word by word. A phenomenological design underlines a phenomenology to be researched in which a single term or idea is expressed and tries to deeply understand a phenomenon experienced by a few individuals (Creswell, 2018).

As data collection tool, methods of interview and document analysis have been determined. Constituting in accordance with research aim, the questions have been acquired through document analysis and a semistructural interview process has been carried out. Interview is a data collection tool by which researcher tries to understand individuals or their related situations (Gürbüz and Şahin, 2014). In this research, 11 managers (dean, vice-dean, head of department), 12 English instructor and 53 students in tourism faculty were individually interviewed and the total number of participants interviewed is 76. Interviews were conducted face to face and via e-mail. The interviews lasted 40 to 45 minutes.

Data processing was conducted through both deductive and inductive methods. While determining research questions, firstly closed code system was used, and the themes and sub-themes were determined in accordance with the literature. Then the themes and sub-themes were re-discussed with the open code system in the light of the data coming from the field. Reliability in qualitative research generally means determination in answers of more than one encoder within data sets. Within the research reliability, consistence among the encoders was ensured and field experts were consulted, which is one of the classical strategies.

Managers and English Instructors

As a result of the analysis, six themes have been determined for English instructors, which are as follows: 'Satisfaction with language education, sufficiency of the language education, physical facilities related to language education, proficiency of instructor, distance education, and improving quality of English education'. Seven themes have been determined for managers in tourism faculties, which are as follows: 'Satisfaction with language education, sufficiency of the language education, physical facilities related to language education, distance education, proficiency of instructor, distance education, improving quality of foreign language education and evaluating English education process'. Explanations regarding themes and sub-themes are summarized in Table 12.

Table 12. Explanations regarding themes and sub-themes

Main Themes	Sub-Themes	Explanations
<i>Satisfaction with English education</i>	-	It states satisfaction/dissatisfaction with English education system in tourism faculties
<i>Sufficiency of English education</i>	Curriculum	It states structure of English education curriculum
	Hours/Credits	It states English course hours
	Theory & Practice	It states the distribution of theory and practice rates in English courses.
	Course Method	It states the methods English instructors utilize in courses.
	Course Material	It states how English course materials utilized by faculty management and/or instructors should be and their sufficiency as a course material.
<i>Physical facilities related to language education</i>	General Infrastructure	It states physical facilities provided by managements of both university and faculty for courses.
	Technological Opportunities	It states technological opportunities provided by managements of both university and faculty for courses.
	Number of Students	It states number of students taking English language courses
Distance Education	-	It states efficiency of distance learning systems utilized in universities during the Covid-19 pandemic.
<i>Proficiency of instructor</i>	Status of Employment ¹	It states how instructors are placed in university units (Changing working unit/ place for each term/ working permanently in tourism faculties)
	Vocational English Education	It states whether vocational English courses should be delivered by English instructors or instructors with English knowledge from tourism field.
<i>Improving quality of English education</i>	-	It states how to improve quality of English education in tourism faculties.
<i>Evaluating English education process</i>	-	It states evaluation of English education process in tourism faculties.

The themes and sub-themes demonstrated in Table 13 were analysed in descriptive and comparative ways. Word frequency analysis was performed, and key terms were identified to determine the 'English Education Quality'. Taking similarity of interview questions into consideration, answers from 53 students were separately

¹ In Turkey, foreign language instructors are academic members working for Schools of Foreign Languages at universities and they are assigned to deliver courses in different faculties for each term. However, managements of the school and tourism faculty may have an agreement that foreign language instructors delivering courses in tourism faculty do not change their assigned faculties in order for sustainable language learning environment. There are advantages and disadvantages in both cases.

analysed from those of 12 instructors and 11 managers whose analyses were conducted together. All statements of the participants in the interview process were listed and lexically analysed. Certain words (but, a few, me, together, yet, between, or etc.) were excluded from the analyses.

The managers and instructors participating in the interview process were encoded as M1, M2,, M11 and I1, I2,, I12, respectively. Remarks of managers and instructors in tourism faculties on their satisfaction with English education can be summarized as follows:

Table 13. Satisfaction with English education

	Frequency	
	Manager	Instructor
Satisfied	6	7
Unsatisfied	4	4

When analysing the results, it is observed that approximately 53% of the managers are satisfied with English education. Some other managers are also satisfied with English education, yet they consider that it needs to be improved in certain ways. M9, for example, expresses his/her expectations by stating *'Our students don't want to have grammar education since they were graduated from foreign language departments of high schools. For this reason, courses focus on reading and telling. In the department, instructors from School of Foreign Languages should deliver these courses.'* Unsatisfied with English education, M8 states its reason as follows: *'I am not fully satisfied with it. I prefer instructors with adequate English knowledge from tourism field to be employed in tourism faculties.'* Deans, vice-deans, and heads of departments in tourism faculties are generally satisfied with English education. However, they state that courses should be delivered by adequate English knowledge from tourism field; course contents should be updates in accordance with the necessities of the time and students; and instructors should not focus only on grammar or writing skills.

While half of English instructors are satisfied with English education, the other half is unsatisfied with it. For example, I4 states that *'Unlike an evaluation system with two exams, s system by which all shifts in improvement of students can be evaluated should be utilized, which will be advantageous in vocational English education. I believe that distance education system utilized by our first and second grade students have been successful and increased reliability and validity.'* I6 states that *'No, I am not satisfied with it. Students need to be more eager and experts in their field should deliver these courses.'* When analysing replies of the instructors, it is observed that different strategies related to evaluation method, course methods should be applied.

The main theme 'Sufficiency of English education' has been evaluated with the sub-themes, which are curriculum, theoretical and practical methods of courses, course credit, course method, course material.

Table 14. Sufficiency of English education (Manager)

THEME		FREQUENCY
SUB-THEMES	Sufficiency of English Education	Manager
	Sufficient	9
	Insufficient	2
	Course Material	8
	Sufficient	1
	Insufficient	2
	Partly sufficient	
		STATEMENT
	Curriculum	-Consistent with Bologna process and a suitable structure for B2 level -Needs and expectations of shareholders -Acquiring vocational English and speaking skills -Curriculums of other tourism faculties

Most of managers participating in the research consider that the English education is sufficient. Managers underline that curriculum and course materials should be in accordance with Bologna process at B2 level; needs and expectations of shareholders should be met; and speaking skills of students should be improved. Certain replies from the managers are as follows: M1: *'There should be an AKTS planning in accordance with the Bologna process and multi-directional improvement in language skills (grammar, speaking, writing).'* M6: *'Course materials (book, film, video, internet sources etc.) are sufficient under today's conditions.'* M8: *'While determining course curriculum and course hours, those in other tourism faculties are also taken into consideration.'*

Table 15. Proficiency of English instructor

THEME		FREQUENCY
SUB-THEMES	Proficiency of English Instructor	Instructor
	Sufficient	8
	Insufficient	4
	Method (Theory/Practice)	
	Sufficient	2
	Insufficient	8
	Partly sufficient	2
	Course Credit	
	Sufficient	9
	Insufficient	3
	Partly sufficient	-
	Course Material	
	Sufficient	7
Insufficient	2	
Partly sufficient	3	
	STATEMENT	
Curriculum	-Program outcomes -Sector needs -Student interest fields -Language level of students	
Method	-Electicism -Theoretical presentation -Technological applications -Group studies -Task-based Learning	

English instructors have mostly regarded English courses they deliver as adequate. They underline that theoretical education is not sufficient and students should be able to find more practice areas. For example, an instructor states as follows: I5: 'Courses could be made more entertaining. On the other hand, I do not believe there is anything we can do in terms of practice. The most realistic method to do more practice is to contact foreign people speaking English, which requires a high level of motivation. The lack of practice in speaking can be overcome by having voice communication with foreign individuals through programs such as discord in an online game, by making videos and uploading them to online platforms like YouTube etc., and by writing blogs in English... Language as a tool to read nba.com, to follow rumours from the most favourite singer, to watch the most favourite series in its original language..'

English instructors state that course hours and course materials are sufficient. However, they underline that course materials are out-of-date. For example, I4 states as follows: 'Book is technologically not enough. Books should be made more interactive and, in this way, students are able to find practice areas in addition to courses.' They argue that course curriculums are developed in a way that students are able to speak English after their graduation. An instructor (I2) states as follows: 'We pay attention to the fact that courses are communication-oriented and developed in a way that tourist guide candidates can receive a good score from YDS.' Another one (I4) states that 'Curriculum could be prepared with experts by using current technology through a needs analysis involving experiences and needs of tourism businesses and tourism students.'

Most of the instructors state that they utilize several teaching methods (eclectic teaching methods) together in classrooms. They underline that they demonstrate current examples of tourism sector and utilize course sources related to tourism sector. I12 states that '*I focus on tourism-related subjects catching students' attention. One week, I utilize course book. The other week, I prefer to have dialogues with students about current subjects in tourism (Impacts of the Covid-19 pandemic on tourism, what kind of internship would you like to have?, what is the destination that you would like to see at most? etc.)*'. Certain instructors argue that technological applications catch students' attention more than other methods and they are more effective. I10 states that '*We try to utilize the methods of dual and group studies, games (printed or online), question-answer, acting etc. Students do not want to participate in educational games as they regard themselves adult. However, online applications through mobile phones such as Kahoot catch almost all students' interest and participation level is quite high. Therefore, we prefer to conduct even grammar studies through this way to the extent permitted by our course duration because it is mostly not enough.*'

Table 16. Physical facilities regarding English education

THEMES		FREQUENCY	
		Manager	Instructor
SUB-THEMES	Infrastructure		
	Sufficient	7	4
	Insufficient	2	2
	Need to be developed	2	5
	Technological Infrastructure		
	Sufficient	4	2
	Insufficient	3	3
	Need to be developed	4	4
	Language Laboratory		
	Should be established	7	6
	Should not be established	4	2
	Distance Education		
	Sufficient		8
	Insufficient	-	2
	Need to be developed		2
	Number of Students / Class Size		
Too many	5	7	
Normal	6	4	
Limited	-	-	

Demonstrated in Table 16, English education is evaluated in terms of physical facilities that have been analysed within the framework of the sub-themes of infrastructure provided faculty and university managements, technological infrastructure, language laboratory and class size. Managers participating in the research underline that physical facilities are generally sufficient yet there are their certain parts to be developed. For example, M5 states as follows: '*Infrastructure of classrooms is convenient. Costs of course materials (textbooks, quiz sheets etc.) should be moderate or they should be free.*' Managers say that number of students in the class should be between 10 and 20 and they pay attention to this situation. They also mention that a classroom with too many students is divided into proper number in the event of having too many students in a class. (M6: *language classes are divided in case of necessity.*)

Most of the instructors participating in the research state that general and technological infrastructures are insufficient, and they need to be improved. I5 states that *'Physical facilities are out-of-date due to the visionless businesses monopolizing the market. I do not believe that classical language laboratory does create a difference. These laboratories do not go beyond memorizing certain structures through intensive repetition. Even if a new laboratory is established in new period, this should be utilized to contact foreign individuals. Even so their necessity is open to question because almost every student has his/her laboratory (smart phone) in pocket. However, it would make difference to have an environment constituted by a strong artificial intelligence software. Constructing such environment is quite hard since there is not such software, qualified AI glasses costs too much, and class sizes are far from ideal. Dream about this: student wears glasses, and finds themselves in New York streets, raises his/her hand and stops a taxi. Then they start talking to each other. However, this taxi driver does not say only 'where would you like to go?' or 'It costs...'. He talks about his private life or super bowl on the weekend. Could you image such learning environment?'*

Due to the Covid-19 pandemic, distance education methods have been utilized in place of face-to-face education since March 2020. English instructors state that distance education methods are sufficient, and it does not adversely affect English education. I4 says that *'Online system is quite effective for evaluation. It has increased reliability in evaluation compared to written examination since it has activities of all language skills, namely listening, speaking, reading, and writing ones. It is possible to mention that students are satisfied with online system and useful to utilize it even after the pandemic is over.'* Besides, they underline that number of students in the class should be 10 to 15. Although classrooms with too many students in certain faculties are divided, this still cannot create ideal learning environment. (I11: *Maximum number of students in a classroom should be 10 to 12. I5: Having just 10 students in a classroom is a utopia. The real is what we have today. I1: We already divide classrooms with too many students into proper number; for this reason, there is no problem*)

Table 17. Proficiency of English instructor

	THEME	FREQUENCY	
	Proficiency of English Instructor	Manager	Instructor
SUB-THEMES	Status of Employment		
	Need to change working unit for each term	6	4
	Need to work permanently in tourism faculties	3	4
	Vocational English Education		
	Instructors from School of Foreign Languages	3	3
	Instructors with English knowledge from Tourism field	7	4
	Both of them	1	5

When analysing the Table 17, it is observed that there are the sub-themes of employment status and vocational English education under the main theme entitled proficiency of English Instructors. Most of the managers participating in the research consider that instructors in their faculties should be permanent staff. On the other hand, half of instructors state it is better change working unit/place for each term whereas the other half argue that they need to work permanently in tourism faculties. Remarks of managers and English instructors on this issue are as follows:

M8: *I believe that non-permanent instructor cannot have productive courses with tourism students as they work temporarily in tourism faculties. Besides, they can remain incapable to overcome language education-related problems in faculties since they work in different faculties in the same term.*

M11: *They need to work permanently in tourism faculties.*

I1: *Management from a single centre prevents coordination problems.*

- I8: *I disagree with working permanently in a faculty. It is injustice and better to change working faculty for each term.*

Most of managers and English instructors participating in the research state that vocational English courses should be delivered either by only instructors with English knowledge from Tourism field or by Instructors with English knowledge from tourism field and instructors from School of Foreign Languages together. They believe that courses delivered by instructors with good English knowledge from tourism field are more productive for students. Remarks of managers and English instructors on this subject are as follows:

- M2: *It could be better if courses are delivered by instructors with good English knowledge from tourism field.*
- M4: *Instructors with good English knowledge from tourism field are more convenient for vocational English courses.*
- I1: *courses need to be delivered by instructors with good English knowledge from tourism field.*
- I8: *for the first two years, instructors from School of Foreign Languages could be better but then courses delivered by the instructors with good English knowledge from tourism field in the last two years are more productive.*

A certain part of managers and English instructors participating in the research argue that vocational English courses should be delivered only by instructors from School of Foreign Languages, and they need to be specialized in tourism field. In addition, they underline that those knowing English can quickly learn vocational terms however it is not possible to deliver language courses by anyone with no pedagogical formation education. Remarks of managers and English instructors on this subject are as follows:

- M1: *Instructors from School of Foreign Languages should specialize in tourism field.*
- I5: *This is a hard question. Both vocational knowledge of instructors from School of Foreign Languages and language knowledge of instructors from tourism field are insufficient. Vocational English education is also open to dispute. While some argue that it is not necessary, others state that English education without vocational courses is totally unnecessary. Personally, I agree with the latter opinion. Knowing foreign language, individuals can quickly learn their vocational terms. However, there is also a point in statements that vocational English courses are more personal, more target-oriented and need-based (motivational) courses for students. Even so I prefer general English education rather than vocational ones that cannot go beyond memorizing a few terms. There are numerous sources in this area and instructors are currently sufficient for this.*
- I2: *Instructors from tourism fields cannot provide the desired efficiency in terms of language education Knowing language is one thing but teaching it is another thing.*

Table 18. Remarks on improving quality of English education

THEME	STATEMENTS	
	Manager	English Instructor
Improving Quality of English Education	-Practice-oriented courses	- Giving students responsibility
	-Cooperation with shareholders	-Cooperation with shareholders
	-Students exchange programs like Erasmus	-Increasing students' motivation
	-Shareholder satisfaction questionnaire	-Students exchange programs like Erasmus
	- Improving general and technological infrastructure	- Practicing English in internship in tourism businesses
	-Qualified English Instructor	- Opening preparation classes for English
	-Increasing students' motivation	- Speaking-oriented education
	- Starting English courses from the level 1 (primary education)	- Courses delivered at language laboratories

As seen in Table 18, remarks of managers and English instructors participating in the research on improving English education demonstrate similarity. Both managers and English instructors underline that there should be more learning areas in which students can practice. (I7: '*With collaboration with The Council of Higher Education (YÖK) and managements, English speaking-oriented internship opportunities should be created in tourism businesses in both private and public sector. There should be also English-speaking competitions for students. Instructors should focus on programs motivating students to speak English*' M3: '*Speaking practices, overcoming fear of foreign languages, self-confident, participation in international exchange programs...*' It is mentioned that students should be encouraged to participate in Erasmus exchange programs, courses should be speaking-oriented, students should do practice in internships. Besides, managers underline that general and technological infrastructures should be improved and there should be qualified English instructors.

Table 19. Evaluating English education process

THEME	FREQUENCY
Evaluating English Education Process	
There is an evaluation system	7
There is not any evaluation system	4
	STATEMENTS
	-Examination
	- Employment rate in the sector
	-Student satisfaction questionnaire

Managers have been asked how English education is evaluated. About 57% of the manager state that there is an evaluation system for English education. However, most of faculty managements carry out this evaluation without any formal process. Certain faculties have evaluation process through exam scores of students whereas other ones carry out the evaluation with help of student satisfaction questionnaire and employment rate of their students in the sector. Certain managers state as follows: M11: '*Language learning process of students are evaluated by evaluation system of their language instructors.*' M9: '*We do not have such a system. We only gather instructors and have evaluation meeting among ourselves.*'

Students

53 students participating in the interview process were encoded as S1, S2, S53, respectively. Remarks of the students in tourism faculties on their satisfaction with English education can be summarized as follows:

Table 20. Satisfaction with English education

THEMES		FREQUENCY
SUB-THEMES	Satisfaction with English education	
	Satisfied	21
	Unsatisfied	13
	Expectations	
	Courses should be EMI	5
	Vocational Language Education	4
	There should be theatre	2
	There should be discussion	2
	Assignments should be given	2
	Course hours should be increased	2
	Methods	
	should be speaking-oriented	4
	There should be listening practices	2
	There should be more practice opportunities	2

Most of the students participating in the research state that they are unsatisfied with English language education in their faculties. They believe they need to have more speaking practices that they will utilize in their future in tourism sector and vocational English course hours should be increased. They suggest activities like theatre or discussion to practice speaking in English and recommend increasing number of assignments and course hours. One of the prominent remarks stated by students is as follows:

S1: '*I am not completely satisfied with it. Courses should be structured in a way that they can prepare us for the sector. Not only do instructors talk in courses, but we should also be able to practice more, as well. We should read out the translated texts and say the first thing to come to our minds our or instructors should give assignments like introducing a touristic attraction just like tour guides.*'

Table 21. Sufficiency of English education

THEMES		FREQUENCY
SUB-THEMES	Sufficiency of English Education	
	Insufficient	36
	Sufficient	18
	Method (Practice/Theory)	
	Practically insufficient	19
Theoretically sufficient	13	

Students participating in the research find English education insufficient. In their statements, it is underlined that they have adequate theory education in English courses, yet they cannot improve themselves in practicing the language. One of the prominent replies is as follows:

S1: 'I find our theoretical education sufficient but practical one insufficient. What we have learnt in courses is not long-lasting. It is not enough in terms of methodology. I believe that courses need to be more attractive, catchier, and more encouraging. Otherwise, we understand courses but cannot reinforce what we have learnt during courses afterwards.'

Table 22. Course hours/credits

THEMES		FREQUENCY
SUB-THEMES	Course Hours/Credits	
	Yes, sufficient	44
	No, insufficient	19
	Expectations	
	Number of courses can be increased	2
Course credits can be increased	5	

Most of the students participating in the research consider that course hours/credits are sufficient in English education. However, they can be increased if needed. This argument is supported by the statement of S8 as follows:

'We do not have a problem related to course hours/credits. Of course, it would be better for us to be exposed to more English courses, but English language is nothing more than course hour or credit for students. There should be more learning environment except for courses. Unfortunately, there is no activity, work, study, or social area for English learning. Finally, I would like to improve my English knowledge except for in courses.'

Table 23. The methods utilised in english courses

THEMES		FREQUENCY
SUB-THEMES	The methods utilized in English Courses	
	Insufficient	16
	Sufficient	15
	Expectations	
	Need to have different methods	8
	Need to have activities	2
	Need to be convenient for students' levels	2
Need to increase course level	2	

According to the students participating in the research, the known methods are utilized for English language education at universities. However, improvement in English language cannot be provided with these methods. Students believe that there should be different methods and activities whose levels are convenient for students' ones. Regarding this subject, S4 states as follows:

The methods of manner of telling, question-answer, discussion and problem solving are utilized in courses. Our educators transfer course contents to us either by utilizing their tone of voice or their knowledge. They utilize the question-answer method within our methods. It could not be productive to use the question-answer method during the whole session. Besides, the discussion method is one of the least utilized method. Problem-solving method is utilized in our faculty. Our educators take care of us to find solutions for our issues.'

Table 24. Infrastructure

THEMES		FREQUENCY
SUB-THEMES	Infrastructure	
	Insufficient	23
	Sufficient and good	25
	Need to be improved	2
	Expectations	
	Need to be improved	2
	Need to be speaking-oriented	4

Students have been asked about general infrastructure of faculty, schools, and classrooms in which English education is delivered. Most of them believe that there are not any problems in terms of infrastructure. However, infrastructural improvement should be provided for certain students, and there should be speaking-oriented infrastructure in tourism faculties. S3 states that '*I believe my faculty attaches importance to language education and they provide us with the required infrastructure. However, there is not a speaking-oriented infrastructure since students generally abstain from speaking practices. As a tourism guiding student, my job will be associated with speaking; for this reason, I believe it is necessary to establish an infrastructure for speaking. I am generally satisfied with other opportunities provided for us except for speaking-related ones.'*

Table 25. Course materials

THEMES		FREQUENCY
SUB-THEMES	Course Materials	
	Insufficient	29
	Sufficient	28
	Expectations	
	More course sources	6
	Vocational course books	2
Language laboratory	1	

According to most of the students participating in the research, course materials are sometimes insufficient. Certain students state that courses should be based on only one source or one book, there should be a distinct language laboratory and there should be vocational course books. One of the prominent statements regarding this subject is as follows:

S3: 'No, I do not think that it is sufficient. I believe that depending on only one book or source is insufficient. We should listen to audial texts; all texts should be delivered in English (EMI); and there should be more dialogue practices in English. In addition to reading texts on the book, some other useful materials should be utilized.'

Table 26. Technological infrastructure

THEMES		FREQUENCY
SUB-THEMES	Technological Infrastructure	
	Insufficient	12
	Distance education technology is insufficient	2
	Sufficient	3
	Language Laboratories	
	Need to establish language laboratory	29
Need to establish technological infrastructure	4	

Students participating in the research consider that technological infrastructure for English language at universities is not sufficient. They believe that technological infrastructure should focus on audio-visual area that is important for English education. For this reason, most of the students think that there should be a language laboratory at universities.

S5: 'I don't find technological infrastructure sufficient. A language lab should be established. In addition to what educators teach us, English education should be supported by audio-visual materials.'

Table 27. Number of students in classrooms/class size

THEMES		FREQUENCY
SUB-THEMES	Number of Students in Classrooms/Class Size	
	Too many, need to be decreased	38
	Ideal	15
	Expectations	
	A class with 10-15 students	6
	A class with 20 students	4
	A class with 20-30 students	3
It should be divided into two	2	

Students have been asked about class size/number of students in a class for English education. Most of them underline that it is too high, and it should be decreased. Students argue that a class with just up to 10 students would be better and it could be increased to 20-30 students in accordance with conditions. S43 states that '*The less students there are in a class, the more quickly they are to learn English.*'

Table 28. Online system and digital opportunities

THEMES		FREQUENCY
SUB-THEMES	Online System and Digital Opportunities	
	Insufficient and poor	24
	Sufficient and good	21

According to the students participating in the research, online system and digital opportunities utilized for English education at universities are insufficient and create troubles. But a considerable number of students consider that online system and digital opportunities utilized for English education at universities is good and sufficient. One of the prominent comments on this subject is as follows:

S9: '*It mostly creates problems. As system troubles and internet problems take our time, we could fall behind with our English courses and cannot improve ourselves in this case.*'

Table 29. Satisfaction with English education

THEMES		FREQUENCY
SUB-THEMES	Satisfaction with English Education	
	Limited contribution	13
	Satisfied	10

According to the certain number of students, holistic process provided by tourism faculties for English education does not make sufficient contribution to their success. On the other hand, some other students are

satisfied with English instructors, courses, other opportunities, and their current situation. S33 states on this subject that 'There should be more practice-oriented courses and technical trips should be included in the education process, which creates more practice environment.'

Table 30. Increasing success and quality

THEMES		FREQUENCY
SUB-THEMES	Increasing Success and Quality	
	More practice and Applications	16
	Motivating Words	8
	Methods	
	Speaking	8
	Presentation	2

According to certain students participating in the research, they need to be motivated to increase success and quality in English education and speaking-oriented education should be embraced. In this point, English instructors should deliver courses whose levels are convenient for students' ones and they need to catch students' attention through new methods. Besides, students should make presentations and be introduced with English culture. In this point, S26 states that 'English instructors should deliver courses whose levels are convenient for students' ones. Different activities should be conducted for speaking practicing. Test contents should be changed. Instructors should not deliver course contents; they should be student-oriented and motivate students. They need to do activities except for courses, and to introduce them with new cultures.'

Conclusion and Suggestions

This research project prepared with the support of the British Council has examined the English language education in the tourism faculties of three different state universities in Turkey. Accordingly, this project seeks to determine the steps to be taken to improve the quality of foreign language education at the faculties offering tourism education at the undergraduate level. To that end, the English language education in these three universities has been thoroughly examined to reveal any shortcomings regarding the education process. Nevşehir Hacı Bektaş Veli University (NEVÜ) and Anakkale Onsekiz Mart University (ÇOMÜ) offer education in the departments of Tourism Management, Tourism Guidance and Gastronomy and Culinary Arts. However, Konya Seluk University (KSÜ) offer education only in the departments of Tourism Management and Tourism Guidance, and there are currently no senior-level students studying in these departments. These faculties all do not incorporate an English language preparatory program.

The design of this research project includes three parts and draws on mixed-method. In the first part, questionnaire based on quantitative research methods was applied to the students to measure the satisfaction levels and quality perceptions of the students on the English language education they received. A total of 835 questionnaires were collected, but only 552 were found valid for analysis, considering their answers to the control question. In the second part, that is, in the qualitative research process, the data were collected through interviews intended to reveal the opinions of students, foreign language instructors and faculty administrators on the English language education. The data were gathered via interviews and document review method.

The questions that fit the purpose of this study were designed through document review method and semistructured interviews. As a result, a total of 76 participants, including 11 managers (dean, vice dean, head of department) 12 lecturers teaching foreign languages and 53 tourism faculty students, were interviewed one by one. In the third part, the content of English language lessons in these faculties, their learning outcomes, educational methods and materials, characteristics of the instructors teaching the lessons, exam methods and physical facilities are analysed and presented in a report. This extensive report was offered for review and expert opinion to our project partner in the UK. Our project partner works as an academic administrator in the English Language Teaching Centre at Sheffield University and is considered an expert in English language teaching. Further, the lecture videos of each English instructor at the tourism faculties of these three universities were submitted to our partner. These videos of the lessons, performed synchronously and

asynchronously in the online training process, were analysed by our partner in detail. Lastly, the current problems related to the process were identified and relevant suggestions were made in the meetings with researchers in the project team and English instructors working at these three universities.

This research project conducted analyses of difference between the three faculties as well. The results showed that there is no notable difference in the faculties in terms of physical facilities. However, while *Anakkale Onsekiz Mart University* and *Nevşehir Hacı Bektaş Veli University* were deemed sufficient in terms of education and training content as well as instructors and management, *Konya Selçuk University* was found lacking in this respect. Overall, the analyses of difference pointed out some differences between these faculties. These differences were more pronounced in the dimensions of education and training content, physical facilities and teaching staff and management, respectively.

Based on the data obtained through three different methods, this research project presents the following results by dimensions:

Physical Facilities

The analysis of the data obtained through the quantitative methods shows that the students are positively satisfied with the physical facilities (3,15). The qualitative analyses further indicate that the administrators who participated in this study find the physical facilities mostly sufficient, but they also mention that there are some room for improvement. For example, they suggest building language laboratories. Similarly, the interviews with the students demonstrate that some students (n=29) think that there is a need for language laboratories. On the other hand, the English language instructors find the physical facilities lacking, emphasizing the need to improve the technological infrastructure and to establish language laboratories. The instructors still consider the distance education process efficient. This perspective of the English language instructors is congruent with the data obtained by our British partner through observation. It was observed that certain instructors were able to use the technology to enhance the session through the use of embedded sound and video clips and some effective use of the chatbox. In nearly all cases, text was easy to read, and in some lessons included photos, pictures, coloured text and diagrams. For those using published ELT/ESP materials these were always present. That is, universities successfully carry out the distance education process in terms of institutional aspects; yet the physical facilities in the faculties need improvement with a focus on technological aspects. Also, the interviews with the students clearly indicate that the physical facilities in tourism faculties are not considered sufficient by most students. Another remarkable finding is that some students emphasize the need to establish technological infrastructures for speaking skills.

Education and Training Content

Considering the rate of the satisfaction with education and training content, it is clear that the students are generally satisfied (3,22). Nevertheless, the students have negative feeling toward online education (2,20). This implies that the students favour face-to-face education than online education. The qualitative analyses ascertain that half of the students find the methods used in the lessons adequate. However, the other half thinks that activities appropriate to the language levels of the students and different methods need to be performed. Likewise, the majority of the English instructors find the methods used lacking. The instructors argue that modern and technological practices would attract student's attention more. This result is congruent with the data provided by our British partner through observation. Based on such observation, our partner considers the mere use of grammar-translation method ineffective. Thus, a balanced method for the four basic language skills should be favoured. The English language instructors find the course materials and course credits sufficient. Yet, the results of the observation show that some of the course materials do not address the learning outcomes of the course. According to the observation results, most of the lessons used some form of published materials, but most were not ESP focussed course books (5 did use an ESP material of some kind). Therefore, they need to be reviewed and updated. Also, it is notable that the course credits/hours are not balanced. For that reason, a more professional approach is needed in the process involving the design of course curricula.

Teaching Staff and Management

The students have a blatantly positive perception towards Teaching staff and Management (3,80). For example, the feedback from the students on the proficiency of knowledge of the instructors (4.12), the up-to-datedness of their knowledge in the field of English language teaching (4.05), and the adequacy of their answers to the questions posed (4.03) are considerably positive. The qualitative analyses demonstrate that some of the students are generally satisfied with the English language education offered in the tourism faculties, other students are not satisfied at all, making the following suggestions: 'There should be more practice-oriented courses and technical trips should be included in the education process, which creates more practice environment.' Moreover, the students feel that the English language instructors should give them more responsibility. According to the observation results, in many lessons, accuracy-based,

grammar translation methods and techniques were employed by the instructor to lead the lesson. Reading aloud by the tutor (and in one case by learners) from the written text on the screen was common. In some cases, these techniques were used for the majority of the lesson and did influence the balance of skills and language development. Limited opportunities for fluency work, productive skills and communicative interactive competences were available.

They also believe that the administrators should focus more on activities that enhance student motivation. The administrators, on the other hand, think that the English language lessons in tourism faculties should be taught only by tourism experts who are proficient in English. The reason for this is that such tourism experts have a higher professional competency than instructors from school of foreign languages. The results of the observation show that the instructors lecturing the English language courses in tourism faculties have a high level of English competency in general. Still, the instructors need to engage themselves in a continuous self-improvement process through in-service trainings. In addition, they are expected to adopt a student-oriented teaching approach and to offer a rich variety of course materials.

Academic Tasks Requirements

The statements in the Academic Tasks Requirements dimension are only about the self-assessments of the students. The quantitative analyses yield that the students generally have a high level of perception in applying the instructions, expressing their opinions, summarizing the topics, and participating in the discussions during the lessons (3.74). This means that the students fulfil the requirements expected of them during the English language lessons.

EMI and TMI Advantages

As for the advantages and disadvantages of English-medium instruction (EMI) and Turkish-medium instruction (TMI), the students have a more positive attitude toward Turkish-medium instruction (3.20). Based on the qualitative analyses, only a few ($n = 5$) students emphasize that the medium of instruction should be in English. It was also observed that the language of instruction being Turkish, or English did not seem particularly relevant to whether the material selected were ELT coursebooks or not. The observer states that most of the English language instructors use Turkish as the medium of instruction. In the majority of lessons there was an overuse of L1 as an approach and a lack of techniques associated with EMI and communicative language teaching. There is a need for the teachers to look at the balance of using Turkish as the medium of instruction and English. These findings demonstrate that these students, who study in state universities in Turkey and have not experienced any teaching in English, have a limited perspective toward language teaching.

Social and Cultural Opportunities

The students have the lowest perception on the Social and Cultural Opportunities dimension, compared to other dimensions on which a qualitative analysis was performed (2.84). It is clear from the answers of the students that their perception on the social and cultural opportunities provided in universities are neutral (neither positive nor negative). The opinion that activities including technical trips, theatres, seminars, and conferences intended to contribute to their English knowledge are not sufficiently organized, is favoured by the students (2.34). This means that faculties do not prioritize social and cultural activities enough. However, it is notable under the same dimension that international student exchange programs (e.g. Erasmus) are actively promoted (3.61). All of these three faculties encourage their students to visit abroad through such international exchange programs. The interviews with the students within the qualitative analyses demonstrate that it is necessary to carry out extra-curricular and motivating activities and events.

Overall Satisfaction

The data obtained from the quantitative analyses show that the students are generally satisfied with the English language education. As this finding is not supported by the analyses performed through other methods, it is perhaps the limitations caused by the research type that yield such high satisfaction level. The data obtained from the qualitative analyses show that most of the students participating in the research are unsatisfied with the English language education in their faculties. Similarly, in the interviews with administrators and the English instructors, about half of both administrators and instructors stated that they are not satisfied with the English teaching provided. This is due to certain reasons. The administrators reported that the content of the courses should be updated considering the needs of the students and the age and that the courses need to focus on skills other than grammar skills (writing skills). The English language instructors, on the other hand, underlined that different strategies should be followed in assessing the English language education and in teaching the course itself.

In light of these findings, this research offers the following suggestions:

- It is essential to ensure a professional process in designing the curricula for English language courses in tourism faculties, to update the curricula where necessary and to authorize only the English instructors in this process.
- A sustainable cooperation and communication network should be established among all shareholders involved in the English teaching process (graduate students, industry representatives, management of Foreign Language School at the university)
- It is necessary to set up learning environments (laboratories, etc.) only for English courses.
- More extra-curricular activities are required to encourage students to learn English.
- The bilateral agreements for international student exchange programs available within tourism faculties should be enhanced. Accordingly, the priority should be on the universities in cities where English is spoken more widely.
- It is prerequisite to provide more interactive learning environments for students during their English language lessons.
- The basic English courses should be taught by instructors from foreign language schools whereas the professional English courses should be taught by instructors, who are also tourism experts proficient in English.
- English instructors should benefit from tourism-related (ESP) materials as course materials for the professional English courses.
- English instructors should actively participate in peer observation by which they can improve themselves.
- English instructors need to have teacher development sessions with non-Turkish speaker experts on a regular basis.
- English instructors should utilize a more-balanced teaching approach in terms of language competences (reading, writing, listening, and speaking).
- English instructors are expected to use target language for a more effective learning environment.
- Courses should be more student-oriented. To achieve this, teaching approaches and materials should be diversified.
- All tourism faculties in Turkey need to carry out the processes involving the design and implementation of curricula together.
- It is necessary to ensure development and exposure to and wider variety of teaching approaches, micro-teaching development and reflective practice.
- The above-mentioned recommendations need to be realized with all shareholders (student, instructor, manager, graduate, sector representative) in English education process through a sustainable approach. For future studies, it is recommended to include graduates in the research process and to analyse contribution of their English education at faculties to their business lives.

References

- Akgöz, E. & Gürsoy, Y. (2014). Turizm Eğitiminde Yabancı Dil Öğrenme, İstek Ve Kararlılıkları: Selçuk Üniversitesi Beyşehir Örneği. *Journal Of Tourism And Gastronomy Studies*, 2 (1), 21- 29.
- Ayaz N., Yalı S. Aydın A., (2017). Lisans Düzeyinde Turizm Eğitimi Alan Öğrencilerin İngilizce Öğrenmedeki Başarısızlık Nedenleri, *Turizm Ve Araştırma Dergisi*, Cilt 6, Sayı 1
- Balci, U. & Yel, G. (2018). Turizm Odaklı Yabancı Dil Eğitiminin Mevcut Durumu Ve Öneriler. *Contemporary Education Research, Education And Human Rights. Oświęcim/ Poland.*
- Balci, U. (2016). Turizm Lisans Öğrencilerinin Dil Eğitimi Ile İlgili Sorunları Ve Çözüm Önerileri. *The Journal Of Academic Social Science Studies*, 50, Autumn II, 93- 100.
- Baykal, D., Ve Şahin, E. (2015). Türkiye’de Turizm Eğitimi Veren Meslek Yüksekokullarının Ders Programlarına İlişkin Bir İçerik Analizi. *Elektronik Mesleki Gelişim Ve Araştırmalar Dergisi*, 2 (3), S:19-36.
- Charles, K. R. (1997). *Tourism Education And Training In The Caribbean: Preparing For The 21st Century*. *Progress In Tourism And Hospitality Research*, 3 (3),189-197.
- Choi, K. (2005). Needs Analysis Of Students Of Tourism English. [Online] <[Http://PaalJapan.Org/Resources/Proceedings/PAAL10/Pdfs/Kyunghee.Pdf](http://PaalJapan.Org/Resources/Proceedings/PAAL10/Pdfs/Kyunghee.Pdf)> 14.10.2020.
- Davras, G. M. & Bulgan G. (2012). Meslek Yüksekokulu (MYO) Öğrencilerinin İngilizce Hazırlık Eğitimine Yönelik Tutumları: Isparta MYO Turizm Ve Otel İşletmeciliği Örneği. *Doğu Üniversitesi Dergisi*, 13 (2), 227-238.
- Dayioğlu, M. (2010). Anadolu Otelcilik Ve Turizm Meslek Lisesi Stajyer Öğrencilerinin Yeterliliği Konusunda İşveren Görüşleri: Edremit Körfezi Örneği. Yayınlanmamış Yüksek Lisans Tezi, Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü, Balıkesir.
- Ghaniy, S. A. G. & Latif, M. M. A. (2012). English Language Preparation Of Tourism And Hospitality Undergraduates In Egypt: Does It Meet Their Future Workplace Requirements? *Journal Of Hospitality, Leisure, Sport & Tourism Education*, (11), 93-100.
- Gökçe, A. & Batman, O. (2015). Turizm Ön Lisans Programlarında Meslek Amaçlı İngilizce (EOP) Öğretiminin Öğrenci Görüşlerine Dayalı İhtiyacı Değerlendirmesi. *İş, Gücü Endüstri İlişkileri Ve İnsan Kaynakları Dergisi*, 17 (2), 174-209.
- Gültekin, S. Doğan, O. Yağmur, Y. Ve Dinçel, A. (12-25 Kasım, 2015). Lisans Düzeyinde Turizm Eğitimi Alan Öğrencilerin Yabancı Dil Eğitimine Yönelik Memnuniyet Düzeylerinin İncelenmesi: Akdeniz Üniversitesi Turizm Fakültesi Örneği. 16. Ulusal Turizm Kongresi Bildirileri Kitabı, S: 126-144, Çanakkale.
- Gürsakar, N.2001. *Sosyal Bilimlerde Araştırma Yöntemleri*. Bursa: Uludağ Üniversitesi Basımevi
- Harun, M. & Din, A. K. (2002). The Practice Of Welcome And Goodbye: Understanding Students’ Difficulties In Learning English For Hospitality Purposes. In *IPBA International Conference 2002*, 24-26 September 2002, Kuala Lumpur, Malaysia.
- Hijirida, K. O. (1980). *A Japanese Cultural And Language Curriculum For Tourism-Oriented Students: A Prototype*. Ph.D. Thesis. Hawaii, USA: University Of Hawaii.
- İşigüzel, B. (2013). Turizm İşletmeciliği Ve Otelcilik Programlarındaki Mesleki Almanca Dersleri Üzerine Bir Araştırma. *NWSA-Humanities*, 4C0174, 8, (4), S: 363-371.
- İşık, A. (2008). Yabancı Dil Eğitimimizdeki Yanlışlar Nereden Kaynaklanıyor? *Journal Of Language And Linguistic Studies*, 4(2), 15-26.
- Kalaycı, Ş., 2006. *Uygulamalı Çok Değişkenli İstatistik Teknikleri*, 1. Baskı, Asil Yayınevi, Ankara.
- Kilickaya, F. (2006). *Instructors’ Attitudes Towards English-Medium Instruction In Turkey*. Online Submission, 8(6).
- Kinsiz, M. (2005). Meslekiyabancı Dil Eğitiminin Sürdürülebilir Gelişmeye Katkileri. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, (13), 259-270.

- Kırgöz, Y. (2005). English Language Teaching In Turkey: Challenges For The 21st Century. In G. Braine (Ed.), *Teaching English To The World: History, Curriculum, And Practice* (Pp. 159-175). London: Lawrence Erlbaum Associates.
- Kırgöz, Y. (2009). Students' And Lecturers' Perceptions Of The Effectiveness Of Foreign Language Instruction In An English-Medium University In Turkey. *Teaching In Higher Education*, 14(1), 81-93.
- Kurt, G. (2011). Turizm Ve Otelcilik Meslek Yüksekokullarında Hedefe Yönelik Yabancı Dil Öğretimi. *Folklor/ Edebiyat*, Cilt:17, Sayı:67, S: 185-200, 2011/3.
- Kuzu, H. (2013). Ortaöğretimde Yabancı Dil (Almanca) Öğretiminin Öğrenci Memnuniyeti Açısından Değerlendirilmesi: Anadolu Lisesi Örneği. Yayınlanmamış Yüksek Lisans Tezi, Selçuk Üniversitesi Sosyal Bilimler Enstitüsü , Konya.
- Labord, J. G. (2007). Language Travel Or Language Tourism: Have Educational Trips Changed So Much?. *Tourism Today*, 29-42.
- Labord, J. G. (2009). Using Webquests For Oral Communication In English As A Foreign Language For Tourism Studies. *Journal Of Educational Technology & Society*, 12 (1), 258-270.
- Leslie, D. & Russell, H. (2006). The Importance Of Foreign Language Skills In The Tourism Sector: A Comparative Study Of Student Perceptions In The UK And Continental Europe. *Tourism Management*, 27(6), 1397-1407, [Http://Dx.Doi.Org/10.1016/J.Tourman.2005.12.016](http://dx.doi.org/10.1016/j.tourman.2005.12.016).
- Park, S. H., Yoo, H., Kim, K. B. & Lee, T. J. (2018). Perceptions Of University Students Of 'Tourism-Focused English'as A Second Language: The Case Of Korean Universities. *Journal Of Hospitality, Leisure, Sport & Tourism Education*, 23, 59-69.
- Sindik, J. Ve Božinović, N. (2013). Farklı Eğitim Yıllarındaki Öğrenciler Tarafından Algılanan Turizmde Kariyer İçin Yabancı Dilin Önemi. *Tranzicija* , 15 (31.), 16-28.
- Smith, K. (2004). Studying In An Additional Language: What Is Gained, What Is Lost And What Is Assessed. In *Integrating Content And Language: Meeting The Challenge Of A Multilingual Higher Education* (Pp. 78-93). Maastricht, The Netherlands: Universitaire Pers Maastricht. TUİK (2020). Turizm Gelirleri Ve Giderleri. [Https:// Yigm.Ktb.Gov.Tr/TR-201116/Turizm-Gelirleri-Ve-Giderleri.Html](https://yigm.ktb.gov.tr/TR-201116/Turizm-Gelirleri-Ve-Giderleri.Html), 10.10.2020.
- Tung, P., Lam, R., & Tsang, W. K. (1997). English As A Medium Of Instruction In Post-1997 Hong Kong: What Students, Teachers, And Parents Think. *Journal Of Pragmatics*, 28(4), 441-459.
- Türkeri, İ. (2014). Yükseköğretim Düzeyinde Turizm Eğitiminin Özel Nitelikli Sorunları Ve Çözüm Önerileri. *Mehmet Akif Ersoy Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi*, (4), 1-14.
- Tütüniş, B. (2014). İngilizce Öğretiminde Yöntem Sorunları. *Yabancı Dil Eğitimi Çalıştayı Bildirileri* (12-13 Kasım 2012), Ankara: Hacettepe Üniversitesi Yayınları, S. 33-36.
- Yaman, İ. (2018). Türkiye'de İngilizce Öğrenmek: Zorluklar Ve Fırsatlar. *Rumelide Dil Ve Edebiyat Araştırmaları Dergisi*, (11), 161-175.
- Zhao, T. & Intaraprasert, C. (2013). Use Of Communication Strategies By Tourism-Oriented EFL Learners In Relation To Attitude Towards English Speaking And English Language And Exposure To Oral Communication In English. *International Journal Of Scientific And Research Publications*, 3 (5), 1-8.

© **British Council**

The British Council is the United Kingdom's international organisation for cultural relations and educational opportunities.

Classroom Discourse in EMI Courses in Turkey: On the Dynamics of Translanguaging Practices

March 2021



Research Team

Yasemin Kırkgöz

Çukurova University, Turkey

Sonia Moran Panero

Southampton University, UK

Ali Karakaş

Burdur Mehmet Akif Ersoy University, Turkey

Vildan İnci Kavak

Gaziantep University, Turkey

March 2021

Contents

Classroom Discourse in EMI Courses in Turkey: On the Dynamics of Translanguaging Practices	69
Introduction	69
Contextual background: EMI in Turkish Higher Education	70
Theoretical Foundations	71
English Medium Instruction (EMI)	71
Language Policy Framework.....	72
Translanguaging	72
Sociocultural Theory.....	73
Overview of Translanguaging Research in EMI Higher Education	74
Methodology	76
Research Questions	76
Setting and Sample	77
Data Collection	78
Data Analysis	80
Conversation Analysis as a Method	80
Transana	80
Interrater Reliability	80
Inductive Content Analysis	81
Colour-coding.....	81
Member-checking and Peer Debriefing.....	81
Ethical Considerations.....	81
Validity and Reliability	81
Limitations of the Study	82
Findings	83
Findings from Classroom Artefacts.....	83
English Language and Literature Department.....	83
Engineering Departments.....	83
Findings from Classroom Observation and Interaction Data	85
Audio Recording Schedule.....	85
Common Practices Observed in the Engineering Classrooms (FE, AE and ME).....	86
Common Practices Observed in the English Literature Classrooms.....	86
Sample Extracts	87
Extract 1 (ELL, Lesson 1, Lecturer 1)	87
Extract 2 (ELL, Lesson 4, Lecturer 1)	89
Extract 3 (FS, Lesson 1, Lecturer 1).....	90
Extract 4 (FS, Lesson 2, Lecturer 1).....	91
Extract 5 (AE, Lesson 1, Lecturer 1)	92
Extract 6 (ME, Lesson 3, Lecturer 1).....	94
The Interview Findings	94
The Analysis of English Language and Literature Students' Interviews from Gaziantep University	94
Background Information on the ELL Students' Interviewees.....	95
The Findings.....	95
Translanguaging is a Ubiquitous Practice.....	96
English-only Course Materials are Sufficient.....	96
Studying in the English Medium is Motivating Despite the Challenges.....	97
Translanguaging Helps Achieve Content Mastery	97
Translanguage can be Unfavourable for the Oral Skills.....	98
The English-only Policy Should be Strictly Followed.....	98

The Analysis of the English Language and Literature Lecturers' Interviews	98
Background Information.....	98
The Findings	99
Translanguaging Practices are Highly Personal and Content-sensitive	99
Strategical Translanguaging is Employed	99
Participation Far Outweighs the Language Policy	100
The English-only Policy is not a Panacea for All Problems.....	101
The Analysis of Food Science Students' Interviews	101
Background Information.....	101
The Findings.....	101
Translanguaging is a Ubiquitous Practice	102
Translanguaging Helps Deeper Understanding	102
The English-only Course Materials are Sufficient.....	103
Translanguaging can be Unfavourable for Oral Skill.....	104
Studying in the EMI Context is Challenging	104
The Analysis of Food Science Lecturers' Interviews.....	105
Background Information	105
The Findings	106
Terminology is always produced in L2	106
The English-only Policy should be Followed Strictly.....	106
Participation in the Class is not Sufficient	107
The English-only Policy is not a Panacea for All Problems.....	108
The Interview Findings from Çukurova University.....	108
The Analysis of Mechanical Engineering Students' Interviews.....	108
Background Information	108
The Findings	109
Translanguaging Helps Achieve Content Mastery.....	109
First Language and Second Language can be Used Interchangeably by the Students.....	110
First Language and Second Language can be Used Interchangeably by the Instructors.	110
The Analysis of Mechanical Engineering Lecturers' Interviews.....	110
Background Information	110
The Findings	111
The English-only Policy Discourages Students From Asking and Answering Questions.....	111
Students' First Language has a Positive Effect on their Learning	111
First Language and Second Language can be Used Interchangeably	111
Translanguaging does not Improve Language Skills.	111
The Analysis of Automotive Engineering Students' Interviews.....	112
Background Information	112
The Findings	112
Translanguaging Helps Achieve Content Mastery.....	113
First Language and Second Language can be Used Interchangeably by the Students.	113
First Language and Second Language should not be Used Interchangeably by the Students and Lecturers	113
The Analysis of the Automotive Engineering Interviews	113
Background Information	113
The Findings	114
Translanguaging Helps Achieve Content Mastery.....	114

The Only-English Policy Discourages Students From Asking and Answering Questions.....	114
Students' First Language Has a Positive Effect on Their Learning.....	114
Discussion	115
Classroom Interaction and Observation Findings.....	115
Student Interview Findings.....	116
Lecturer Interview Findings.....	118
Conclusion and Recommendations.....	119
References	121
Appendix	131
Appendix 1. Transcription System.....	131
Conventions.....	131
Appendix 2. A Sample Lesson Transcription (ELL Programme).....	132
Appendix 3. A Sample Lesson Transcription (FS Programme).....	139
Appendix 4. Turkish Version of the Interview Questions for EMI Lecturers.....	148
Appendix 5. Turkish Version of the Interview Questions for EMI Students.....	149
Appendix 6. English Version of the Interview Questions for EMI Lecturers.....	151
Appendix 7. English Version of the Interview Questions for EMI Students.....	152
Appendix 8: Observation Checklist.....	154
Appendix 9. A Sample of Consent Form.....	155
Figure 1. Issues Explored around Translanguaging through Research Questions.....	77
Figure 2. Sources of Data.....	78
Figure 3. The Three-Step Observation Funnel Adopted in the Observation Process.....	79
Figure 4. A sample Observation Form Filled by One of the Researchers.....	84
Table 1. Demographic Information of Participants by Disciplines.....	78
Table 2. ELL Audio Recording Schedule of the Researcher.....	85
Table 3. FS Audio Recording Schedule of the Researcher.....	85
Table 4. AE Audio Recording Schedule of the Researcher.....	85
Table 5. ME Audio Recording Schedule of the Researcher.....	86
Table 6. Background Information on the ELL Student Interviewees.....	95
Table 7. The Summary of the Themes (ELL Student Interviews).....	96
Table 8. Background Information on the ELL Lecturer Interviewees.....	98
Table 9. The Summary of the Themes (ELL Lecturer Interviews).....	99
Table 10. Background Information on the FS Student Interviewees.....	101
Table 11. The Summary of the Themes (FS Student Interviews).....	102
Table 12. Background Information on the FS Lecturer Interviewees.....	105
Table 13. The Summary of the Themes (FS Lecturer Interviews).....	106
Table 14. Background Information on the ME Student Interviewees.....	109
Table 15. The Summary of the Themes.....	109
Table 16. Background Information of the ME Lecturer Interviewees.....	110
Table 17. The Summary of the Themes.....	110
Table 18. Background Information of the AE Students.....	112
Table 19. Summary of the Themes.....	113
Table 20. Background Information of the AE Lecturers.....	114
Table 21. Summary of the Themes.....	114

Classroom Discourse in EMI Courses in Turkey: On the Dynamics of Translanguaging Practices

Introduction

In the past 20 years or so, higher education institutions across the world have experienced dramatic shifts in several respects. One of these shifts is related to the working language of instruction at the tertiary level. Against the demands of globalization and internationalization processes, many universities have taken a strategic step and started offering degree programmes taught entirely or partially in English, widely known as English as a Medium of Instruction (EMI) programmes, especially in mainland Europe, to compete with each other in the domain of education (e.g. Dearden, 2014, 2015; Doiz, Lasagabaster & Sierra, 2011; Wächter & Maiworm, 2014). This shift has been most remarkable in certain disciplines of social sciences (e.g. international relations, business programmes) and hard sciences (e.g. engineering). In practice, this linguistic shift has made it possible for higher education institutions to recruit international students and teaching staff from outside their national territories as all academic activities, particularly the three major activities, i.e. 'teaching/learning, research and enterprise'/knowledge transfer (Maringe & Foskett, 2010, p. 8) are predominantly carried out through a contact language of choice, i.e. English in the current times. At the same time, numerous non-Anglophone institutions expect EMI programmes to help develop the English skills of local student populations, even if incidentally, as developing communicative competence in English is seen as a strategy for 'internationalisation at home'.

One practical implication of holding interculturally diverse student and academic cohort on university campuses is that English will be both used as a lingua franca among speakers who do not share the same first language (L1) and an additional language among speakers of the same L1, as in the case of most non-English dominant contexts (e.g. China, Turkey). Considering this diverse speaker profile on university campuses, Jenkins (2019) observes that 'not only English is being used in myriad ways on campus, but other languages are also present, regardless of whether the setting is an Anglophone or non-Anglophone country' (p. 91). Thus, it is time to take into account this bi/multilingual nature of EMI programmes and its repercussions at the level of practice, such as varied uses of English and the use of other languages alongside English.

From a language policy perspective, most EMI programmes tend to be conceived of as monolingual as no language other than English should be used in practice. However, by referring to the current bi/multilingual practices that can be observed in many EMI classrooms, researchers argue that additional cultural and linguistic resources of EMI stakeholders need not pose a threat to the successful implementation of these programmes and call for the emergent use of bi/multilingual resources and English-only-policies to be reconciled in EMI education (Dafouz, 2014; Dafouz & Smit, 2016, 2020). Despite such arguments for embracing a hybrid language use in EMI classrooms, the extant research shows that most lecturers insist on English-only teaching models due largely to policy regulations across different contexts, even when the use of other languages by some lecturers and students has been found to be beneficial for pedagogical purposes (e.g. Costa, 2012; Dafouz, Hüttner, & Smit, 2018; Karakaş, 2016a; Ljosland, 2008, 2010; Marie, 2013). Another dominant belief sheltering English-only policies is that the use of other languages, or in most cases students' L1, is considered to be a deficit in the target language (L2) and thus English needs to be the sole working language of instruction and communication for purposes of improvement (Dafouz, Hüttner, & Smit, 2016). Feeling restricted by such language policies and beliefs, many lecturers prefer to use English and avoid employing other linguistic resources, even if they acknowledge their benefits for comprehension and learning because the predominant ideology of monolingual English policy makes them believe that they would otherwise commit wrongdoing (García, 2009).

However, monolingual English policy is not without its problems in EMI contexts. Kirkgöz (2014), for instance, points to several problems originating from the insistence on the English-only policy, such as missing critical information, low student participation and needing to invest more time on comprehension. Alongside these problems, EMI students face a wide range of difficulties related to their language skills, to affective and cognitive demands of the courses, and to lecturers and the way they run their classes (Soruç & Griffiths, 2017). Thus, such problems and difficulties are highly likely to lead to pessimism and low motivation among learners, as well as to diminishing lesson comprehension and classroom participation. One potential solution to such problems might be the tolerance and even permission of the use of other linguistic resources in students' multilingual repertoires for instructional purposes by lecturers who can also present disciplinary terms in other languages, explain information and give instructions both in English and other languages for classroom tasks (Dafouz et al., 2016; García & Wei, 2014; Kirkgöz, 2017).

As noted above, ignoring teachers' and students' bi/multilingual resources at the expense of English-only policy in the classroom might not be a benevolent act. As EMI research shows, when students' bi/multilingual practices are strictly precluded, their chance to speak or ask questions, the possibility of higher academic attainment, high level of lesson comprehension and effective note-taking can be limited, too (e.g. Airey & Linder, 2006; Airey, 2011; Hellekjær, 2010; Sert, 2000, 2008; Webb, 2002; Zok, 2010). The reason for this is that bi/multilingual resources can be employed by lecturers and students as a coping strategy as well as a communication strategy, which can therefore facilitate better content comprehension and lecture delivery. Thus, bi/multilingual practices should not be seen as an impediment, but both teachers and students should look for ways in which they could benefit from translanguaging practices to their own advantage. Therefore, students' diverse linguistic repertoires should not be considered as a problem, but multilingual resources that can be utilized when necessary to satisfy particular communicative and instructional needs. Practices of such kind have the potential to serve various functions, including increasing participation, student comprehension, attainment of learning outcomes, dealing with comprehension problems, and facilitating the negotiation of meaning (Kirkgöz, 2014; Marie, 2013; Söderlundh, 2012).

As Mazak and Donoso (2015) explain, 'far from being confusing as a monolingual perspective would see it, [multilingual learning] actually opens up higher education to more discourses and has the potential to expand students' academic mastery of those discourses' (p. 712). For this reason, the scholarly inquiry is beginning to place more emphasis on the need to identify what 'teachable pedagogic resources' (Creese & Blackledge, 2010, p. 113) are available for bi/multilingual students and lecturers in their very own contexts. The imperative questions at this point are whether translanguaging is an effective tool for content lecturers and students (and if so how), what functions it serves in content and classroom communication and what contextual practices seem to be most effective/conducive for learning under which situated conditions.

However, the majority of the literature on translanguaging has so far focused on primary and secondary classrooms and especially in UK and US settings (Mazak & Carroll, 2016), leaving an important gap to address in EMI literature at higher education levels. This observation is also true for translanguaging studies at the tertiary EMI level in Turkey, where research on translanguaging practices is only incipient (e.g. Karakaş, 2016b; Raman & Yiğitoğlu, 2015). In order to contribute to this research gap and inform policy-making in Turkish Higher Education, this project investigates translanguaging practices, their pedagogical functions and how EMI students and lecturers orient to these practices. In particular, it seeks to understand how multilingual practices are involved in the construction of knowledge and processes of content comprehension at different departments of social and hard sciences at two state universities in Turkey. Exploring translanguaging practices in different departments will allow us to better understand how they emerge in situated classroom interactions and the role those differences in context and disciplinary demands might play in shaping such everyday classroom discourse.

Contextual Background: EMI in Turkish Higher Education

EMI in Turkey has a longer history compared to the countries where higher education institutions have recently made a move towards offering academic courses through English. Since we consider EMI a unique phenomenon of the higher education sector, the case of EMI at primary and secondary schools is not addressed here at length (see Selvi, 2014 for more information on the case of English at primary and secondary levels). The trajectory of the EMI trend in Turkish higher education can be approached from two standpoints. The initial EMI universities, which were founded before the 1990s, originate from the first standpoint in which the objective was '[to] enable students who are registered at English medium departments to access scientific and technological

information published in English' (Kırkgöz, 2005, p. 102). Earlier, these universities were regarded as the first-generation EMI universities in Turkey (Karakaş, 2016a; Karakaş & Bayyurt, 2019) as their student and teaching staff cohort consisted of Turkish citizens to a higher extent and citizens of neighbouring countries to a lesser extent. These initial EMI universities adopted an English-only policy since they began teaching. Thus, they are often referred to as EMI universities where subject courses are offered in English all across the faculties. Among these first-generation universities are Bogaziçi University in İstanbul converted from an American missionary school, i.e. Robert College founded in 1863, to a state university in 1971; the Middle East Technical University (METU) founded in 1956 in Ankara, and Bilkent University founded in Ankara through the initiatives of the private sector (Daniel, 1970; Kırkgöz, 1990). In the mid-90s, these universities were followed by non-profit foundation universities, i.e. Sabancı and Koç universities, both located in İstanbul (O'Dwyer & Atli, 2018) in an effort to meet the demands for education in EMI which had not been satisfactorily met by 'under-funded and slow-reacting state institutions' of those times (Coleman, 2006, p. 8).

The skyrocketing increase in the number of EMI universities and programmes has been observed in parallel with the increase in the number of universities founded within the scope of a university in each city' project since 2008 when there were around 73 universities in total (Collins, 2010). Just in 2018, there were 208 universities (130 state and 78 private universities) according to a report published by the Student Selection and Placement Centre (Yükseköğretim ve Yerleştirme Merkezi [SYM], 2018). It is reported that several of these universities, especially the private ones, have opted for partial EMI in the offer of academic courses, particularly in certain programmes, such as engineering, business administration, computer science and international relations (e.g. Başibek et al., 2014; Karakaş, 2014, 2016a, 2016b, 2017, 2018; Kırkgöz, 2014; 2018; Küçük, 2018). According to a report on the place of English in Turkish higher education, 20% of all undergraduate programmes in Turkey are delivered in varied forms of EMI, partial EMI being the most preferred version among the others (Arık & Arık, 2014). Additionally, out of the existing 208 universities in 2018, around half of the 130 state universities (47%) and more than two-thirds of the 72 private universities (72%) present at least one disciplinary programme in EMI (SYM, 2018). As is understood from these figures and as previously contended in the EMI literature, the private sector spearheads the growth of EMI in Turkey as is the case elsewhere (Coleman, 2006; Collins, 2010; Dearden, 2014; Dearden & Akıncioğlu, 2016; Selvi, 2014).

Theoretical Foundations

English Medium Instruction (EMI)

Parallel to the growing popularity of EMI, several issues have been a matter of debates, 'including definitions of EMI itself, roles and conceptualisations of English and other languages in multilingual university settings' (Baker & Hüttner, 2019, p. 79) and the distinctions of EMI from similar models of teaching, e.g. CLIL (Content and Language Integrated Learning), CBT (Content-Based Teaching) and bilingual education at the primary and secondary level (see Airey, 2016; Guarda & Helm, 2017; Smit & Dafouz, 2012). One of the oft-cited definitions of EMI is that of Dearden (2015) who defines it as '[t]he 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; see also Macaro et al., 2018, p. 37 for a similar definition). Another recent and similar definition refers to EMI as 'a model of education in which some or all curriculum content is taught in English to students who speak other languages in their homes and communities' (Chalmers, 2019, p. 4). These two definitions agree on the fact that the EMI phenomenon concerns speakers whose L1 is not English and applies to non-English dominant countries. However, from Dearden's (2015) definition, it is obvious that the primary concern is for teaching academic subjects rather than English itself, whereas Chalmer's (2019) definition does not make such a distinction, thus language teaching itself may be among the objectives. Although both definitions do not explicitly state at what level courses are offered through EMI, we see that Macaro et al. (2018) discuss EMI from primary to tertiary level and Chalmer's (2019) area of concentration is restricted to primary and secondary levels only.

Unlike these definitions, we consider EMI to be an exclusive phenomenon of higher education with a purpose 'to broaden students' general and specialised knowledge in academic subjects' in higher education, with 'professional expertise in English that enables students to take leadership in the international community' after their graduation (Taguchi, 2014, p. 89). Additionally, agreeing with Jenkins (2020) who argues against Dearden's (2015) and Macaro et al.'s (2018) approach towards EMI in their definitions, which only consider non-English countries as EMI settings, we believe that English as a native language (ENL) countries are also perfect

settings for EMI implementations due to their international student profiles. The reason is that in the case of the EMI phenomenon, 'where a university is sited geographically is of minor relevance as contrasted with the number and range of students from non-English mother tongue countries who study in any given institution' (Jenkins, 2020, p. 64). Additionally, given the bi/multilingual nature of EMI settings and the reported use of these resources in EMI classrooms, we support Jenkins' (2020) proposal to rename EMI as TMI (Translanguaging as Medium of Instruction) since this renaming 'would normalise the use of other languages than English on UK [and non-ENL] university campuses instead of their being regarded as undesirable' (p. 65).

Language Policy Framework

The study of language policy (LP) explores the complex and multi-dimensional efforts, processes, and procedures through which different agents seek to influence linguistic practices in specific communities or domains, at and across a range of scale levels. While early classical approaches to LP used to focus on official textual analysis primarily and even understood LP as a set of problem-solving strategies, the field has seen a series of critical, ethnographic, and discursive turns (Barakos & Unger, 2016; Tollefson & Pérez-Milans, 2018). More recent approaches go beyond LP as top-down interventions through official mandates and highlight the need to *also* examine agents' experiences, trajectories and beliefs, and how 'de facto policing' takes place in everyday interactional practices and discursive processes such as the ones here investigated (see e.g. Dafouz & Smit, 2020). Besides, these perspectives acknowledge that, as 'textual interventions into practice' (Ball, 2006, p. 44), official policies also often cause 'problems to their subjects' when they are put into practice (ibid).

These holistic orientations are well represented in Spolky's (2012) work and his emphasis on the need to explore *management, beliefs and practices*, to fully understand language policy in a particular ecological context. This framework is particularly helpful to analyse language policy dynamics in institutional settings such as the ones here investigated. Language policies in an institution are 'stated explicitly in official documents' (Spolky, 2004, p. 11). At a university, these can be identified as official document or articles in regulatory papers that are ratified and enforced by the governing body of a university, usually according to national guidelines and regulations, and increasingly more in response to pressures from international organisations and global higher education dynamics. In the current study, we use the term language policy to refer to 'specific documents, laws, regulations or policy documents' of the chosen institution (Shohamy, 2006, p. 45). When university's policies include a language dimension, which is not always the case, they seek to regulate language education, in-class practices for teaching and learning (i.e. medium of education), and teaching outcomes, to realise the institution's plans about student development, contribution to civil society, international recognition and collaboration as well as issues of global competitiveness. Official language policies are thus written to provide an idea of what may be considered 'best practices' in response to certain goals, interests and problems, and they are meant to enforce certain sets of conduct on the practitioners in the class.

However, as has been established, there are often differences between what is intended and what is achieved as a result, and between what is expected to be 'best' or most effective across an institution, and what is needed in specific situated and dynamic contexts. To illustrate, while the EMI institutions may mandate the sole use of English in instruction in their white papers, policy actors (teachers and students) can ignore, resist or modify this rule at the level of practice by performing bi/multilingual practices like overt forms of translanguaging, thus creating their own 'de facto' bottom-up policies in response to contextual needs and locally influencing factors. As the methodology section will explain, in this study we focus on the investigation of classroom discourse, to understand how and why students engage in certain linguistic practices in the EMI classroom with a special focus on the roles, functions and effects that overt forms of translanguaging have for making sense of disciplinary content.

Translanguaging

Translanguaging is a theoretical framework that is particularly suited to investigate linguistic and pedagogical practices in EMI settings. Its historical development as a research construct has been traced back to Cen William's investigation of bilingual secondary education in Wales in the 90s. Since then, the ways in which the term is used and defined has diversified. It can be understood as an ideological position that takes multilingualism as 'the norm' and therefore challenges monolingual biases in research and pedagogical approaches; as a theory of language use and communication with a strong focus on the use of diverse linguistic

and semiotic resources for meaning-making; a pedagogical stance that allows the use of different semiotic resources, including different 'languages', in the classroom to develop literacy skills and make sense of content; a methodological and analytical lens that informs research; and a set of dynamic, creative, performative and transformative practices that transcend structuralist notions of 'code-switching' and that we are still working to understand (see e.g. Baynham & King Lee, 2019; Mazak, 2017 for a detailed discussion). As Leung and Valdes (2019) put it, this concept is 'a rapidly expanding conceptual-cum-theoretical, analytical and pedagogical lens that directly draws from contemporary perspectives on bi/multilingualism and that in many ways both informs and challenges existing theoretical positions and pedagogical practices' (p. 1).

Translanguaging theory presents a major reconceptualisation of the nature of interactional communication among multilinguals. It posits that, rather than dealing with different languages as separate and parallel mental sections, speakers select and deploy linguistic resources from a unitary linguistic repertoire (Vogel & Garcia, 2017). It also suggests that these linguistic and semiotic repertoires are dynamic and fluid and that through this interaction, resources influence each other, and individual's repertoires change and evolve over time. In fact, translanguaging perspectives recognise that the way in which resources influence each other can be more or less visible in emergent linguistic practices. As Cogo (2021, p. 41) explains 'the linguistic resources in an individual repertoire are inevitably constructed, adapted and changed in contact with other linguistic resources and in interaction within a specific context. And how these resources are constructed in an individual's repertoire can sometimes be difficult to see, not so clear or evident'. This difference is what Cogo refers to as more 'covert' or 'overt' influences in translanguaging practices.

These ideas challenge previously dominant theories of bi- and multilingualism as 'added monolingualism', in that they do not assume the traditional lines of demarcation and divisions among languages. The theory therefore does not work from the assumption that different named languages should not be 'mixed' or the misguided understanding that evidence of translanguaging can only be interpreted as poor linguistic competence. Finally, while this framework emphasises that speakers' dynamic linguistic and semiotic practices should get more attention to understand bilingual behaviour, it does not ignore the material, communicative and symbolic effects of named languages which are ideologically constructed and sedimented over time across societies. In this study, we adopt this perspective and work with these same assumptions, although we focus on visible/overt instances translanguaging.

Sociocultural Theory

The sociocultural theory has been immensely influential in the field of education and particularly in how we conceptualise and approach processes of teaching and learning. It has therefore also acquired a relevant role in the study of the role of translanguaging in the classroom. Vygotsky's concept of 'zone of proximal development' (ZPD) is of particular significance to understand how translanguaging can be a beneficial pedagogical practice in multilingual EMI settings. In his own words, ZPD is 'the distance between the actual developmental levels as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers' (Vygotsky, 1978, p. 86). The actual development level stands for intellectual functions a learner already possesses while the potential development level represents the functions the learner has not mastered yet. This concept has been used widely to explore how a 'less' able learner can be guided and supported when collaborating with a more capable individual to develop their understanding of a particular subject. In fact, as Ohta (2005) suggests, ZPD is best thought of as an interactive interpersonal space. This interaction can reveal a great deal of information about a learner's linguistic and content knowledge level and help teachers examine a learner's actual and potential development level.

ZPD is therefore closely linked to the construct of 'scaffolding', which refers to the use of processes and strategies that support and facilitate the move from actual to potential development levels. This kind of assistance can be exemplified as the teacher presenting a task in the beginning, gradually decreasing the support offered, and finally expecting learners to take more responsibility. In other words, the teacher can regulate the amount of scaffolding offered in a class. Another source of helpful scaffolding may be more-able students, who can work like teaching assistants to help their peers' learning. Collaborative interaction of this kind generally allows the teacher to become aware of what a student can do alone or with assistance and they can better appreciate the limits of students, which is vital in deciding how much scaffolding is needed (Shayer, 2003). Scaffolding offers opportunities for learning and teaching facilities, such as providing clear directions for students, clarifying the purpose of the task, keeping students on task, offering assessment to

clarify expectations, pointing students to worthy sources, reducing uncertainty, surprise and disappointment, delivering efficiency, and creating momentum (Vygotsky, 1962). It is then clear that to be effective, it needs to be tailored to the learners' needs but, when this is accomplished, it can also help students develop autonomy and take responsibility for their own learning.

Vygotsky (1978) elaborates on how human behaviour can be explained with the help of interaction analysis, which facilitates teachers to 'grasp the process [of learning] in flight' (Vygotsky, 1978, p. 68). This moment-to-moment analysis helps us understand how learning occurs during interaction. If the teacher/lecturer delivers the content through a set of linguistic resources that is too far from their ZPD, this can directly affect their content comprehension. Thus, insisting on 'direct teaching of concepts is impossible and fruitless' (Vygotsky, 1962, p. 150) unless we benefit from resources that help us bridge the gap. As will be elaborated in the next section, translanguaging should be regarded as a key resource for students to reach their potential development. If a teacher ignores students' ZPDs, s/he 'accomplishes nothing but empty verbalism, parrot-like repetition of words' (p. 150). Hence, drawing on the Sociocultural Theory, this study explores how students' multilingual repertoires (in addition to English) can act as effective scaffolding for the development of content knowledge and their ability to express and use it. This study focuses particularly on how learners scaffold in the form of translanguaging for themselves or their peers to understand field-specific content. The collected and carefully analysed classroom discourse data give us insights into how learners identify and address their ZPDs by utilising translanguaging in various functions.

Overview of Translanguaging Research in EMI Higher Education

The study of translanguaging in EMI research can be considered a recent phenomenon, because in most settings the use of students' and teachers' L1, or any other languages apart from English, has been disallowed within the scope of language policy rules of institutions which wish to largely capitalize on the 'E' of EMI, i.e. English, paving the way for an apparent Englishization of Higher Education. Nonetheless, because of the multilingual turn, particularly its challenge against monolingual ideologies, and the acknowledgement of the multilingual nature of EMI classrooms, more researchers have begun to explore bi/multilingual practices in higher education contexts. Such practices have been approached from different theoretical perspectives in scholarly research. Among the most widely used terms in research are L1 use, language alternation, code-switching and more recently translanguaging (İnci Kavak & Üstünel, 2020). Although these terms differ in their approach to bi/multilingual practices, in theory, they are often used interchangeably with one another. However, of late, most researchers have preferred to use translanguaging due to its conceptualization of diverse linguistic resources or different 'codes' as integrated into a natural, single and fluid system of communication rather than seeing these languages as separate linguistic entities – as approaches to code switching tend to do (Creese & Blackledge, 2015; García & Li Wei, 2014). This understanding has generated some complications around what terminology to use to refer to linguistic resources that would traditionally be categorised as separate languages, and whether these labels should be avoided or replaced. However, numerous scholars are maintaining references to the use of 'L1' in EMI settings where the majority of teaching staff and students share a large number of resources in their repertoires and have been socialised into how to use them from a very early age. Although 'L1' is often argued to be a 'value-neutral term' (Macara, Tian & Chu, 2018, p. 3), in this study we understand it as a sociolinguistic and ideologically-shaped construct rather than a linguistic entity with fixed boundaries, but one which still has communicative and symbolic consequences, which is relevant in the imaginarium of most EMI teachers and students and therefore a 'convenient fiction' (Seidlhofer, 2006) for our research purposes.

The invested interest in the bi/multilingual aspects of EMI classrooms has led to a plethora of studies in different parts of the world focussing specifically on stakeholder (lecturer, student) attitudes and perceptions about L1 use and different forms of translanguaging, with conflicting results shaped by different stances taken by the stakeholders. With survey questionnaires and interviews, as well as observations, being the favoured methodologies, the existing body of research across different regions (ranging from East Asia to Europe) has indicated that bi/multilingual practices are a fundamental element of the EMI classrooms, thereby being at odds with English-only policy of institutions (e.g. Alkhdair, 2019; Collins, 2010; Costa, 2012; Karakaş, 2016b; Kim et al., 2017; Kuteeva, 2020; Macora et al., 2018; Qiu, & Fang, 2019; Raman & Yiğitoğlu, 2015). In addition to exploring whether lecturers and students express negative or positive attitudes towards different linguistic resources in translanguaging practices and the reasons behind such views, these studies also enquire the purposes for which bi/multilingual practices are adopted and why visible forms of translanguaging are used more freely by lecturers and students in some activities and not as much in other.

To start with the negatives, the factors underlying unfavourable attitudes and perceptions towards the use of L1 in EMI translanguaging practices are manifold. Among the concerns reported are the violation of the English-only policy, the presence of international students, maintenance of international relations, and concerns for disciplinary literacy which may be better developed through English than in other languages (e.g. Collins, 2010; Karakaş, 2016b; Kuteeva, 2020; Roothoof, 2019). Other negative issues associated with EMI include low levels of content knowledge acquisition (Kim et al., 2017) and difficulty of knowledge transfer by lecturers with low English proficiency (Kuteeva, 2020). From these results, one can infer that both students and lecturers consider that translanguaging practices or L1 use may obstruct international students' comprehension of the course content and participation in classroom interactions as well as disadvantage local students in learning disciplinary literacy and lead to surface level learning. Drawing on such findings, it may be concluded that 'whether resorting to the local language in a linguistically diverse EMI setting is always pedagogically sound' still remains a controversial issue (Kuteeva, 2020, p. 297).

However, research on attitudes and perceptions towards bi/multilingual practices in EMI settings also suggest that the use of L1 or translanguaging practices in classrooms are valued as useful resources, as they can potentially fulfil several pedagogical purposes and functions. One of the oft-cited functions of the use of L1 and translanguaging practices is its 'pedagogical scaffolding function' (Lin & He, 2017, p. 232), i.e. the increased content comprehension through clarification of complicated and important points and translations of technical terms and better student engagement (e.g. Costa, 2012; Flowerdew, Li & Miller, 1998; Karakaş, 2016b; Macaro et al., 2018; Raman & Yiğitoğlu, 2015), as well as reducing the students' cognitive load in content learning (Marie, 2013). Research on pedagogic practices of translanguaging also confirms this attitudinal and perceptual research in that translanguaging strategies were found to benefit both less able students via scaffolding and more proficient students with deepened comprehension (Adamson & Fujimoto-Adamson, 2021). It also emerged that translanguaging strategies serve several other functions, including task management, increased cooperation among students, transfer of academic skills, asking for assistance to prevent potential communication breakdowns caused by linguistic gaps (Dalziel & Guarda, 2021; Goodman, Kerimkulova & Montgomery, 2021). Apart from pedagogical functions, translanguaging with L1 use also offers several affordances related to the creation of spaces for humanistic implementations. For instance, translanguaging practices can be beneficial in the act of establishing rapport with students, in contributing to classroom management and the organisation of interaction (Goodman, 2014), by permitting students to use diverse resources to perform different identities in less restrictive ways (Reilly, 2021), by increasing the opportunities to develop a feeling of connectedness among students and lecturers (Raman & Yiğitoğlu, 2015) and by potentially facilitating an increase in student participation in classes and discussion, as well (Flowerdew et al., 1998). Overall, the findings of these studies suggest that the perceived benefits of bi/multilingual practices could outweigh the negatives.

Several lines of evidence from the existing body of research also suggest that bi/multilingual practices take different shapes depending on the activities in EMI classrooms. For instance, it was found that much translanguaging occurred while students were engaged in 'core' teaching and learning activities, i.e. lectures, examinations, theses (e.g. to discuss a notion in English, deal with unknown specialized vocabulary, write up coursework); in 'fringe' or 'side' activities and outside teaching situations (e.g. socialisation, task organisation, asking questions after the class), they adopted a flexible approach to hybrid language use to get involved in social interactions, informal conversations and to increase their comprehension (Ljosland, 2008, 2010; Söderlundh, 2012). In the main, students juggle between languages for purposes of obtaining a fuller acquisition of content by reading sources in one language and discussing them in another one (Li Wei, 2018) whereas teachers use English texts and discuss them in the local language for the objective of teaching scientific concepts (Mazak & Herbas-Donoso, 2015), prefer to teach in the official medium of instruction, summarise the content in the local language and provide examples from the local contexts through translanguaging (Wang & Curdt-Christiansen, 2019). From these attempts, it is evident that opting for translanguaging practices stems from stakeholders' concern with effective communication of course content and thus the issue of sole English use remains secondary to content delivery. The study here presented will contribute to further comprehend the roles, functions and effects of the linguistic practices emerging from situated interaction in Turkish EMI settings, how these are perceived and evaluated by the stakeholders involved, and how these relate to a well-established top-down English-only EMI policies in the Turkish Higher Education context. In addition to contributing to this line of research, the project also generates important implications for policy-makers in this setting and makes recommendations on how to address issues or inconsistencies that have emerged from our investigation, and which may also resonate and be informative for other EMI contexts where the majority of teachers and students share an L1.

Methodology

Research Questions

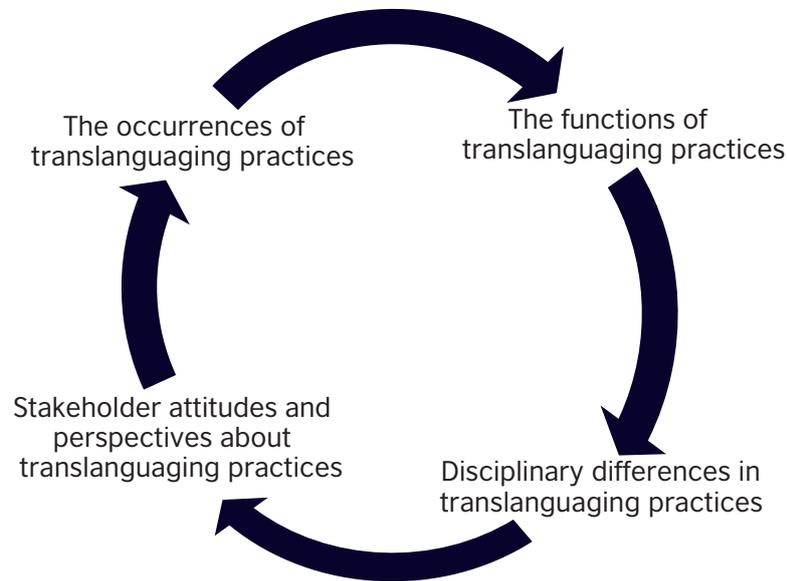
This study which has been informed by multiple qualitative tools aims to explore translanguaging practices at different EMI programmes of two state universities in Turkey in terms of the degree of overt forms of translanguaging occurrences, functions fulfilled, departmental differences in translanguaging practices and stakeholder perspectives. To that end, the study sets out to respond to the following research questions.

1. To what extent does translanguaging occur in the EMI classroom, and in what ways?
2. What functions do translanguaging practices serve in the EMI classroom? What limitations emerge, if any?
3. Are there differences across departments in terms of translanguaging practices and the functions these practices fulfil?
4. What are EMI teachers and students' views about translanguaging practices?

On the basis of these central research questions, we explored the occurrence of translanguaging and the orientations of different agents to such practices and categorised them through Macaro's (2009) 'continuum of perspectives on multiple language use' (Wang, 2019, p. 140). The continuum consists of three positions that range from practices that are generally recognised as monolingual to practices that are overtly or visibly recognised as multilingual, i.e. *virtual* position, *maximal* position and *optimal* position. In *virtual* position, policy agents, i.e. content lecturers and students, exclusively operate through the 'target' language, i.e. English, in EMI classes, by excluding the visible use of L1 resources and any other languages. From this position, teachers require students to use English only and students want their lecturers to use English only, as well. As for the *maximal* position, the policy agents tolerate the use of L1 and other languages to a certain extent with practical concerns; that is, not because they support multilingual practices as potentially useful and quality-enhancing educational tools. The last one, *optimal* position, is held by those lecturers and students who subscribe to a multilingual perspective in that they favour the use of agent's diverse linguistic repertoires when needed, without judging these practices from deficit perspectives. They value and encourage the use of L1 and other languages in their classes due to their perceived positive impact on student learning outcomes and their facilitating role in content comprehension. Our analysis of the frequency of translanguaging occurrences aimed to gain an insight into whether translanguaging practices are common in EMI classrooms as a facilitative tool in the act of teaching disciplinary content.

To make sense of the functions served by translanguaging practices in EMI classrooms, we largely made use of the findings of previous studies, especially the functions reported in them in order to categorize the functions according to certain overarching themes (e.g. Ferguson, 2003). However, we have remained open to the possibility of observing emerging functions that may not have been described before. Departmental differences were expected across programmes due to their varying degree of need for language use. Thus, functions served through translanguaging practices in each programme might display discipline-specific features as well as commonalities across programmes.

Figure 1. Issues explored around translanguaging through research questions



Finally, the examination of stakeholders' perspectives towards translanguaging practices lets us see whether there is an alignment between the occurrences of actual translanguaging practices and their cognitions, helping us to identify the position they hold over multilingual practices, but also further helping us to identify functions and intentions behind the agents that produce observed linguistic practices.

Setting and Sample

The participants of the study were sampled from different departments of two public universities, Çukurova University and Gaziantep University, both located in southeast Turkey. The participants were reached during the spring term of 2019-2020 and the fall term of 2020-2021 school years. These two universities were selected on the basis of two reasons: they run several programmes via English and two of the researchers are affiliated with these institutions. The participants were sampled through a mixture of convenient and purposive sampling techniques. It was convenient in that the researchers affiliated with the institutions had direct access to the research sites and was purposive in that only the participants based in the EMI programmes were recruited for the study. As for the selection of the departments, we attempted to represent different branches of sciences in the sample. Thus, we included participants from the food-engineering department to represent natural sciences, participants from the English language and literature department to represent social sciences at Gaziantep University and participants from the Automotive and Mechanical Engineering to represent technical sciences at Çukurova University. The selection criteria for these departments were as follows:

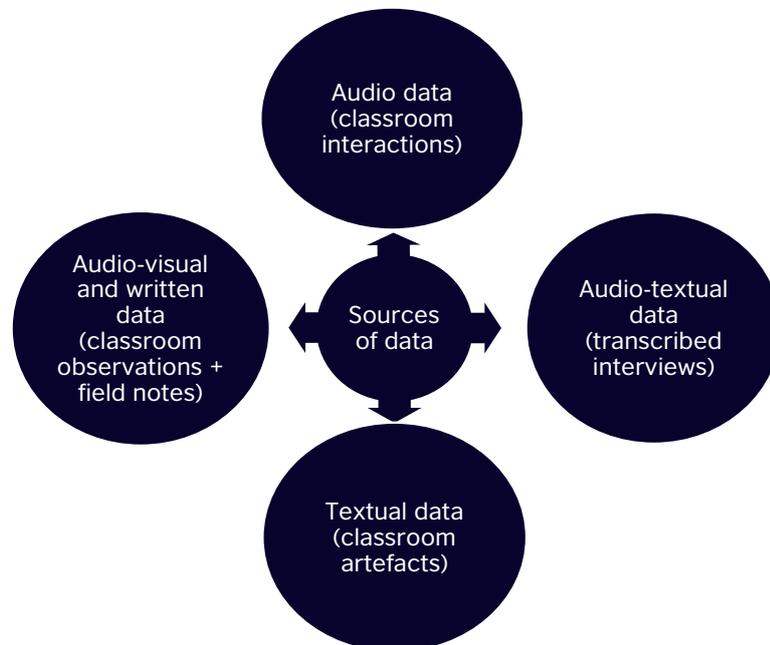
- a. These departments are widely run in English across similar state and foundation universities in Turkey. This is an advantage for the researchers to offer some resonance for similar groups of participants at different institutions.
- b. These three departments enable us to compare the occurrences and functions of translanguaging practices as well as divergences and convergences in the attitudes of the stakeholders of these departments in a comparative manner.
- c. These departments have a large number of students and members of teaching staff compared to other departments. Accordingly, it confers an enormous advantage for reaching more participants, helping us to analyse the issues at greater length.

Table 1. Demographic information of participants by disciplines

Department	Interviewed Students	Interviewed Lecturers	Audio-Recorded Lessons (Hour)
Western Languages and Literature	15	5	5
Food Engineering	15	5	5
Mechanical Engineering	15	5	5
Automotive Engineering	15	5	5
Total	60	20	20 hours

Data Collection

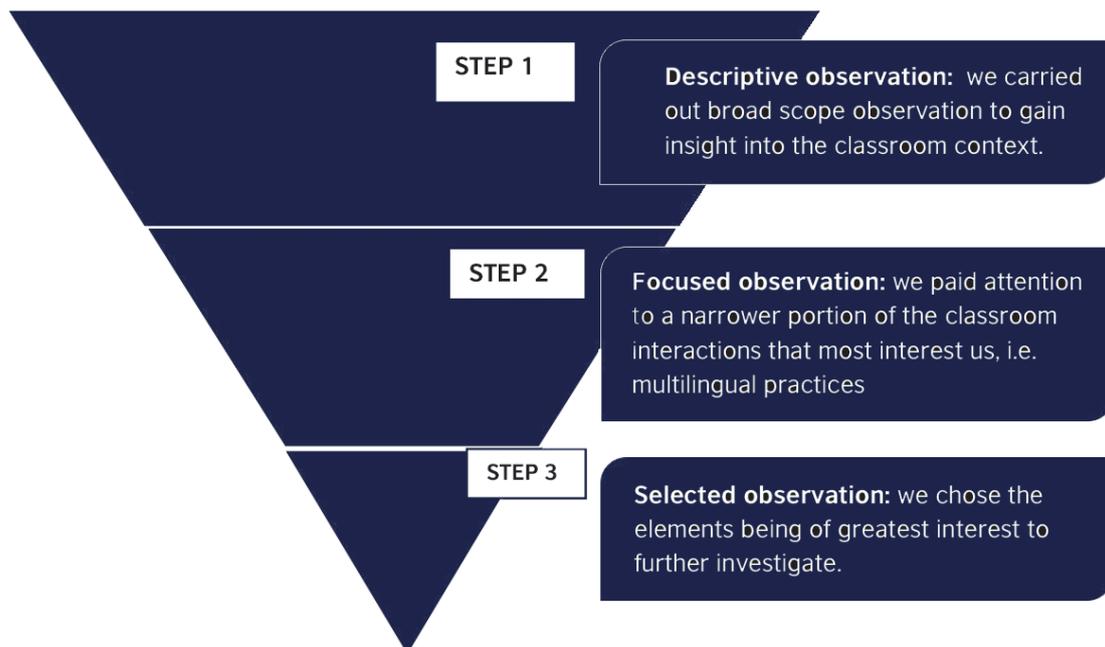
Multiple sources of qualitative inquiry were used to collect data in the study. The overarching data were gathered through audio-recorded classroom interactions supplemented with in-class observations and classroom artefacts to enhance our understanding of the occurrence of translanguaging and what functions they perform in classroom interactions. Then, follow-up interviews were held to delve into the participants' attitudes and views about translanguaging. Having obtained the required permissions for the ethical committees of each institution, teaching staff and students were contacted to ask whether they would like to participate in the study. The classes of the lecturers who volunteered to get involved in the study were audio-recorded on a weekly basis. In total, 20 lesson hours -ranging from 40 to 60 minutes-audio- were recorded. The average length of recordings was about 1000 minutes. In order to capture the interaction between students and lecturers as well as students and students, two digital sound recorders were placed into two different locations of the classes.

Figure 2. Sources of data

The classroom observation was of a non-participant type, as we did not want to interfere with any naturally occurring practices in the classes by actively interacting with the participants. In our observations, we adopted Liu and Maitlis' (2010) 'three-stage funnel' approach to the classes observed 'beginning with descriptive observation', then 'moving to focused observation' and finally to the 'selected observation' (p. 610). The following figure summarizes the observation process.

Figure 3. The three-step observation funnel adopted in the observation process

Classroom observations facilitated our understanding of 'events, actions, and experiences', i.e. the occurrences of overtly observable translanguaging behaviors and their functions in classes in their own natural environment



first-hand (Ritchie & Lewis, 2003, p. 35). They also enabled us to take notice of different modalities and nuanced details in the performance of translanguaging, such as visual aids, textual artefacts and verbal interactions. Audio-visually recorded data helped us get familiar with the data since the data can be 'watched, coded, and analysed' in several runs (Jacobs, Kawanaka & Stigler, 1999, p. 721). An observation checklist was adapted from İnci Kavak's study (2021) so that we could arrange and organize the rich data in light of the research questions (see Appendix 8).

Semi-structured interviews were used as a secondary tool to delve into participants' perspectives on translanguaging practices and accordingly to explore how they position themselves vis-à-vis bi/multilingual practices in the classes. Initially, we determined a set of fixed questions to ask any participant to prevent any 'aimless rambling' in the course of interviews (Opie, 2004, p. 18). Additionally, in each interview, participant-specific questions were posed to the interviewees depending on their answers to the pre-set questions (see Appendixes 4, 5, 6, 7 for the semi-structured interview protocols for students and lecturers), thereby adding a semi-structured dimension to the interviewing process (Cohen, Manion & Morrison, 2007). In this way, it became possible to elicit exclusive and personal perspectives regarding translanguaging practices (Turner, 2010). The interviews were conducted halfway through the academic year through online platforms using web-conferencing boards. In total, 60 students and 20 lecturers from four departments took part in the interview study. Demographic information of the students and lecturers taking part in the interviews is given in the findings section.

Depending on the interviewee's own preferences, participants were interviewed in Turkish or English. The student interviews lasted around 25 minutes and teacher interviews 20 minutes. The interviews covered several major areas, including their dis/inclination to translanguage, purposes for translanguaging, and expectations from lecturers' /students' linguistic practices, issues lying behind un /desired translanguaging practices and overall feelings about translanguaging.

The classroom artefacts we included for data collection were noted in the observations as field notes and consisted of the materials used in the classes, the textual information provided by the lecturers on the whiteboards, reading texts assigned to students for coursework and students' note-taking practices. The reason for collecting classroom artefacts was to detect students' and lecturers' translanguaging practices both in their verbal and written responses.

Data Analysis

Conversation Analysis as a Method

The present study adopted a conversation analytic approach to analyse the audio-recorded data. Rapt attention was given to understand the linguistic features of the interactional data in that particular context (Gumperz, 1982). Besides the audio recordings, some videos, field-notes taken in the class visits, and also course materials and students' notes were also made use of. Some ethnographic processes such as 'opening up' linguistic analysis and linguistics for 'tying down' the ethnographic insights are utilised (Rampton et al., 2004). This has been done because one kind of data ethnographically might fall short of capturing a broader picture of the phenomenon under examination.

The representative samples were carefully chosen to demonstrate the reflection of the observed diversity of multilingualism in the class. They also illustrate the language policy in action and allow us to draw comparisons with the one on paper. After the audio recording process, the data was transcribed with the help of the Jeffersonian Transcription Codes (1984) (see Appendix 1). The interactional sequence was carefully analysed to understand why an utterance is organised in a specific way, why the participants translanguaged, what function(s) it served and how often it was used (İnci Kavak & Kırkgöz, 2021). Conversation analysis has some specific features as an efficient method as follows:

- CA rejects all the predetermined notions (Auer 1990, p. 80, also 1992).
- CA looks for fine details (Markee, 2000, p. 3).
- CA operates meticulously (Wei, 1998, p. 171).
- The analyst has to take the initiative (Wei, 2011, p. 162).
- CA analyses an interaction sequentially as a methodological tool.

Transana

It is a programme specifically designed for transcription. It is a valuable asset to allow analysts to turn oral interaction into the written form with the transcription codes.

Interrater Reliability

The research team agreed to crosscheck a set of samples of classroom interaction data. As experienced researchers in the field, they were asked to listen to the audios and then code them separately. They were not given any information so as not to influence their checks and judgments. This ensured the interrater reliability of the study using Cohen Kappa's 'degree of agreement', which requires that more than 50% of the raters should agree with each other. The group was made up of three Turkish-speaking raters. When one rater coded an instance in one way and another used a different code, the third's vote contributed to the decision of the final judgement.

Inductive Content Analysis

The data from interviews were analysed by using *inductive content analysis* (Creswell, 2012). The data were coded during and after the analysis process continuously and updated when necessary. Hatch (2002) asserts 'codes should not be defined as rigid regularities with sharp boundaries; they can also cover varying forms' (p. 198). Implementing an 'exploratory problem-solving' approach (Saldana, 2008), coding should not be a process in which the researcher labels the data randomly and accidentally. Instead, the researcher establishes a system of networks and associations. Having a cyclical nature, coding 'leads you from the data to the idea and from the idea to all the data pertaining to that idea' (Richards & Morse, 2007, p. 137). The data were thus transcribed and coded to identify common themes as well as outlying views as these are equally interesting, too. In this process, the participants were also coded with numbers, such as S1 for Student 1. Then, the data was read through numerous times to get an overall idea. Additional descriptions of this process are provided before the findings corresponding to this data set are presented.

The analysis of the data included the following steps: the interviews were conducted, all the data were categorised by name, date and department in different folders. It was transcribed carefully by the analyst, which is a process of total immersion, just like reading a novel. Then, the data was checked word by word for keywords by also noting down details, such as impressions and thoughts that can be turned into codes (Miles & Huberman, 1994). Next, colour-coding was applied to keywords to determine their frequency. When the coding was finalised, the analyst went through the same data for particular codes for a second time. This process was chosen to see whether some codes could be broken into sub-categories or whether some could be combined into more common ones. This process helps determine categories to make critical statements about them and they had to be broad enough to reveal an understanding out of the data.

Colour-coding

Colour-coding was employed for the same or similar responses to classify and examine the data without difficulty. Finally, the items coloured in the same were categorised under the same theme. Although the present study had wide-ranging data covering 80 interviews (each ranges between 20-25 minutes), the researchers still marked and coded them on a hard copy by hand. Establishing connections were easier on paper with coloured pencils (Bazeley, 2007). Marking the data manually was not very practical but gave the researchers more control of the study.

Member-checking and Peer Debriefing

These methods were also employed at different stages of the data analysis process (Creswell, 2012; Merriam, 1998). All group members worked in the process of data analysis and peer-checked the codes and transcriptions.

Ethical Considerations

Ethical considerations and the ownership of the research are taken into consideration as they are important parts of the research design process in a qualitative research method. As the participants express their personal opinions and attitudes, it can be risky when they were explicitly presented to public attention (Punch, 2005). Thus, some important details such as getting voluntary informed consent, anonymity, confidentiality, right to refuse/withdraw at any time/ stage of the project, ownership of the data, minimization of the risks to participants (Dörnyei, 2007) were not gone without consideration (see Appendix 9 for the individual consent form). All the team members kept their data secure and anonymous. Participants were given information about the aim of the study, what they are expected to do and what their rights are (Johansson & Svedner, 2006).

Validity and Reliability

As an important quality of good research, validity is 'rigorous in its requirement of an empirical grounding for any description to be accepted as valid' (Peräkylä, 1997, p. 202). In this CA approach, solely natural interaction is used for the data without making any corrections and improvement. For that reason, the analyst should keep

away from making generalizations before completing the data analysis process because s/he can seriously 'misrepresent and obscure the complexity and dynamics' of interaction (Stroud, 1992, p. 131). These are the guiding principles operated by the researchers for maintaining validity:

- A standard, canonical transcription system is a must (O'Connell & Kowal, 1990).
- The data should not be interfered with (Aronsson & Cederborg, 1997).
- The data should be available (Goodwin, 1994).
- The technology should be utilised (Ten Have, 2007).
- Emic perspective is kept (Seedhouse, 2004).
- Generalizability should be avoided (Bryman, 2012).
- The data-driven approach should be kept (Liddicoat, 2007).

As there is more than one data collection tool, it is not very simple to balance the reliability of the study. Therefore, validity and reliability should be considered and dealt with in several forms (Hesse-Biber, 2010). The following are the guiding principles employed by the researchers for maintaining reliability.

- The multiple hearing (recursive reading) should be available for triangulation.
- The participants are kept under pseudonyms.
- Methodological triangulation should be carried out (Mills, 2003; Richards, 2001).
- A large representative sampling should be provided.
- Only the best quality data should be utilised.
- Samplings should be rationally representative (Kirk & Miller, 1986, Fusch & Ness, 2015).
- The participants should be familiarised with the context setting (Heath et al., 2010)

In brief, all of these measures positively affected the trustworthiness and credibility of the study in one way or another (Creswell, 2012; Janesick, 2004; Lincoln & Guba, 1985; Spall, 1998; Spillett, 2003). Further details about the data analysis and trustworthiness-ensuring processes are provided in the following section alongside the findings of the different data sets.

Limitations of the Study

The data in this study were collected from a select group of universities and departments in Turkey. Thus, it is hard to extrapolate the findings to other EMI settings. However, this does not mean that the study does not provide benefits to the stakeholders of other EMI institutions. The findings obtained might provide resonance for the stakeholders in similar settings and help them develop insights into their own practices and question their beliefs about multilingual practices in a policy-wise monolingual setting. Our sample was limited to the state universities in Turkey, both adopting a partial EMI. Thus, the findings from full EMI, particularly private EMI universities, might be relatively different from what we reported in this research. We could only represent a social science department and engineering departments in the sample. The findings cannot be considered applicable to other departments of social and hard sciences as each department has its own distinctive nature of linguistic practices.

Findings

Findings from Classroom Artefacts

English Language and Literature Department

When we scrutinized the materials used in classes in the ELL department, we noticed that lecturers prefer students to use English-only materials in certain literature classes observed. The transmission of scholarly knowledge on whiteboards/smartboards is realized through English, too as is the case with the written passages provided by course lecturers. What often determines the language of the materials and the textual and visual information on the boards is the nature of the course and the type of the required tasks. To illustrate, in some classes, students were asked to engage in translation in and out of English and Turkish with further analysis on the word choice, figures of speech and underlying meaning behind the surface literal meaning. In some rare instance, we also noticed the use of Turkish sources at the request of lecturers who probably wished students to be able to develop critical perspectives on certain issues and approach them with a critical mind set.

Engineering Departments

In engineering departments, it was observed that lecturers predominantly prefer to use English-only materials in their classes. They often make use of PowerPoint slides and the whiteboard in the delivery of written course content and information. Their use of English in the classroom artefacts is in accord with the institutional language policy. Students also appeared to bring English-only materials to the classes. However, when it comes to their note-taking practices, it appeared that even if they prefer to use English resources; note-taking is done in a multilingual way. From this observation, it is evident that the use of translanguaging in classroom materials might serve different purposes in classes, as will be discussed in detail in the following sections.

Figure 4. A sample observation form filled by one of the researchers

Observation Check List Date: 44 13:30 - 16:00 Postcolonial Literature		
LECTURERS	ENGLISH	TRANSLANGUAGING
Greeting learners		
Explaining lesson objectives	X	
Drawing learners attention and building rapport		X
Introducing the new lesson		X
Explaining difficult terms		X
Asking questions	X	
Defining new concepts		X
Resolving a misunderstanding		X
Summarising the lessons	X	
Dismissing the class	X	
STUDENTS		
Asking questions to the lecturers	X	
Answering lecturers' questions	X	
Discussing in groups		X
Interacting with others in the class		X
Asking other learners		X
Note Taking		X

S: Hocam Kehinde had the dream...

L: Sindi Kehinde ne hayal ediyor? hayaller versus hayatlar...

L: Chaotic kalebolik bir durum var.

L: Bir sonraki paragraf Kehinde dreams about...

L: Sindi o kaduo bir kobalim a very beautiful sophisticated young pregnant women...

We will make references to the classroom artefacts in classrooms observed in each department at times while presenting the audio-recorded classroom interactions to better contextualise the data presented and how they contribute to fulfilling certain functions.

Findings from Classroom Observation and Interaction Data

This section presents the data analysis and results of four programmes in two different universities: English Language and Literature (ELL) and Food Engineering (FE) classrooms at Gaziantep University (GAUN) and Automotive Engineering (AE) and Mechanical Engineering (ME) classrooms at Çukurova University (CU). Conversation analysis has been utilised to transcribe and examine the audio-recorded data. It aims to provide an answer to the research questions of the study and give an insight into translanguaging practices in EMI classes as well as the attitudes of students and lecturers towards these dynamic practices.

Audio Recording Schedule

The nature of the observed sessions was largely lectures and seminars. The following tables demonstrate the schedule of classroom interaction data collected from each department in detail.

Table 2. ELL Audio recording schedule of the researcher

Recording	Date	Recorded Class Hours	Course Name	Year	Lecturer
1	21/03/2019	45 minutes	Postcolonial Literature	Year 4	Lecturer 1
2	28/03/2019	47 minutes	Postcolonial Literature	Year 4	Lecturer 1
3	04/04/2019	40 minutes	Postcolonial Literature	Year 4	Lecturer 1
4	11/04/2019	49 minutes	Postcolonial Literature	Year 4	Lecturer 1
5	26/03/2019	48 minutes	Masterpieces of World Literature	Year 2	Lecturer 2
6	20/03/2019	50 minutes	Masterpieces of World Literature	Year 2	Lecturer 2
7	27/03/2019	43 minutes	Analysis of Poetry II	Year 1	Lecturer 2

Total: 7 lesson hours (a total of 277 minutes)

Table 3. FS Audio recording schedule of the researcher

Recording	Date	Recorded Class Hours	Course Name	Year	Lecturer
1	18/03/2019	48 minutes	Organic Chemistry	Year 1	Lecturer 1
2	25/03/2019	46 minutes	Organic Chemistry	Year 1	Lecturer 1
3	01/04/2019	40 minutes	Organic Chemistry	Year 1	Lecturer 1
4	08/04/2019	44 minutes	Organic Chemistry	Year 1	Lecturer 1
5	15/04/2019	49 minutes	Organic Chemistry	Year 1	Lecturer 1
6	22/04/2019	47 minutes	Organic Chemistry	Year 1	Lecturer 1
7	16/04/2019	44 minutes	Introduction to Food Engineering	Year 1	Lecturer 2

Total: 7 lesson hours (a total of 278 minutes)

Table 4. AE Audio recording schedule of the researcher

Recording	Date	Recorded Class Hours	Course Name	Year	Lecturer
1	23/10/2020	40 minutes	Thermal Science Laboratory I	Year 4	Lecturer 1
2	06/11/2020	90 minutes	Thermal Science Laboratory I	Year 4	Lecturer 1
3	20/11/2020	80 minutes	Thermal Science Laboratory I	Year 4	Lecturer 2
4	08/01/2021	85 minutes	Thermal Science Laboratory I	Year 4	Lecturer 2

Total: 7 lesson hours (a total of 295 minutes)

Table 5. ME Audio recording schedule of the researcher

Recording	Date	Recorded Class Hours	Course Name	Year	Lecturer
1	02/01/2021	85 minutes	Fluid Mechanics II	Year 3	Lecturer 1
2	09/01/2021	83 minutes	Fluid Mechanics II	Year 3	Lecturer 1
3	16/01/2021	80 minutes	Fluid Mechanics II	Year 3	Lecturer 2
4	23/01/2021	38 minutes	Fluid Mechanics II	Year 3	Lecturer 2

Total: 7 lesson hours (a total of 286 minutes)

Common Practices Observed in the Engineering Classrooms (FE, AE and ME)

Common practices revealed through data analysis are listed below.

- A smart board is extensively utilized for content delivery.
- Key terminology is always in L2 during translanguaging.
- Translation as a method of translanguaging is used.
- Calculations and diagrams are used for supporting meaning.
- A statement can shuttle between L1(s) and L2.
- The same utterance is reiterated in L1 and L2.
- The language policy is strictly followed by the lecturers.
- The feedback is only given in L2.
- Being on and out-of a task affects lecturers' L1 and L2 use.
- Members of the classroom build rapport by translanguaging.
- The content is solely presented in L2.
- Translanguaging is mostly used for students' personal questions.
- Some scientific terms and concepts can be translated or not depending on the aim of the lesson.
- Translanguaging is used for disciplinary issues.
- Translanguaging is used for critical and challenging questions.
- Translanguaging is used for non-existent literary terminology.

Common Practices Observed in the English Literature Classrooms

These are the common practices identified in the data analysis:

- Theoretical and literary resources are utilized for content delivery.
- Key terminology is always provided in L2 in discussions.
- A literary work is read aloud and a discussion in translanguaging mode follows.
- Translation as a method of translanguaging is commonly used.
- A statement can shuttle between L1(s) and L2.
- A statement can be expressed bilingually.
- The language policy is often followed and not abused.
- The feedback matched the students' preferred language (L1-L1, L2-L2).

- Reference words, such as 'arkadaşlar' (friends), 'hocam' (teacher), are always in the home language.
- Being on and out-of a task can affect students' L1 and L2 use.
- Members of the classroom build rapport by translanguaging.
- Translanguaging is used for intercultural topics.
- Translanguaging is used for shifts between topics.
- Translanguaging is used for unpacking the meaning.
- The target language is strategically used for taboo topics.
- Some literary concepts can be translated or not depending on the aim of the lesson.
- Translanguaging is used for hot topics and asking critical questions.
- Translanguaging is used for expressing emotions.
- Translanguaging is used for creating humour.
- Translanguaging is used for non-existent literary terminology.
- Some statements are kept in their language for originality.

As the complete recordings are too long to be shared here, only the most representative extracts have been provided. Contextual information has also been presented briefly before each analysis. (See Appendix 2 for a sample ELL transcription).

Sample Extracts

Extract 1 (ELL, Lesson 1, Lecturer 1)

Functions: Getting attention, generating motivation, encouraging participation, introducing the topic, scaffolding.

This extract was taken from a Postcolonial Literature course offered for third-year English literature students. It is delivered in the afternoon and the second half of the course is allocated for the novel titled *Kehinde* by Buchi Emecheta. During the lesson, some important sections of the book are read aloud and an open class discussion is initiated. Since the novel is a representative work of the Postcolonial Era, it goes hand in hand with the theory book that the class has covered in the first half of the lesson. In the first section of the book, the protagonist's husband, Albert's family asks the couple to move back to Nigeria from London, which causes friction between the husband and wife, making Kehinde question the rights and roles of women in the Western and Nigerian societies.

1. Lecturer: they are not in ↑Nigeria this family is in↑London and this is a↑motherly family
2. they are immigrants but at the same time don't you ↑think they are ↑fluctuating
3. maybe they involve some of their all native ↑traditional tendencies evaluating
4. events ↑so can you say that from those offensive statements we should
5. understand that there may be a ↑patriarchal society on the notion of ↑Nigerian
6. families
7. Student 7: *ama bunu anlamadım ° bize ne anlatacak°* [tr: But I haven't got that, what is it going to tell us?]
8. Lecturer: *yani ↑Nijeryadaki sıkıntı ne ↑İngilteredek çünkü İngiltereye↑ dönmeyecek*
9. *aslında şey olmayacak, İngiltere'deki aile yapısı en ideal olandı↑demeyecek*

10. °ama °hem o ARADAKALMIŞLIĞI hem acaba↑Nijerya kültürünü mü korusun ve

11. ↑İngiliz kültürünemi adapte olsun bunlarıda ↑adım adım verecek YALNIZ(0.2)

[tr: I mean what's the problem in Nigeria? in England? Because they won't return England and she won't say (that) the ideal family was the one in England, it will tell us her being an inbetweenner and it will give us whether she will protect her Nigerian culture or how she adapts to the English culture. It will give all of these in a step-by-step manner, but]

12. please ↑pay attention to the heart of KEHINDE as well †for example° even in

13. the †beginning would you describe her as a†silence and SUBMISSIVE female

14. †figure is also a †question †so: the question is (0.2)†why do these aunts

15. demand †Albert and †his family to go back to †Nigeria and the answer is †here

16. †second paragraph

At the beginning of the lesson, the lecturer makes an introduction with an extract from the book, which draws the attention of the whole class. S/he reads a fragment of the letter received by the husband, who has been at centre of discussion. Kehinde's reactions have been deliberated by the class in reference to the patriarchal society and values. The discussion on the introduction starts in English, but the lecturer cannot generate adequate participation. Student 7 questions what they should expect from the story as s/he cannot focus on the lesson content yet. In the background of the audio, the persistent murmurs of confused students can be heard.

Student 7 does not adhere to the discussion in English by showing incomprehension in L1. Here, the lecturer concedes the student's preference and continues in L1 in order not to face-threaten the student. There are various instances in which the lecturer gives feedback in the particular language preferred by the student. In addition, the students in most cases have not violated this pattern, i.e. the language through which they desire to get feedback. A frequent interactional pattern is that the lecturer follows the student's language preference, but a new student shifts back to English and displays policy-awareness of the programme and willingness to practise L2 in class discussions. However, the students are permitted to contribute to the class in their preferred languages, -L1, L2 or interchangeably. All the relevant comments are welcomed by the lecturer, who shows his/her appreciation by matching the language used by the student (L1-L1, L2-L2). Translanguaging, thus, functions as an asset that all members of the class use as a spare channel to express themselves more effectively and successfully. In an opposite scenario, the students would likely suffer from knowledge gaps, communication breakdowns and various interactional imperfections. Gumperz (1982) discusses that learners do not want to leave their home culture aside in order to prove their interest in the content delivered in the target language.

In the next turn, the lecturer summarises what s/he has covered in students' L1 this time to make sure that s/he can include all the students in the discussion. Between lines 8-11, the lecturer makes an introduction in L1 and shifts back to English in line 12. As s/he manages to hold the attention that s/he aims to draw in the first half of her turn, s/he continues with English with a strategic move by using a discourse marker, 'yalnız', which is used for expressing contrast or different idea in Turkish. A very common example in the data is that the lecturer frequently uses Turkish discourse markers to hold and regain the attention of the students before posing a critical question or highlighting a key part of the content. The discourse markers such as 'işte', 'o zaman', 'yani', 'hani', 'şimdi', 'peki' (which correspond to the discourse markers -so, then, at this point- in English) are generally followed by an important piece of information. With the help of the Turkish discourse marker 'yalnız', L1 and L2 are gently connected and the boundaries of the two languages are crossed for meaning-making. Makalela (2018) calls this 'discontinuation continuation', which is a process of the interruption of borderlines of languages and their simultaneous co-construction, which allow speakers to express meaning more effectively.

The lecturer frequently shuttles between the languages available to the students smoothly, fluently and strategically for content delivery. At the end of line 11, s/he also manages to get the students' attention in both languages with 'yalnız' in L1 and 'please pay attention' in L2. These two phrases play similar functions, so the lecturer reaches the students through these channels concurrently. In the last two lines, the lecturer realises to have generated high motivation among the students by posing questions and awakening curiosity. S/he directs their attention to the book by assuring that the students will find the answers by signposting where they can find the relevant information, through the second paragraph of the book.

Extract 2 (ELL, Lesson 4, Lecturer 1)

Functions: Creating space for creativity, building rapport, speaking effectively, unpacking meaning, summarizing, introducing the topic, building identity.

The class continues to study the novel 'Kehinde' in the second half of the Postcolonial Literature course. The students are asked to read some extracts from the text and a class discussion is initiated by the lecturer. In this particular section, Kehinde flies back to Nigeria where her husband lives for some time. She expects to be met by her husband with deep longing, but she suffers from severe disappointment.

1. Student 5: *hocam* Kehinde had the ↑dream of the being a landlord together and their
2. children were at school she lives now that she has to learn a different
3. scenario...((reading aloud from the book))
4. Lecturer: ↑şimdi ↑*Kehinde ne hayal ediyor (0.2) HAYALLER* versus
5. *HAYATLAR* ((laughter)) ↑*Albert* ↑*eşi işte özlemiş ne bilim çocuklar okuldalar*
6. Lecturer: ↑*şurada bir*↑*yanlışlık yapmadık mı* [tr: *Have we not made a mistake there?*]
7. *kadınları karşılamak için hani birde doğu kültüründe var ya aile bir arada işte*
8. *hep birlikte karşılama öyle bir ortam°bir sonraki paragraf°* [tr: Look what Kehinde dreams about but what she experiences in her real life, Albert, she missed her husband, children are at school, there is lust, aunts and relatives are there to meet them, you know we have this in Eastern culture, they meet someone together as a whole family and next paragraph]
9. Kehinde ↑*unaccostum* the ↑*noise* and ↑*chaos* what is started *şimdi Londra'da*
10. *sade bir hayatları var işte* ↑*işleri* ↑*çocukları* herkes kendi ↑*işinde* ↑*gücünde*
11. *burda bir CHAOTIC KALABALIK bir durum var. Bir sonraki*
12. *paragrafta°ortalarına gelmeden°*↑*genç bir* ↑*kadın bunlara tırım tırım*
13. *yanaşiyor evlerine gittiğimiz zaman şimdi o kadına bir bakalım..* [tr: now then they have a quiet life in London, themselves kids, everybody's routines but here they have a chaotic crowd. In the next paragraph, there is a lively woman approaching them in the house, let's look at that.]
14. a ↑*very* ↑*beautiful*...
15. Student 5: a very beautiful sophisticated young pregnant woman...

This excerpt is taken from a discussion in which the lecturer starts talking about the different atmospheres at the airports as Kehinde questions why it is very chaotic at the Nigerian airport which is different from the one in London. Student 5, who claims to have read the book, nominates her/himself to take a turn in lines 1 and 2 and gives clues about what is about to come next in the story. The student starts the speech with a common Turkish addressee word '*hocam*', which is used for lecturers and teachers. Although there are some lexis and grammatical problems in student 5's remarks, they are ignored by the lecturer who focuses on the message more than fluency.

Using addressee words in L1 while talking in the target language is a common practice in this classroom. The words such as '*hocam*', '*arkadaşlar*' and '*gençler*' are the most common examples. The students stated in the interviews that they feel better when they use Turkish addressee words because their English equivalents sound rather artificial in the class. These words also represent the speakers' national identity, so they are happy to

take the opportunity to show their home culture in this way (Heller, 1988; Hall, 1996). According to Creese and Blackledge (2010) and Wei (2018), languages particularly employ two functions: the speaker's making sense of the world and constructing identity. When the students use addressee words in their native languages, they construct belonging to the same speaking community and their native culture, where the language is protected and respected in a way (Leeman & Serafini, 2016). What is observed in these classrooms is that even international students use these addressee words to show respect to the home culture. Accordingly, they appear to position themselves as members of the community by seeking cultural acceptance.

At the beginning of the lesson, the lecturer makes the content available for all the students without checking whether they have read the chapter or they are proficient in English. S/he highlights how Kehinde has difficulty in the adaptation process and explains its reasons by leading the students to a discussion on the differences between the character's life in London and Nigeria. S/he begins his/her speech by translanguaging to create humour, which is a strategy used for drawing students' attention. In line 4, s/he explains the protagonist's situation using a popular idiom '*hayaller*' versus '*hayatlar*' ('dreams versus reality') to get laughter and more attention. This is an interesting example of the use of creativity for humour effect by translanguaging in the classroom. According to Wei (2011), 'creativity and criticality' are two important and distinct features of translanguaging (p. 1223). Both the lecturers and students very frequently employ humour to express criticism or irony and allow the construction of humour by the students. In the ELL classrooms, the students are allowed to use individual and linguistic creativity, so they use L1 and English to convey the meaning and make their speech more effective.

The lecturer summarises what has been discussed by that time by translanguaging and familiarises the student with the atmosphere during the rest of his/her turn. Making the content more meaningful and familiar is another strategy for capturing students' attention. S/he continues to hold students' attention on the novel by signposting '*bir sonraki paragraph*' (next paragraph) with rising intonation. A ubiquitous practice in the recording follows a pattern of reading extracts in English, unpacking the meaning and commenting on/interpreting them by translanguaging.

Extract 3 (FS, Lesson 1, Lecturer 1)

Functions: Checking comprehension, encouraging participation and scaffolding.

This extract was recorded in a course entitled 'Organic Chemistry', which is offered to the freshman students at the Food Engineering Department. Most courses offered by the department are taught in form of lectures during which the students are expected to listen to the presentations carefully, take notes, solve equations and clarify their methods/practices. The recorded lesson is mostly delivered in English with help of a smart board that is used for displaying questions, calculations and visuals. In this particular lesson, the class learns about the diameter of 'tin atoms' in various units.

1. Lecturer: ↑no:w agai::n we will ↑continue from the ↑diameter of ↑each tin atom because
2. we know that diameter of each tin atom ↑ $2.8 * 10^{-8}$ cm ↑so according to this
3. one if we make the calculation we have ↑six ↑micrometer distance first of all I
4. will convert this ↑micrometer to (.)↑meter 1 micrometer is equal to ↑how
5. many meters ↑ $1 * 10^{-6}$ meter ↑and if we multiply this one °we know that°
6. one TIN ATOM has ↑which diameter $2.8 * 10^{-10}$ meter this is the diameter
7. of ONE of the tin atoms so if we make this calculation ↑what will happen these
8. micrometers ↑cancel out °each other° ↑meters will cancel- out °each other°
9. and finally you will obtain °bla-bla-bla° tin atoms by this way you will obtain
10. ↑how many tin atom ↑must ↑come SIDE BY SIDE to take this distance ok so

11. if you ↑make this calculation ↑ finally you will obtain ↑ $2.1 * 10^4$ ↑tin ↑atoms

12. to ↑get or to ↑span this distance ↑ok? is it ↑clear (0.3)((No response))

13. ↑anladınız mı arkadaşlar [tr: Have you understood friends?](Noresponse))

14. ↑huh

At the beginning of the lesson, the lecturer announces what they are going to study and starts by posing a question. The students are given time to answer questions writing down in their notebooks. The students in this classroom do not often take turns, yet they listen, take notes and attempt to make out theoretical problems. The lecturer walks around the classroom and monitors them as well as providing scaffolding for struggling students. In lines, 4, 7 and 10, the lecturer asks several rhetorical questions to hold the attention of students on the topic. The lecturer does not give time to the students to think and answer the questions. Rather, s/he answers them her/himself. At the end of the turn, s/he uses the discourse marker 'ok' to check students' comprehension with a rising intonation. The lecturer receives no response from the class, so s/he asks if it is clear once more. S/he decides to translanguauge using L1 for checking students' comprehension ignoring whether the students have a good command of English or not. The motive behind such a move seems to increase student participation and opening the door for flexible language use to overcome the effective filter most students experience in challenging engineering courses. Therefore, the same question is asked bilingually to eliminate the possibility of students' incomprehension.

Extract 4 (FS, Lesson 2, Lecturer 1)

Functions: Resolving misunderstanding, scaffolding, checking and negotiating meaning, highlighting key points.

This extract was taken from the 'Organic Chemistry' course with freshman students. The lecturer delivers the content in the form of lectures followed by problem-solving and discussion sessions. The students actively listen, take notes and solve problems in their notebooks. The lesson is delivered mostly in L2 and the smart board is used to present the content, questions and other visuals. In this lesson, the class carries out calculations on the atomic mass of isotopes.

1. Lecturer: ↑yes the ↑next ↑example related with the calculation of ↑atomic ↑mass for the

2. ↑isotopes ↑could you ↑try to calculate it? I will check ↑ also ((waiting for Ss to finish their note-taking.)) (0.7)

3. Student 6: °hocam bir şey söyleyebilir miyim° [tr: Madame, can I say something?]

4. Lecturer: ↑huh

5. Student 6: şurada bir ↑yanlışlık yapmadık mı [tr: Have we not made a mistake there?]

6. Lecturer: ↑nerede [tr: where?] ((The student's words are indistinct.))

7. Lecturer: hangisinde [tr: In which one?] ((Student is murmuring in Turkish and it is not distinct.))

8. Lecturer: ↑silver ↑neyi yanlış [tr: which is wrong?]

9. Student 6: şu şeyi kırkyedi altmış bir [tr: This one, forty-seven sixty-one.]

10. Lecturer: kırk yedi altmışbir ↑daha [tr: forty-seven, sixty-one more?]

11. Student 6: yüz sekiz falan [tr: About a hundred and eight.]

12. Lecturer: mass number işte ↑proton ↑artı nötron [tr: it is proton plus neutron.] ((Murmurings among the students regarding this case))

13. Lecturer: bir dakika °belki şeyleri yanlış yazmıştır oraya° [tr: Hold on, maybe somethings are written wrong there.]

14. Lecturer: 107.8 *gibi bir şey ya güzelim* ↑*virgülden dolayı yüzyedi nokta sekiz*↑

15. *silverinkine de bak*107.8 *gibi bir şey*. 107. ↑*875 onu* ↑*yuvarlayıp* ↑*108 demiş*

16. ↑*kabaca yani* ↑*elementleri asıl* ↑*ayırır şey* ↑*atomic numberları* mass

17. *numberları* ↑*değil biliyorsun* ↑*atom numaralarına göre sıralanıyorlar* [tr: It's something like 107.8 because of the comma there a hundred point check silver, it's something like 107.8. It's 107.875 and it says roughly 108 by round it up So what really separates the elements is their atomic number, not mass numbers. You know they're ordered by atomic numbers.]

The lecturer both reads from her/his notes and displays the question on the smartboard with the visuals when necessary. The students are allowed to use their calculators and mobile phones for checking the periodic table. In the previous question, they calculate the neutron and proton number of the atom and the lecturer is prepared to shift to the next question and introduces the question in the first two lines. In line 1, the lecturer starts with a discourse marker 'yes' to summarise the previous question and displays the question on the screen and gives time to the students to write down and solve the question. Student 6 interrupts the silence and wants to ask a question because s/he thinks that there is a problem with the calculation of the previous question. S/he addresses the lecturer as 'hocam'. Even international students from different countries use 'hocam' to show respect and seek acceptance of the home culture.

In the next line, the lecturer replies to the student saying 'huh' with rising intonation, so the student seems to attract the attention of the lecturer. S/he uses 'we' language instead of 'you' to question by asking 'have we made a mistake there?'. The student avoids blaming the lecturer for the mistake, which would be face-threatening for both parties. S/he states the problem in an exceptionally kind way by encouraging the lecturer threatening for both parties. S/he states the problem in an exceptionally kind way by encouraging the lecturer to align with himself/herself and find out where the calculation has gone wrong. Both sides translanguaging by L1 and L2 both work in harmony to deliver the lesson content (Canagarajah, 2018) the learners collectively bring about the scientific meaning in the form of translanguaging (Lemke, 2016; Thibault, 2011, 2017; Wei, 2018).

Between lines 14-17, the lecturer accompanies the student to go through the question step by step, in which s/he prioritises students' comprehension more than language choice. In other words, resolving misunderstandings is the main focus of the lecturer and student(s) in the interaction, not the language systems or codes (Canagarajah, 2011; Garcia, 2009). The lecturer identifies the mistake the student has pointed out, which is caused by confusion about the mass number of the atom in the periodic table. Scaffolding is given by the lecturer in the form of translanguaging (Lin, 2016). With the help of translanguaging, a problem is resolved and students' minds have been clarified (Lewis, Jones & Baker, 2012). Thus, this extract is exemplary of translanguaging employed as a preventative strategy to resolve the misunderstanding.

Extract 5 (AE, Lesson 1, Lecturer 1)

Functions: Checking comprehension, restatement, encouraging participation and scaffolding.

This extract was taken from a course titled 'Thermal Science Laboratory I', which is offered to final year students at the Automotive Engineering department. The course includes lectures in which students are expected to listen to the content carefully, take notes and do mathematical calculations. It is mostly delivered in the target language with the assistance of a smart board for displaying questions, calculations and visuals. In this extract, the class learns about the combustion stoichiometry theory, fuel-lean mixture by drawing comparisons between rich and lean mixtures.

1 Lecturer:...more airless fuel what's gonna ↑happen umm on the reaction therefore the

2. ↑stoichiometric combustion ↑more air can be added to the ↑reaction without

3. making any matching but in ↑reality these ↑extra oxygen and ↑nitrogen goes

4. ↑out from umm in the reaction becomes nitrogen ↑oxide instead of ↑pure
5. oxygen and nitrogen
6. Student: ↑*hocam ben bir şey sorabilir miyim °burda°* [tr: professor, can I ask you something here?]
7. Lecturer:°*sor°* [tr: go on]
- 8 Student: *diğer soruların formüllerinde nitrojen olarak çıkıyordu ↑şimdi nitrojen ↑oxide*
9. *ya yani gerçek hayatta nitrojen oxide çıkar ↑demi*
- 10 Lecturer: *X(student's name) NOx nun çeşitli formlarından çıkar gerçek hayatta nitrojen*
11. *oxide çünkü ↑NOx diyoruz neden NOx ↑N2O2 bile çıkabiliyor reaksiyonun*
12. *sıcaklığına bağlı ama biz ↑lisans seviyesinde reaksiyonu bu kadar reaksiyonu*
13. *kompleks hale getirirseniz biz dizel motorlarda 600 kusur reaksiyonu 600*
14. *matrixle çözüyoruz ↑doktora seviyesinde modelleme yaparsak hiç denedinizmi*
15. *bi elinizdeki pc ler underflow ve overflow yapmadan kaç tane çözebiliyorsunuz*
- 16.↑*numeric analysis de naptık burda çözemedik ingilteredeki accountla*
17. *çözdük* [tr: It comes out as different forms of nitrogen, in real life we say nitrogen oxide why? Because it can even come out as N2O2, it depends on the temperature of the reaction. However, we do not make the reactions as complex as this one at BA level. If we do a sample at PhD level, we can do about 600 reactions with 600 matrixes. Have you ever tried how many you can do with your pcs without getting it under or overflow? We have tried it with numeric analysis. What happened? We couldn't solve it here; we solved it through an account in England.]

The lecturer starts to answer a question step-by-step on the smart board. S/he asks rhetorical questions for holding the attention of students on the topic. The questions are not directed to the students and they are not given time to think and answer these questions. Rather, s/he answers them her/himself. At the end of her/his turn, s/he uses the discourse marker 'ok' to check the students' comprehension with a rising intonation.

The flow of the lesson is interrupted by a question posed by the student in L1 in line 6. The student checks to see what s/he has understood is correct. The request is positively received by the lecturer, who matches the student's language preference. Between lines 10-17, the lecturer restates what s/he has said in English. This time s/he does not prefer L2 and continues with translanguaging by keeping the terms 'underflow', 'overflow', and 'numeric analysis' in their original language (the language in which the content is delivered) and the dialogue about it is carried out in L1. This is how the lecturer clarifies meaning and provides scaffolding for the students who have difficulty understanding the challenging content in English. Here, the lecturer benefits from translation and makes the content available in both languages (students' L1 and English), so they have the chance to negotiate meaning in the classroom (Creese, Blackledge & Hu, 2016).

In this class, the students do not often take turns; instead, they often listen to the lecturer, take notes, identify and solve problems. The lecturer receives no response from the students, so asks 'is it clear?' one more time. When s/he does not get any feedback from the students, s/he translanguages the content and uses L1 for checking the learners' comprehension by overlooking their command of L2. In this way, the lecturer encourages participation in question/answer activities and opens the door for translanguaging. The students use L1 cautiously, as they do not want to face the risk of being reprimanded or corrected in front of their peers. Here, the same question is asked bilingually, so the possibility of students' incomprehension is eliminated.

Extract 6 (ME, Lesson 3, Lecturer 1)

Functions: Checking lesson materials, opening/closing, restatement, shifting, greeting, building rapport.

This extract was taken from a course titled 'Fluid Mechanics II' offered to the third-year students at the Mechanical Engineering department. The lesson is mostly delivered in L2 using a smart board for displaying questions, calculations and visuals. The extract presents a class that learns about hydrostatic pressure in a solar pond.

1 Lecturerekranı ↑*görüyoruz mu gençler* [tr: Can you see the screen?]

2 Students: °*evet hocam*° [tr: yes professor]

3 Lecturer: ↑*sesim iyi geliyor mu* [tr: can you hear me well?]

4 Students: *iyi hocam* [tr: clear professor]

5 Lecturer: °*evet*°↑*arkadaşlar* [tr: yes friends] we are going to study ↑hydrostatic ↑pressure

6. in a ↑solar pond with ↑variable density before I start my lecture let me see

7. how ↑many students are here one three six eight...twenty *çünkü ki adamlar*

8. *derse gelsin*° [tr: I don't think they would turn up] let's ↑start...

9 Lecturer: let's have ↑10 minutes ↑break °*arkadaşlar bir ara verelim*° [tr: let's have a break, friends]

At the beginning of the class, the lecturer checks the camera, the sound and screen sharing software and gets confirmation from the students to commence the lecture. As can be seen in line 5, when the content is delivered, the English-only policy is followed strictly. However, when the lecturer fills out the attendance register or a technological problem appears, translanguaging or L1 is put into practice. The openings, closings and shifts of the lesson are the times when translanguaging is more frequently used. The lecturer connects with the students in the language that the majority of the class share. In lines 7 and 8, the lecturer uses L1 for complaining about the students' falling attendance. L1 is generally preferred for disciplinary issues, so the lecturer does not want to risk the students' understanding of her/his point. In this way, mutual understanding is secured.

During the delivery of the content, the lecturer uses English only unless the flow of delivery is interrupted by a Turkish question. In general, if the question is asked in L1, the answer is produced in L1. Nevertheless, there is only unidirectional interaction in the classroom. The lecturer addresses the students, but interaction is not necessitated. At the break time, the lecturer restates her statement 'let's have a break' (*arkadaşlar ara verelim*) in L1. The data confirms that the students' L1 (the language they are proficient in) and L2 (the language they are in the process of being proficient in) cooperate to reveal the message in the content (Cenoz & Gorter, 2011). When the content is presented in both languages, the lecturer contributes to the students' unique, personal and on-the-move linguistic collection continuously (Lin, 2019). Restatements play an important role in translanguaging practices for many reasons such as clarification, building rapport or scaffolding.

The Interview Findings

The Analysis of English Language and Literature Students' Interviews from Gaziantep University

The data for this section was collected through semi-structured interviews. It comprises four sections: background information, translanguaging practices and frequency, attitudes towards translanguaging, challenges and final comments. The interview included 26 questions in total. We reached 30 students from two academic programmes, 15 from each department –English Language and Literature (ELL) and Food Science

(FS). After explaining the research aims, the volunteering students were approached to ask whether they would be willing to participate in an interview to discuss their translanguaging practices and preferences in detail. Those who confirmed and provided their email addresses were contacted to arrange an interview at a suitable time. The interview included reference questions to allow the interviewees to direct the interviewer. In other words, the questions were tailored according to the responses given during the interview. The participants were given two language options, either Turkish or English, to make them feel more comfortable in the process.

Background Information on the ELL Students' Interviewees

More female students preferred to participate in the interviews (9 female, 6 male participants). While nearly all the students' mother tongue (L1) is Turkish (f:14), only one international student's L1 is Arabic. Nearly half of the participants are freshmen students (f:7). The other half comprised third year (f:6) or final year students (f:2). All the students declare English as their second language (L2). Nearly one-third of the students state that their language level is low intermediate (B1) (f:6) in L2. Another one-third of the students consider their language proficiency level to be intermediate (B2) (f:2) or higher (B2+) (f:4). Two students claim themselves to be proficient users of English (C1) (f:2). The rest of the group declare to be at intermediate (B2) (f:3) or a higher (B2+) (f:1) level. (See Appendix 2 for a sample of the student interviews).

Table 6. Background information on the ELL student interviewees

Interviewees	Gender	Nationality	Grade	Proficiency	L1	L2
Student 1	F	Turkish	Year 1	B1	Turkish	English
Student 2	F	Turkish	Year 1	B1	Turkish	English
Student 3	F	Turkish	Year 1	B1	Turkish	English
Student 4	F	Turkish	Year 1	B2+	Turkish	English
Student 5	F	Turkish	Year 1	B2+	Turkish	English
Student 6	M	Turkish	Year 1	B2+	Turkish	English
Student 7	F	Turkish	Year 1	B2	Turkish	English
Student 8	F	Turkish	Year 3	B1	Turkish	English
Student 9	F	Turkish	Year 3	B1	Turkish	English
Student 10	M	Turkish	Year 3	B1	Turkish	English
Student 11	M	Turkish	Year 3	B2+	Turkish	English
Student 12	M	Turkish	Year 3	B1	Turkish	English
Student 13	M	Turkish	Year 3	C1	Turkish	English
Student 14	M	Syrian	Year 4	C1	Arabic	English
Student 15	F	Turkish	Year 4	B2+	Turkish	English
Total	15					

The Findings

The data examines common translanguaging practices and the challenges the students face in the ELL programme (f:15). The themes are presented in an order of importance and frequency worked out of the participants' responses, a summary of which is provided below.

Table 7. The summary of the themes (ELL Student Interviews)

Themes	Frequency
Translanguaging is a ubiquitous practice	15
English-only course materials are sufficient	15
Studying in the English medium is motivating despite the challenges	15
Translanguaging helps achieve content mastery	15
Translanguaging can be unfavourable for oral skills	10
The English-only policy should be strictly followed	9

Translanguaging is a Ubiquitous Practice

The ELL students state that they translanguage more when they are with their friends and lecturers (f:15). They accept to have used L1 and L2 in tandem very frequently and they cannot avoid it even out of the school. For instance, when they revise for an exam with a peer, this occurs more as they share a similar field-related repertoire. They also state that they believe that they communicate more successfully when translanguaging as it is more practical.

Turkish use is inevitable because we live in a country where Turkish is the mother tongue, so translanguaging is a natural thing, I think. (Student 15, Year 4)

As the students claim, some use what they have learned at school into their daily lives and private social conversations, as they believe that they can learn much better when they connect their daily lives with the contents of their lessons.

If the content is connected with real life, it is easier to retain. (Student 5, Year 1)

In this way, discipline-related information becomes more meaningful for learners when it is a part of their lives. Translanguaging practices seem to be facilitating such connections. As can be seen in the extract below, overt forms of translanguaging can be used creatively to connect between social and university life.

What we learn in the class becomes the subject matter with classmates. For example, we learn the Freudian drives in the lesson so all the jokes become related to it and we say 'death drive im harekete ge ti' (my death drive has been triggered) before the final exam. (Student 15, Year 4)

They also highlight that lecturers use translanguaging strategically to hold or regain students' attention.

When we lose our attention, lecturers use translanguaging skilfully for regaining our attention quickly. (Student 9, Year 3)

English-only Course Materials are Sufficient

All the ELL students agree that the resources should be provided only in what is perceived to be their main 'target language', given that they are English major students (f:15). They often justify this position by suggesting that this offers consistency with the fact that they are required to use English in oral and written forms.

Only English materials should be provided because if we had both, we would only read the Turkish version. (Student 8, Year 3)

They, therefore, highlight the function of the materials written in L1. They clarify that they sometimes read the Turkish versions of the novels so that they can compare and contrast with a critical eye. However, they still do not want their lecturers to provide a Turkish copy of the course material because they admit that they would read the Turkish version only, which can make them lazier.

The students also realise the challenges they face when they read a text or when they want to contribute to the lesson, but they state that they are prepared for this effort.

English materials are the primary sources. Imagine a novel translated from English to Turkish; it might be loosely or erroneously translated. Translated works cannot be primary ones because they are not original works. They can only be used for comparing, contrasting and commenting on. It is the same with watching an English movie dubbed into Turkish. (Student 13, Year 3)

If the students are not exposed to the resources sufficiently, expressing their opinions effectively in the exams becomes a challenge. They confess that they cannot remember some keywords and they write them in L1 because they speak mostly in L1 with family and friends.

Studying in the English Medium is Motivating despite the Challenge

Contrary to the general belief, the majority of the ELL students state that they do not have any problems with a programme provided in L2. Being aware of English as the medium of instruction in the ELL department, they enrolled on the undergraduate programme in English. However, they have problems understanding the lesson content (f:15). They claim that the content is usually so challenging that even their mother tongue was English, they would still find it challenging. They also state that they have to develop some strategies to succeed in their department:

Coding helps us memorise words quicker in exams. For example, we call Dr. Moreau, Dr. Moron because he is a mad scientist. (Student 8, Year 3)

Translanguaging Helps Achieve Content Mastery

All the students confirm that translanguaging helps them understand their course content deeply (f:15). They state that they use multi-modal resources to be able to comprehend the lesson content better and translanguaging is one of those.

When we are learning about a novel for example Dracula, we study everything about it- read it in English, in Turkish with different translations and watch the movie so we learn it better. (Student 10, Year 3)

For some courses such as translation, poetry, or linguistics; translanguaging is an inevitable practice because students need all resources available to them to decode the literary texts. They also highlight the importance of understanding the terminology and keywords. They stress that unless a student knows field-related terminology; it is tough for her/him to understand the details of it.

When some terminology is not available in our home language for example extended metaphor, uncanny, etc.; lecturers feel the need for translanguaging. (Student 12, Year 3)

The students state that lecturers can sometimes use L1 to build connections between the known and the unknown in some courses such as Linguistics or research methods. The lecturer utilises the local language and other materials as facilitators to bridge between what they already know and what they need to know.

We need more translanguaging when the course is filled with terminology. For example, we need more translanguaging for support in Linguistics. (Student 13, Year 3)

When lecturers see us looking confused and blank, they translanguage and give local examples until the problem is resolved so we understand what s/he means. (Student 12, Year 3)

Translanguaging can be Unfavourable for Oral Skills

Apart from the advantages of using their mother tongue, the students are worried that using this fluid language by mixing L1 and L2 turns into a habit and they can fail to speak English correctly and fluently without any interference from their L1 (f:10).

If I interacted with a native speaker, s/he would not understand my English. (Student 8, Year 3)

An important point highlighted by an international student is that the lecturers' use of translanguaging makes understanding even more challenging because they do not share the same mother tongue. For many international students, English is the only common language in which they can communicate with their classmates and lecturers. Therefore, translanguaging between English and Turkish does not help them as much as it helps other students since they do not share the same L1 with the lecturer and the rest of the class.

I would be happier if the lecturer stuck with English because I am more competent in the medium of the course, not in the language where I live temporarily. (Student 14, Year 4)

The English-only Policy Should be Strictly Followed

More than half of the participants state that the lecturers are not strict enough to force them adequately (f:9). The students state that the lecturers should consider the context of the students and realise how hard it is to achieve content mastery when the content is presented in a language that is only spoken in the class (f:6). Therefore, they state that they need more L2 exposure. They also state that they are planning to become teachers and their weakness in speaking worries them and shatters their self-confidence. Thus, they think that lecturers should create an atmosphere where they only speak the target language.

School is the only place where we can speak, write and listen in English so lecturers should help us maximise that. Therefore, they should always force us to use only English. (Student 11, Year 3)

The Analysis of the English Language and Literature Lecturers' Interviews

Background Information

Conventional content analysis was also used to examine lecturers' attitudes towards translanguaging practices. Table 8 illustrates that 5 lecturers –4 female and 1 male– volunteered to take part in the interviews. All the participants' first language is Turkish and they are all multilingual speakers.

Table 8. Background information on the ELL lecturer interviewees

Lecturers	Gender	Education	Nationality	Experience	L1	L2
Lecturer 1	F	PhD Grad	Turkish	25 years	Turkish	English
Lecturer 2	F	BA Grad	Turkish	27 years	Turkish	German
Lecturer 3	F	PhD Grad	Turkish	20 years	Turkish	English
Lecturer 4	M	PhD Grad	Turkish	15 years	Turkish	English
Lecturer 5	F	PhD Grad	Turkish	12 years	Turkish	English
Total	5					

The Findings

The attitudes of the lecturers are argued in detail with the extracts taken from the interviews. The summary of the themes derived from the lecturer statements in the interviews can be found below in Table 9.

Table 9. The summary of the themes (ELL Lecturer Interviews)

Themes	Frequency
Translanguaging practices are highly personal and content-sensitive.	5
Strategical translanguaging is employed.	5
Participation far outweighs the language policy.	5
The English-only policy is not a panacea for all problems.	3

Translanguaging Practices are Highly Personal and Content-sensitive

The lecturers agree that the course content is a determining factor in the amount of translanguaging practised in the class. Thus, the priorities change considerably for each course. While a lecturer and students utilise translanguaging as the medium of the lesson in a course, they prefer not to use it in another.

In some lessons, we ask them to translate the text into their L1. (Lecturer 4)

Variables such as the complexity of content, the gap between the required level to comprehend the lesson content and the current proficiency levels of the students affect the way lecturers design the medium and content of a course.

If the students' level does not match the required level for understanding the content, I feel that I need to scaffold and help them with translanguaging. (Lecturer 5)

Translanguaging can only be suitable for freshmen. For the students who are at high levels, L1 use is unnecessary because we are living in a context where the target language is a foreign language, so there is no exposure out of the school. (Lecturer 2)

The lecturers state that they always check students' proficiency levels and adjust accordingly. They sometimes increase the amount of translanguaging in a particular class or with a particular group because the students need linguistic support. They confirm that as students get better at understanding and following the lesson content, they slowly reduce the support and the amount of translanguaging.

When I first meet the students, I check their proficiency and anticipate their needs thus, tailor my L2 as they get better, I gradually withdraw the amount (of L1 use). (Lecturer 2)

However, the other half of the lecturers are against differentiating the lesson content and adapting the language level to students' levels. They state that the lecturers should have a stricter approach and the students themselves need to get their levels closer to the required level for the course. They state that it is important to set the rules in the freshman year and not to stretch it for students. They state that they observe that students do not force themselves to use the target language and abuse their positive attitude at times. They add that they can only be flexible with the final-year students because they respect the language policy of the department wholeheartedly and practice the target language at every chance.

We do not want to encourage them to speak in L1 but we do not discourage them too. However, their priority should be to learn how to function in English to learn subject-matter content. (Lecturer 3)

Strategical Translanguaging is Employed

The lecturers highlight that they do not just use these practices because students' proficiency levels are too low, nor do they just rely on their L1 because it is more comfortable so this way they have no communication breakdown. Lecturers state other additional ways in which they utilize L1 strategically. Translanguaging is thus employed for building rapport

with students, getting and holding attention. They justify why they accept all the contributions in any languages because they do not want their students to shut themselves and go quiet in the lessons. They add that when they answer a question, they tailor it for the student. They also answer it in multiway and levels so that they can ensure understanding for students who are at different levels of proficiency. For example, they start with answering the question with challenging vocabulary first, and then it is simplified with easier words and finally, translanguaging is employed if necessary.

I never silence them with English; it is very face-threatening. (Lecturer 2)

When students ask their questions in their mother tongue, I answer them in multiple ways for addressing all levels. (Lecturer 2)

They agree that they would never shake students' motivation by stopping them and asking students to direct the question in L2 again or not answering the question because it abuses the language policy of the class.

If I interrupted students by asking questions or stating a point, I know they would never utter a word again. (Lecturer 5)

A lecturer has stated that they have a lot of similarities with the students such as nation, language, identity, etc. Sometimes a Turkish expression fits best to explain the topic, so she uses it with no regret.

If I feel that a Turkish expression sits well for that particular context, I will definitely use it. (Lecturer 1)

Lecturers state that for many courses students are expected to decipher the hidden meaning and also how the language code affects the meaning. Another lecturer supports this idea by stating that the books and poems they analyse often use translanguaging too, so they approach texts with this metalinguistic awareness.

In some works, authors or poets translanguage in their works purposefully too and, thus we question why they do that because generally there is a hidden message. (Lecturer 4)

In literature, the hidden meaning between lines overshadows the language codes. (Lecturer 1)

Participation Far Outweighs the Language Policy

All the lecturers agree that participation is their top priority. As a programme in Social Sciences, students are always required to discuss statements and express their opinions in ELL courses. Some lecturers mention that they have hot debates for some topics that they do not worry about the language policy of the lesson because language is only the means, not the aim of the course. However, they warn that even if the amount of translanguaging increases, it never exceeds the amount of L2 use.

We expect students to analyse, synthesise, comment on and develop critical skills more than anything. (Lecturer 5)

The English-only Policy is not a Panacea for All Problems

Half of the lecturers mention that the language policy itself is not a panacea for all language-related problems. They state that there are times that they need to use L1 for solving a problem and it does not sound very artificial to do so because not only in amphitheatres but also in their offices, lecturers use L2 as the medium of instruction. They state that they already extend the use of L2 in and out of the class.

Language in use is natural and you cannot draw borders to it. (Lecturer 5)

They also stress that the problems they face when they listen to a seminar or read articles in L1 since the terminology in another language no matter it is your L1 or not, makes understanding very challenging. Thus, lecturers suggest that gaining the content knowledge and terminology is a clear advantage.

When I read a Turkish theory book on the same area of interest, I do not understand it because I realise I do not have its specific terminology so reading and writing theory in Turkish have always been more challenging for me (Lecturer 3).

The Analysis of Food Science Students' Interviews

Background Information

15 students from the FS programme (the Food Engineering Department) participated in this study to share their views on translanguaging practices and their attitudes towards these practices. They were all interviewed separately at different times in a quiet and friendly setting. A sample of transcribed and analysed student interviews can be found in Appendix 3.

As can be seen in Table 10, the number of female students exceeds male students (13 female, 2 male). While the majority of the students are Turkish (f:12), only three of the participants are Arabic. The group is divided into two according to their year of study. Half of them are in year 1 (f:8), the other half is in year 3 (f:7). They all use English as their second language and the majority of them state that their perceived proficiency level is low intermediate (f:11), the others are intermediate (f:3) or higher (f:1).

Table 10. Background information on the FS student interviewees

Interviewees	Gender	Nationality	Grade	Proficiency	L1	L2
Student 1	F	Turkish	Year 1	B1	Turkish	English
Student 2	F	Turkish	Year 1	B2	Turkish	English
Student 3	F	Persian	Year 1	B1	Arabic	English
Student 4	F	Iraqi	Year 1	B1	Arabic	English
Student 5	M	Turkish	Year 1	B1	Turkish	English
Student 6	F	Turkish	Year 1	B1	Turkish	English
Student 7	F	Turkish	Year 1	B1	Turkish	English
Student 8	F	Turkish	Year 1	B1	Turkish	English
Student 9	F	Turkish	Year 3	B1	Turkish	English
Student 10	F	Turkish	Year 3	B1	Turkish	English
Student 11	F	Turkish	Year 3	B2+	Turkish	English
Student 12	F	Turkish	Year 3	B2	Turkish	English
Student 13	F	Syrian	Year 3	B2	Turkish	English
Student 14	F	Turkish	Year 3	B1	Arabic	English
Student 15	M	Turkish	Year 3	B1	Turkish	English
Total	15					

The Findings

The data disclose the challenges FS students face and the practices they adopt. The themes shown below are derived from the interview data by using ICA.

Table 11. The summary of the themes (FS Student Interviews)

Themes	Frequency
Translanguaging is a ubiquitous practice.	15
Translanguaging helps deeper understanding.	15
The English-only course materials are sufficient.	13
Translanguaging can be unfavourable for oral skills.	9
Studying in the English medium is challenging.	8

Translanguaging is a Ubiquitous Practice

All the FS students agree that translanguaging is a common practice in their classrooms (f:15). A majority of the interviewees state that when they translanguange, they use all terminology in L2, yet they talk around them in L1. They justify this by saying that all the field-related terminology is presented in L2, so they use the terminology only in the target language because they do not learn their L1 equivalence.

As we are introduced to the keywords in the department, they are always in L2. We do not even remember their Turkish equivalence. (Student 9, Year 3)

Students state that they feel ashamed of speaking in front of a crowd and scared of making mistakes. As they feel much stressed, they do not want to respond even if they are sure about the answers. Even the idea of speaking in a large amphitheatre prevents them from uttering a word. Thus, they actively listen to the lesson and take notes but do not participate actively. As the lecturers are aware of this reluctance, they stop asking questions. Some of the interviewees declared that international students are the only ones to contribute to the classroom in their freshman years.

We do not want to get stressed speaking English, so we usually ask 'melting point neresi?' instead of 'where is the melting point?'. Such expressions are understood by everybody. (Student 10, Year 3)

Some of the students claim that this unique and programme-specific language is contagious and they take the lecturers and the way they talk to each other as models. Lecturers present the content fully in English, but when they talk to each other, they highly translanguange. They use the terminology in L2 when the medium of interaction is Turkish.

We do not know many field-related words in Turkish. Even lecturers say 'beaker' or 'tube' when they are speaking Turkish. (Student 11, Year 3)

These practices are not limited to academic use only. When they are with people who are in the same department, this atmosphere prevails again. The majority of them state that they translanguange, even more, when they study for final exams with their peers. Even the international students state that they use a mixture of Arabic and English. Turkish words mingle in their conversations as they are exposed to them in pair work with Turkish students.

When we revise for the finals, we mix Arabic, Turkish and English. (Student 3, Year 1)

Translanguaging Helps Deeper Understanding

All the participants agree that translanguaging facilitates their learning (f:15). In the flow of the lesson, they can only understand the content partially, but they confess that when they discuss the content with a friend, they frequently translanguange and this helps them a lot.

I generally understand only partially in lessons, and then I read, listen and write in both languages to understand fully. (Student 8, Year 1)

We accommodate the information better by using all the languages we know. (Student 5, Year 1)

Some students mention that some lecturers adopt a belligerent attitude towards students' use of Turkish in the class. Therefore, they go very silent in those lessons not to get negative attention from the lecturer. When they ask a question in their mother tongue, there is a possible risk of being silenced through a response in English, and this appears to result in the students' decision to stay silent.

It gets my nerves when the lecturer explains the same point the same way, with the same language. Now I give up asking any more questions, there is no point. (Student 12, Year 3)

They disagree with the way they are sometimes treated in the lectures. They explain that if a student asks a question, it means that the student is interested in the content, but when the lecturer interferes with the student and makes her/him repeat the question in the target language, the student is inclined to shy away from asking questions and build a negative attitude towards that particular subject and professor. In other words, they state that they become passive and non-responsive even if they listen actively. A couple of them state that they cannot help self-talking or murmuring as they feel like their right of speaking has been taken off their hands.

If lecturers force us to ask only English questions, we will get quiet and ask no questions then. (Student 2, Year 1)

Some students state that they do not understand the dilemma of lecturers' translanguaging in their offices when they are one to one with the students. Some students add that they are pleased with it because they can book an appointment and get tough questions explained at least in this way.

Lecturers mostly use translanguaging in their offices when they explain a point one to one. (Student 13, Year 3)

The lecturers, who run the laboratory courses where they study the practical part of the theoretical courses, translanguange more often because misunderstandings can lead to serious accidents. The students use explosive, inflammable gases or dangerous solutions in the experiments, so the steps and procedures are explained on the whiteboard with displays. After the students are checked to know clearly what they are going to do in the experiment, they are sent to their personal stations. However, they check every step with their supervisors and the laboratory tutor because they do not have confidence in their L2 proficiency.

Translanguaging is vital for some courses for example in the lab, where you need to check your understanding carefully. (Student 2, Year 1)

The English-only Course Materials are Sufficient

The majority of the students express that they need lesson materials in English only (f:13). They believe that having them in L1 would initiate indolence and procrastination. When they have the text, they use it as a framework or skeleton material and work on it intensively. They assert to exploit the lesson material to the fullest.

When lecturers provide English-only material, we use them as the draft material and work on it by translating, taking notes on, highlighting; researching the parts we do not understand and eventually learn better. (Student 1, Year 1)

Another point made by the students is that reaching English course materials in a specific academic area is rather difficult. The lecturers are good at choosing clear, representative and easy-to-follow course materials in English. Some students confirm that they have easy access to Turkish materials. They clearly state that studying in an EMI context with the materials in L1 would make them get used to spoon-feeding.

Translanguaging can be Unfavourable for Oral Skill

More than half of the students complain about the negative effects of L1 use on their L2 oral skills (f:9). They mention the challenge of improving oral skills in English in the EMI context in Turkey. They think that they do not have enough exposure, let alone frequent use of L1. They mention the lack of context and setting where they can practice L2 to improve their language skills (f:12). Only a few state that they can use L2 in their personal lives by becoming a member of the international youth exchange programmes such as AIESEC and Erasmus. One also mentions that he finds a solution to this problem by sharing his flat with an international student and they speak English all the time, which helps a lot.

Only English is more ideal because I cannot improve my oral skills anywhere else. (Student 1, Year 1)

As courses are given as lectures, we listen, take notes but never speak in English. (Student 6, Year 1)

Studying in the EMI Context is Challenging

More than half of the students stress the problems they face in the EMI context (f:8). They exemplify that when they go to local factories for their internship, they feel isolated due to their limited knowledge of Turkish terminology, as factory staff in those places generally do not speak English. They believe that they need to fill the L1 terminology gap in their knowledge to be able to adapt to the local occupational settings. Therefore, some students try to learn the terminology not only in L2 but also in L1 (f:4). One student explains how challenging the internship is when students do not know the Turkish terminology as they often feel ashamed because it builds a barrier between them and their seniors in the factories. The student states that she knows the equipment called 'plate heat exchanger' only in L2 and she struggles to explain it in L1. She disagrees with the lecturers on the suggestion that students can pick up work-related Turkish terminology effortlessly in their training, which students do not find easy.

I do not prefer only English materials because I want to understand when they say 'plakalı eşanjör' for 'plate heat exchanger' in local factories. Bilingual materials are better to have knowledge of terminology in local and international fields. (Student 11, Year 3)

Less than half of the participants confessed being not ready to understand the course content, when they exit the preparatory school (f:6). They feel that they are left alone with their own problems. In the freshman year, they take an obligatory English course, but they have to attend it in large classrooms with engineering students from other programmes. They state that they cannot benefit from a course satisfactorily as the class gets overpopulated. They also criticise the course content for being too general and unconnected. They suggest that they need English support continuously, not only in the preparatory school or the first-year academic English course.

Prep school and freshman English do not prepare us for EMI context; what they are teaching and what we have to do is like cheese and chalk. (Student 15, Year 3)

Some students do not feel the same for every course. For theoretical lessons, they believe that they need a high level of focused study because of their low proficiency in English. They confess that they get bored and lose their concentration very easily in these courses. They suggest that the lecturers contribute to this with their strict attitude towards the English-only policy and their flat and weak voices, which, they believe, prevents them from distinguishing what is more important from what is not. They suggest that the lecturers should use their voices effectively to regain the attention of students and break the monotony of the class.

In the lecture, it is hard to hold my attention because I hear an unknown word and I get disconnected from the lesson immediately. (Student 10, Year 3)

EMI context is even more difficult when the lecturers do not know how to help students, which makes me lose concentration very quickly. (Student 14, Year 3)

The students complain about the lecturers' approach to theoretical courses and assert that they need more support from lecturers in verbal lessons. However, the lecturers believe that the students can self-study by reading and revising extensively. As opposed to theoretical courses, students note that the lecturers are more positive about helping students in applied courses (f:6). The students confirm that the lecturers provide them with step-by-step explanations until they understand. However, they wish that they could get this support in theoretical courses where they need help more. The students elucidate their point by saying that symbols, signs and numbers are so universal that anybody can understand them without speaking the language.

Lecturers expect us to understand the theoretical courses on our own but they offer more help for applied courses. (Student 9, Year 3)

I do not need help with applied courses because numbers and symbols talk for themselves. (Student 15, Year 3)

Some students also mention how they succeed in the exams. Most of the time, they do not practice the content sufficiently, so they have to memorise it before the exam (f:3). Therefore, even if they develop strategies to pass a course, this does not mean that they can express themselves successfully.

Passing the exams should not mean that we are competent in English. (Student 15, Year 3)

The Analysis of Food Science Lecturers' Interviews

Background Information

The interview aimed at assessing the attitudes of the lecturers in the FS programme. 5 lecturers –3 male, 2 female– who are native Turkish and have experience in teaching in an EMI context ranging from 11 to 35 years. All of them are PhD holders in the field, have been abroad and have a good degree of proficiency in English.

Table 12. Background information on the FS lecturer interviewees

Lecturers	Gender	Education	Nationality	Experience	L1	L2
Lecturer 1	M	PhD Grad	Turkish	35 years	Turkish	English
Lecturer 2	M	PhD Grad	Turkish	30 years	Turkish	English
Lecturer 3	M	PhD Grad	Turkish	25 years	Turkish	English
Lecturer 4	F	PhD Grad	Turkish	14 years	Turkish	English
Lecturer 5	F	PhD Grad	Turkish	11 years	Turkish	English
Total	5					

The summary of the themes derived from the FS lecturer statements in the interviews is presented below in Table 13.

The Findings

Table 13. The findings

Themes	Frequency
Terminology is always produced in L2.	5
The English-only policy should be followed strictly.	3
Participation in the class is not sufficient.	4
The English-only policy is not a panacea for all problems.	5

Terminology is Always Produced in L2

All the lecturers state to have had their academic education in the EMI contexts. Therefore, they tend to teach in English only. However, they translanguate when they talk to each other or explain a topic in their offices. The students do not learn the Turkish equivalence of terminology most of the time. The vocabulary is genre-specific in the field and the lecturers do not believe to have any communication difficulties with the learners.

Neither we nor our students do not know what 'beher' is in Turkish, we just call it 'beaker'. (Lecturer 4)

This approach is pertinent to the specific department where all the input the students receive and provide is in English. Code-switching and language alternation are natural outcomes of studying in English in a foreign language context. Eventually, a field-specific language emerges and prevails in the classroom and the terms learned in L2 dwell in the users' L1.

Students overuse the keywords in English because these entries are gained in L2. (Lecturer 1)

Translanguaging is used when there are no equivalents for a specific term in L1. Some terminology is therefore standardised as there are no other options available in the home language.

The keywords are technical words that are hard to describe in L1. Therefore, they are used as they are. (Lecturer 3)

Some lecturers mention that their students try to use Turkish equivalents of terminology in their factory internships. That is, a form of translanguaging –keywords in L2 and talk in L1- is a result of the science education in the EMI context.

They say 'sistem static-state oldu'(the system is in a static state) instead of 'yatışkın durum' in Turkish because they do not know that. (Lecturer 4)

Instead of how do you get its derivative?, they say: 'Bunun derivative' ini alabilir miyim?'. (Lecturer 4)

The English-only Policy Should be Followed Strictly

Half of the lecturers embrace the English-only policy wholeheartedly. They stand against the use of translanguaging in the EMI context, which, they believe, attracts successful students to their undergraduate programme. The language policy diverts the department from the others, which makes it more prestigious for current and prospective students.

English only policy should be formally adopted because students come to this department for the English medium. (Lecturer 3)

All the lecturers agree that graduating from an EMI engineering programme will make the students noticeable in both local and global markets. Thus, they state that they advise their students not to ignore the significance of L2 proficiency in their careers. Otherwise, wrestling with all the challenging courses taught in a foreign language would be worthless and pointless.

This diploma with English medium addition is worthwhile because it can be more preferable and presentable in the international job opportunities arena this way. (Lecturer 2)

All the FS lecturers stress that their students should realise the value and prestige of studying this programme in English. The lecturers claim that they can pursue opportunities in the global market with a good level of English and a diploma in engineering.

Students should familiarize themselves with international scientific terminology. (Lecturer 3)

Competition in global contexts is only possible with being internationally visible. (Lecturer 1)

All the lecturers also complain about their students' level of English mastery. The problem is not only their oral performance but also skills such as reading and writing. One lecturer say that when students are asked to answer theoretical questions, they fail miserably due to their poor linguistic skills even if they do not take points off for their spelling and grammatical mistakes in the exams.

In my opinion, translanguaging deteriorates students' speaking skills. (Lecturer 5)

The lecturers agree that the students should study lesson materials in English only and their mastery should increase as they study. They disagree with the students' use of L1 materials to learn the content.

I do not think they can pass the exams unless they study English resources. (Lecturer 1)

Participation in the Class is not Sufficient

Most of the lecturers are dissatisfied with the level of participation in the class, especially in the first two years. They state that when they ask questions, they experience an awkward moment due to lack of student contribution, so they prefer to answer them by themselves. Consequently, they encourage the students to ask questions in L1 or L2 to prevent them from sitting silently.

I never stop them when they ask questions; otherwise, they get very quiet. (Lecturer 4)

An experienced lecturer thinks that the students have psychological barriers in addition to the language barrier. To elaborate, taking a turn to ask and answer a question in a large classroom is highly challenging for them. One of the experienced lecturers highlights that the reason why students do not contribute to the lesson should have psychological reasons along with their low proficiency in English. The courses are taught in large classrooms and some courses hold nearly 80-90 students, so the majority of students prefer listening and taking notes only.

Students in departments whose medium of instruction is Turkish also do not ask any questions. I mean, students go quiet not only because of the language barrier but also psychological barriers. (Lecturer 3)

All the lecturers also stress how participation is difficult for these students with the poor state of personal and intellectual readiness for the department. They state that this unreadiness affects their participation in the lessons deleteriously.

If a student prefers our department with English medium, then students should come here ready to study the content in English. Ideally, they should be able to express themselves effectively in oral and written forms but this only happens in the ideal world. (Lecturer 2)

The English-only Policy is not a Panacea for all Problems

All the lecturers accept that the English-only policy brings some restrictions to the context. Some of them explain this by stating the inexistence of some keywords in L2, so they have to use them in L1 at all times.

I can use Turkish words for example which are introduced and accepted [used] internationally such as 'kaşar, pekmez, baklava, şalgam' with no hesitation. (Lecturer 1)

Translanguaging helps the students for a better understanding of the academic content. As the level of the course and their proficiency level do not match with each other. Translanguaging aids the students to compensate for their gaps with their L1 by asking questions to their peers, checking their comprehension, etc., by establishing a bridge from the known to the unknown. Therefore, students can digest the lesson content more deeply. The students are expected to use their L1 as a base and L2 as a target in line with the policy rule. In this respect, translanguaging is used as a gap-filler in students' knowledge. By asking questions to their classmates, checking comprehension, checking meaning, they try to compensate for their weaknesses in their content knowledge.

I can see translanguaging helps students make up for the gaps in their knowledge. (Lecturer 3)

Some of the lecturers also confess that they suffer from the same problem with the students. When they attend the local conferences, they realise how weak they are in the field-specific terminology in their mother tongue.

Since we do not know the Turkish equivalents of some English technical words, we also struggle to understand our colleagues teaching in departments in Turkish medium. (Lecturer 5)

The Interview Findings from Çukurova University

The Analysis of Mechanical Engineering Students' Interviews

The data for this section was collected through semi-structured interviews in the Mechanical Engineering (ME) and Automotive Engineering (AE) departments (15 students and 5 lecturers from each department, a total of 30 students and 10 lecturers). The analysis will start with the results of the interview in the ME department and will continue with the interview results of the AE department.

Background Information

15 male students participated in the interview because of the large number of male students in this particular department. All the students' mother tongue (L1) is Turkish (f: 15) while their second language is English. All the participants are freshmen students (f: 15). All the students declare English as their second language (L2). Nine of the students state that their perceived language level is low intermediate (B1) (f: 9) in L2. Four of the students consider their language proficiency level to be intermediate (B2) (f: 4). Two students claim themselves to be proficient users of English (C1) (f: 2).

Table 14. Background information on the ME student interviewees

Interviewees	Gender	Nationality	Grade	Proficiency	L1	L2
Student 1	M	Turkish	Year 1	B2	Turkish	English
Student 2	M	Turkish	Year 1	B2	Turkish	English
Student 3	M	Turkish	Year 1	B1	Turkish	English
Student 4	M	Turkish	Year 1	B1	Turkish	English
Student 5	M	Turkish	Year 1	B1	Turkish	English
Student 6	M	Turkish	Year 1	B1	Turkish	English
Student 7	M	Turkish	Year 1	B1	Turkish	English
Student 8	M	Turkish	Year 1	B1	Turkish	English
Student 9	M	Turkish	Year 1	B1	Turkish	English
Student 10	M	Turkish	Year 1	C1	Turkish	English
Student 11	M	Turkish	Year 1	B2	Turkish	English
Student 12	M	Turkish	Year 1	B1	Turkish	English
Student 13	M	Turkish	Year 1	C1	Turkish	English
Student 14	M	Turkish	Year 1	B1	Arabic	English
Student 15	M	Turkish	Year 1	B2	Turkish	English
Total	15					

The Findings

The motives for translanguaging are put into the order of frequency depending on the number of students who mentioned them.

Table 15. The summary of the themes

Themes	Frequency
Translanguaging helps achieve content mastery.	12
First language and second language can be used interchangeably by the students.	12
The course materials and terminology should be provided in both languages by the instructors.	10
First language and second language can be used interchangeably by the instructors.	9

Translanguaging Helps Achieve Content Mastery

Students claim that translanguaging helps them master the target content more easily.

The first language is always more understandable compared to the second language. There is one thing in our career that is more important than learning a new language: learning our job. If we have to sacrifice our foreign language for the sake of our job, we should always do so. (Student 3)

First Language and Second Language can be Used Interchangeably by the Students

Several students state that they feel the need to speak in their first language in the classes.

English is not our first language and sometimes we may have problems with expressing ourselves. (Student 4)

Not everyone has the same language proficiency. (Student 11)

First Language and Second Language can be Used Interchangeably by the Instructors

Students mention that they have less difficulty in understanding the content when instructors apply translanguaging.

It is helpful at the points which are not easy to understand. (Student 6)

At some points we may not understand the target language. (Student 7)

The Analysis of Mechanical Engineering Lecturers' Interviews

Background Information

Five male lecturers preferred to participate in the interview. Three of the lecturers have PhD degree while two of them have an MA degree. All the lecturers' mother tongue (L1) is Turkish (f: 5) while their second language is English. Each of the lecturers' years of experience differs from one another.

Table 16. Background information of the ME lecturer interviewees

Lecturers	Gender	Education	Nationality	Experience	L1	L2
Lecturer 1	M	PhD Grad	Turkish	29 years	Turkish	English
Lecturer 2	M	PhD Grad	Turkish	23 years	Turkish	English
Lecturer 3	M	MA Grad	Turkish	2 years	Turkish	English
Lecturer 4	M	MA Grad	Turkish	3 years	Turkish	English
Lecturer 5	M	PhD Grad	Turkish	23 years	Turkish	English
Total	5					

The themes that emerged from the data analysis of the interviews are illustrated in Table 17.

The Findings

Table 17. The summary of the themes

Themes	Frequency
The English-only policy discourages students from asking and answering questions.	5
Students' first language has a positive effect on their learning.	4
First language and second language can be used interchangeably.	4
Translanguaging does not improve language skills.	3

The English-only Policy Discourages Students from Asking and Answering Questions

Lecturers state that sometimes, students hesitate to ask and answer questions in English because of a lack of proficiency.

When asking questions in Turkish is not allowed, students do not ask questions. (Lecturer 2)

As the students think that s/he will not be able to express his/her opinions thoroughly, s/he gives up on asking questions. (Lecturer 5)

Students' First Language has a Positive Effect on Their Learning

Lecturers state that the first language can contribute to learning and students comprehend the content better when it is taught in their first language.

Nobody can learn better in a language other than their first language. (Lecturer 2)

I think the knowledge acquired in the first language is more permanent. (Lecturer 3)

First Language and Second Language can be Used Interchangeably

Some lecturers suggest that the mother tongue and the target language could be used at the same time in the classroom environment.

My personal opinion is that education should be given in the first language. However, if there was such an option, I would prefer using both languages interchangeably. That could be a good solution. (Lecturer 3)

This application that can be called hybrid should be applied so that students can learn better do not lag behind in the market and they can follow the developments around the world. (Lecturer 4)

Translanguaging does not Improve Language Skills

Some lecturers believe that translanguaging practices impede the mastery of English. For instance, one said:

Students will need to talk to English-speaking foreigners after their graduations. Thus, each language should be considered separately. (Lecturer 5)

The Analysis of Automotive Engineering Students' Interviews

In Automotive Engineering (AE) department, we reached 15 students and 5 lecturers.

Background Information

More male students preferred to participate in the interview (11 male participants) while 4 of the participants are female. All the students' mother tongue (L1) is Turkish (f: 15). All the participants are freshmen students (f: 15). Most students declare English as their second language (L2) while two of them indicate their second language is other than English. Six of the students state that their language level is low intermediate (B1) (f: 6) in L2. Five of the students consider their language proficiency level to be intermediate (B2) (f: 5). Three students claim themselves to be proficient users of English (C1) (f: 3) while only one of them indicates that his language proficiency level is A2 (f: 1).

Table 18. Background information of the AE students

Interviewees	Gender	Nationality	Grade	Proficiency	L1	L2
Student 1	M	Turkish	Year 1	B1	Turkish	English
Student 2	F	Turkish	Year 1	B2	Turkish	English
Student 3	M	Turkish	Year 1	B2	Turkish	English
Student 4	M	Turkish	Year 1	B1	Turkish	English
Student 5	F	Turkish	Year 1	B2	Turkish	English
Student 6	M	Turkish	Year 1	B2	Turkish	Other
Student 7	F	Turkish	Year 1	B1	Turkish	English
Student 8	F	Turkish	Year 1	B1	Turkish	English
Student 9	M	Turkish	Year 1	B2	Turkish	English
Student 10	M	Turkish	Year 1	B1	Turkish	English
Student 11	M	Turkish	Year 1	B1	Turkish	English
Student 12	M	Turkish	Year 1	B1	Turkish	English
Student 13	M	Turkish	Year 1	B2	Turkish	Other
Student 14	M	Turkish	Year 1	A2	Turkish	English
Student 15	M	Turkish	Year 1	B1	Turkish	English
Total	15					

The Findings

The analysis of the students' interviews generated four themes, as summarised in Table 19.

Table 19. Summary of the themes

Themes	Frequency
Translanguaging helps achieve content mastery.	14
First language and second language can be used interchangeably by the students.	12
First language and second language can be used interchangeably by the instructors.	9
The course materials and terminology should be provided in both languages by the instructors.	9

Translanguaging Helps Achieve Content Mastery

For some students, translanguaging is seen as a tool for better content mastery.

In case students have difficulty in understanding complex subjects in the target language, I think it is useful that the lecturers switch to L1. (Student 2)

First Language and Second Language can be Used Interchangeably by The Students

A few students stressed the importance of translanguaging in terms of increasing content comprehension. Students also drew attention to the heterogeneity in the level of students' linguistic proficiency and how translanguaging fixes this problem.

In this way, we both improve our English language skills and learn the content better. (Student 13)

Not all the students have the same language proficiency level. So, as students' understanding is prioritized, I have a positive attitude to this situation. (Student 12)

First Language and Second Language should not be Used Interchangeably by the Students and Lecturers

As noted by some other students from other disciplines above, violating the use of English is considered to be a detrimental element for students' language skills.

It weakens the language skills. (Student 15)

It negatively affects English language development. (Student 10)

The Analysis of the Automotive Engineering Lecturers' Interviews

Background Information

From the AE engineering department, five lecturers agreed to take part in the interviews. All of them were male in keeping with the general profiles of engineering departments in Turkey. They all hold a doctoral degree and are of Turkish background with Turkish being their mother tongue. Their experience in teaching ranges from 3 to 12 years. The following table summarises their demographic information.

Table 20. Background information of the AE lecturers

Lectures	Gender	Education	Nationality	Experience	L1	L2
Student 1	M	PhD Grad	Turkish	12 years	Turkish	English
Student 2	M	PhD Grad	Turkish	6 years	Turkish	English
Student 3	M	PhD Grad	Turkish	4 years	Turkish	English
Student 4	M	PhD Grad	Turkish	3 years	Turkish	English
Student 5	M	PhD Grad	Turkish	12 years	Turkish	English
Total 5						

The Findings

Table 21. Summary of the themes

Themes	Frequency
Translanguaging helps achieve content mastery.	5
The only-English policy discourages students from asking and answering questions.	3
Students' first language has a positive effect on their learning.	4
First language and second language can be used interchangeably.	3

Translanguaging Helps Achieve Content Mastery

Some lecturers state that translanguaging is helpful for the students to learn the content better. In this regard, two made the following remarks:

It is helpful to analyse the topic more deeply and to comprehend it better. (Lecturer 4)

I do not support the idea that the lessons should be taught in English. In the university, the content should be learned, not the language. Language should be learned separately by personal effort. (Lecturer 5)

The only-English Policy Discourages Students from Asking and Answering Questions

Several lecturers noted that insisting on the use of English only negatively influences students' language production. One lecturer pointed out this issue as follows:

The only-English policy reduces the frequency of questions. (Lecturer 2)

Students' first Language has a Positive Effect on Their Learning

As stated by many lecturers from other disciplines above, some lecturers from Automotive engineering similarly supported the view that when students are allowed to translanguage, their learning process will be positively enhanced. Thus, they believe that L1 and English can be used interchangeably.

I think the students learn better in their first language. (Lecturer 3)

I think it is fruitful because they learn the lesson better in this way. When it is in English, they only memorize the content and miss the core of the topic. (Lecturer 3)

Discussion

Classroom Interaction and Observation Findings

Our observation data was used to support the recorded interactional data which provided solid evidence for the widespread implementation of translanguaging across different departments for a wide range of functions. In the observation form, we focused on the occurrences of translanguaging and for what functions they are used by the participants. It appeared that these functions were exercised for a number of reasons, such as improving personal relations between lecturers and students (e.g. rapport building), making hard-to-grasp course content easier to understand (e.g. summarising, scaffolding, checking comprehension, restating/highlighting key points), increasing student engagement in classes (e.g. getting attention, encouraging participation). The findings also pointed to a common pattern of translanguaging practices. Take, for example, the case of terminology which is preferred to be provided in English in the main by the stakeholders of different departments. The reason for this might be to help academically novice students to get familiar with the specialised vocabulary in their field of study (Fennema-Bloom, 2010). Translanguaging is also put into practice to communicate the same information in more than one language, especially to draw attention, highlight major issues and prevent misunderstandings (Creese, Blackledge & Hu, 2018). It appears that knowledge acquisition becomes much quicker and more effective for most students when they are instructed through translanguaging since they can compensate for the knowledge gap caused by one of the media with the help of the other(s).

It also emerged that the linguistic practices in these interactions could be recognised as involving resources that we mainly identify as English, whereas overt forms of translanguaging with other visible sets of linguistic resources were identified as intersessional alternations (at clause/word boundaries), yet there were also instances in which lengthy utterances were made in L1. Both lecturers and students turn to overt forms of translanguaging when the need arises, such as when students have trouble in understanding certain concepts, address their lecturers and ask for clarification and at other times, they attempt to stick to the English-only policy (Leeman & Serafini, 2016). From these practices, one can conclude that both lecturers and students can bend the English only policy at the practical level for pedagogical scaffolding purposes as well as preventing boredom in the classroom, lowering students' affective filter (Inbar-Lourie, 2010; Sayer, 2013) even if such practices go against the official language policy of their institutions. Namely, translanguaging is seen as a resource that can be adopted in particular situations as they keep translanguaging practices secondary to the use of English (Karakaş, 2016b).

Apart from common practices, departmental differences surfaced as regards the nature and pattern of translanguaging practices. For example, in ELL classes, secondary sources were rather common in the delivery of new content (Gee, 2012) and reading aloud the resource book or a paper on the relevant theory is a typical activity for ELL stakeholders whereas the engineering departments rely heavily on the supportive teaching aids, such as Smartboards and PowerPoint slides while conveying the course content. ELL students' departmental needs require them to spend much time talking while engaging in discussions, interactions and critical thinking and expression of pro-and counter ideas. To perform these tasks and build their self-confidence, ELL students feel the need to get involved in scaffolded learning employing their L1 (Xhemaili, 2017). Nevertheless, engineering students do not produce as much language output as the ELL students do as they generally have to deal with tasks that demand independent self-study, e.g. listening to lectures, note-taking, solving problems, drawing diagrams and the like. Thus, their language production is fairly limited compared to ELL students. Drawing on these differences, it might be suggested that ELL classrooms embody more overt forms of translanguaging practices that serve multi-functions.

When the common functions served by translanguaging practices are closely scrutinized, it seems that lecturers and students across different departments translanguange for similar essential functions concentrated on

learning and teaching the course content more efficiently (Hornberger & Link, 2012). In this respect, consistent with the previous studies (e.g. Evans & Morrison, 2011; Marie, 2013; Martin-Beltrán, 2014; Tavares, 2015; Wang, 2019), it was found that lecturers and students made use of translanguaging for checking comprehension, unpacking meaning, learning the terminological equivalents of certain words and phrases in English and their L1. It may be inferred that translanguaging play a scaffolding role for deepened lesson comprehension as noted earlier by some scholars (Lin, 2016; Moragh, 2009).

Additionally, it emerged that some functions observed in the interactions were exclusive to certain departments due to their nature of science they belong to. For instance, ELL departments demand more verbal output on the part of students when they are involved in lengthy debates as part of their coursework to signal agreeing, disagreeing, persuasion, criticism and counter-idea development, among many others. However, the engineering departments turn out to be more lecture-based and teacher-fronted with minimal student input into the lectures. What is expected from engineering students includes being prepared for classes and contribution to classes with abstract content knowledge and following the classes without difficulty. Since these departments draw on universal signs and numbers, various formula and calculations, the issue of language use does not occupy much space in the classes. However, as noted by some students in interviews, such classes may end up being very boring and monotonous.

There were slight differences in the implementation of translanguaging practices between ELL lecturers and engineering lecturers. While the former did not hesitate to translanguage in their classes, the engineering lecturers were in favour of using English as much as possible; however, they were tolerant of students' translanguaging practices since most students' level of English proficiency is not at the optimum level to be able to follow cognitively demanding course subjects in a foreign language. The reason for this may relate to the fact the lecturers want students to get more exposure to English so that they could grow their academic bilingual literacy while ELL lecturers are aware that their department is a language-focused one in which English plays a major role and most students have already reached a satisfactory level of English.

Student Interview Findings

The interview findings across different departments at two universities yielded a similar pattern of attitudes among students with some minor differences, largely pointing to the shared concerns and orientations with respect to academically operating in English while acquiring disciplinary knowledge. Among the shared views by almost all students is that translanguaging practices are an inherent element of EMI classrooms irrespective of whether stakeholders approve or disapprove of the emergence of such practices in their classrooms. Additionally, as reported by many students, translanguaging transcends the classroom walls and is put into practice outside classrooms to fulfil various tasks for a wide range of purposes, mostly geared towards better content comprehension. In this regard, it is not surprising that virtually all students from each department consider translanguaging as a multi-purpose scaffolding tool that makes content knowledge acquisition relatively easier, increases classroom participation, lowers students' affective filters and helps students get familiar with the terminology in their local language. As is illustrated in several excerpts earlier, students tend to resort to translanguaging in both their written and oral practices, such as while participating in class to ask or answer questions or while writing down notes to increase their level of lecture comprehension. Comparison of these findings with those of other studies confirm that when students' learning in EMI is scaffolded through L1 use or translanguaging practices, comprehension of disciplinary knowledge becomes easier and deeper, academic knowledge retention tends to be longer and students turn out to be more productive and participating both in oral and written tasks compared to the cases where sole English use is insisted thanks to the English-only policy of institutions where a reduction in the quantity of content is inexorable (e.g. Chang, 2010; Hellekjær, 2010; Kirkgöz, 2014; Tatzl, 2011). From these attitudes and views, it is evident that most students are aware of the positive role of L1 use and translanguaging practices in their learning process and welcome such practices despite such practices being at odds with the official regulations in their institutions.

However, not all students were favourable about translanguaging practices. Some students had some reservations about particular issues around translanguaging practices. One of these issues was about students' concern with the development of their oral skills in English. They expressed their discontent with L1 use and translanguaging practices, claiming that classrooms are the only places where they are able to use and get exposed to English and that they purposefully selected an EMI programme so that they could master their academic English skills. To these students, loosening the English-only policy and allowing for translanguaging

in classrooms will lead to deterioration in their already weak oral skills. For this particular reason, several students insisted in the interviews that lecturers should be harsher as to using and making students use English in classes in accordance with the institutional policies. Since these students are mainly concerned with oral proficiency, they appeared to be more relaxed as to L1 use and translanguaging practices in the areas of grammar and vocabulary.

Similarly, some students noted that they experienced trouble in accessing English-only materials while materials in Turkish abound in the market. Thus, they want their course lecturers to predominantly use English materials and provide these materials to students, as well. They perceive that if they are forced to stick to using English for study purposes, their command of English will get better. This is because, as some students remarked, they fail to participate in classes due to their perceived linguistic deficiencies regarding vocabulary, pronunciation and accent. Somehow, this perceived linguistic deficiency is reported by students to influence their rate of speech, level of difficulty in explaining themselves and the degree and quality of interaction with course lecturers. These findings match those observed in earlier studies on similar issues (e.g. Airey, 2009; Inbar-Lourie & Donitsa-Schmidt, 2013; Karabınar, 2008; Tatzl, 2011). This similarity in student EMI attitudes and experiences provides evidence that such experiences are not context-specific, yet are globally shared among EMI students. Even worse, such perceived deficiencies also drive students to get quiet, be less active, lose interest in classes and finally drop the programme.

Accordingly, it is rather vital that such students get institutional and teacher support at the macro and micro level so that the institutions can ensure student retention in their programmes. In this regard, translanguaging can be considered as part of lecturers' and students' communicative-didactic strategy in content delivery and acquisition that is conducive to the successful implementation of EMI programmes instead of solely drawing on linguistic competence as a predictor of success (Studer, 2015).

As for the minor differences that emerged across ELL students' attitudes and experiences and those of the students of engineering departments, ELL students more strongly stressed the importance of course content delivery in English. One reason for this is that although they are aware that the language is not the end itself but just a means of content communication, their career prospect in the teaching profession as an English language teacher seemed to affect their attitudes towards translanguaging practices. Considering that they will be a role model for students in classes, most ELL students paid more importance to using English only in classes. This was not the case for engineering students since the need for language in classes was relatively limited compared to ELL departments, a social science programme where the need for academic literacy, especially for oral skills, are relatively important. The reason for engineering students' being more flexible in language use can be explained by the fact that their courses have lower language demands in terms of speaking and writing, the classes are mostly teacher-fronted and students are often passive and quite during the lectures (Karakaş, 2016b). The impact of career planning on students' language practices and attitudes towards language use has been well established in the literature. Especially those students who aspire to be language teachers are found to be more conservative in their attitudes towards L1 use and translanguaging practices (e.g., Karakaş, 2019a; Üresin & Karakaş, 2019).

Another difference between ELL and engineering students relates to career resolutions in the local context. Most engineering students reported that on the one hand, they get trained in English in their programmes and increase their level of English, but when they commence on their apprenticeship, they face difficulty in running work-related tasks as the working language in the workplace is not English but Turkish. They suffer from a lack of terminological knowledge in Turkish. Although some students note that some lecturers suggest students can compensate for their lack of specialized vocabulary while working in the field, this is considered a disadvantage against their colleagues who graduated from Turkish medium programmes. Therefore, some students suggest that lecturers should step in to help students make up for the lack of specialized vocabulary knowledge by providing the local equivalents of the key terms related to each course. As discussed in the literature, the parallel language use and multilingual practices in EMI classrooms help students develop multilingual glossary in their field of study and contribute to the acquisition of bilingual scientific literacy (Karakaş, 2019b; Madiba, 2014). L1 use and translanguaging practices can also 'strengthen the international dimension and at the same time to ensure the development of subject-specific terminology and disciplinary discourses' in the local language and even other languages (Kuteeva & Airey, 2014, p. 536).

Lecturer Interview Findings

attitudes among participants across departments and universities. To start with the shared attitudes and views by most lecturers, classroom participation and attention to course content were regarded as being more important than the sole use of English during classes. Especially, in classes where students need to engage in discussions, translanguaging practices are perceived to be encoring for students' language output. This has been explained in part by some lecturers by alluding to the fact that when lecturers do not give any chance to students to benefit from existing linguistic resources, most students neither ask nor answer questions through English in EMI classrooms. This leads to cases in which even academically capable students can become indifferent to classes. The favourable stance taken by most lecturers on the performance of translanguaging practices, i.e. the interchangeable use of English with other languages, is often the result of a strategic decision made in favour of enhancing student participation and interaction in their classes as well as increasing their content comprehension via reducing their cognitive load and affective barriers (Marie, 2013; Soru & Griffiths, 2017) as was also observed in similar studies (Costa, 2012; Flowerdew et al., 1998; Guarda & Helm, 2017; Karakaş, 2016b; Macaro et al., 2018; Raman & Yiğitoğlu, 2015; Tavares, 2015; Wang, 2019). On the basis of these findings, it would not be wrong to posit that most lecturers' approach to translanguaging is shaped by 'pedagogical scaffolding function' (Lin & He, 2017, p. 232) of the translanguaging practices which benefit both less and more able students in different capacities (Adamson & Fujimoto-Adamson, 2021).

Most lecturers agreed that insisting on the English-only policy in classrooms does not solve all the language-related problems associated with EMI from a linguistic perspective. They emphasised that the social context and demographic profile often requires translanguaging in and out of classes with the adoption of a student-oriented approach in which for students' good, any linguistic practices that will serve the purpose of EMI instruction (i.e. delivering the content knowledge rather than the full mastery of English) are taken favourably. This stance demonstrates that most lecturers do not see themselves as language teachers but content-focused specialists for whom the major objective is to contribute to students' learning outcomes in an effective way albeit switches across languages (Aguilar, 2015; Airey, 2012; Baker, & Hüttner, 2019).

Unlike engineering lecturers, the ELL lecturers who were positive about translanguaging practices had different views on the implementation of translanguaging practices. They reported translanguaging and letting students translanguage for certain functions and in certain cases. Some expressed that they tolerate multilingual practices in the initial years of the program, yet expect students to increase the level of English as they progress in the program and increase their level of English proficiency. Another group of lecturers perceived translanguaging practices to serve functions other than pedagogical ones, such as establishing rapport with students, drawing and maintaining students' attention during classes, encouraging students with low-level proficiency to be able to grasp the content. These findings support the evidence from previous findings on these issues, as well (e.g. Goodman, 2014). Moreover, the finding that translanguaging can be performed both in 'core' and 'fringe' activities as well as both in and out of classrooms (e.g. in lecturers' offices for additional clarification), are in line with those of other studies in which students and lecturers adopted a multilingual approach in their linguistic practices while listening to lectures, sitting for exams, writing notes, asking questions after classes, socialising with friends and organising tasks and working on coursework (Ljosland, 2008, 2010; Sderlundh, 2012).

Turning to those who opposed translanguaging practices, the main argument was that students opted for these EMI programmes knowingly and wilfully and they have to be ready for the challenge and dare caused by EMI. Added to this argument, they reported that English is the official working of the language of instruction at their institutions, thus they are not willing to violate this regulation. They also alluded to future job prospects, maintaining that the graduates of EMI programs make a head start in the work-life and gain international visibility if they continuously and consistently operate through English in classes. The reason for this might be related to the high amount of exposure and output during various tasks and the fear that if lecturers allow for a flexible language policy, most students easily give up on trying using English and instead, switch to Turkish, which will eventually exacerbate students' oral skills. This shows that the mastery of language skills are expected by some lecturers as a by-product of EMI instruction, and any deviations from the English-only practices are perceived to impede students' language improvement. Overall, these findings agreed with those obtained in other studies (e.g. Collins, 2010; Karakaş, 2016b) and indicated that such pejorative attitudes towards translanguaging are not a recent phenomenon, but an old-standing one. From the negative attitudes

towards multilingual practices, one can reach the conclusion that those lecturers might be 'essentially influenced by the belief which prioritizes language over the communication of content and meaning' (Karakas, 2016b, p. 253) as opposed to those who see translanguaging practices as a resource that can be employed to foster student learning and creating an optimal learning environment.

Additionally, a particular group of ELL and FS lecturers argued that allowing students to translanguaging in classes leads to problems in the presence of international students in their classes. The arguments they made, i.e. L1 use is detrimental for international students' lecture comprehension and active participation, also find support in the previous studies (e.g. Collins, 2010, Karakas, 2016b; Kuteeva, 2020; Roothoof, 2019). Similarly, concerns over students' surface level learning, surface understanding and lack of disciplinary literacy in English were raised by some lecturers from each department being consistent with the earlier observations in EMI settings in Turkey and elsewhere (Airey, 2012; Cho, 2012; Kirkgöz, 2013; Saarinen & Nikula, 2013).

In summary, the discussion of the findings from student and lecturer interviews exhibit the existence of conflicting views and ambivalent attitudes among students and lecturers as regards translanguaging practices and unearth the underlying reasons that shape their support and opposition for translanguaging practices. However, conflicting as it may stand, the majority of lecturers and students underline the pedagogic scaffolding function of translanguaging in students' content knowledge learning and how such practices develop the relationship between student and students as well as lecturers and students paving the way for a positive classroom atmosphere.

Conclusion and Recommendations

This research originated from the need to explore the extent of visible translanguaging practices at various EMI courses, what functions they fulfil in classroom interaction and content communication, the potential differences in the occurrences and functions of translanguaging practices and stakeholders' views about translanguaging practices, i.e. how they receive such practices, what they think about them, and whether they also resort to such the relevant programs, both observational and interactional audio data exhibited that translanguaging is an inherent part of EMI classrooms and used frequently by most students and by teachers to a lesser extent for a wide range of pedagogical and communicative functions as well as functions that contribute to creating a positive classroom environment for learning. When it comes to the position embraced by the participants, the maximal position in which translanguaging practices are performed and seen favourably for practical purposes rather than an ideological shift that values multilingual practices was prevalent, particularly among engineering lecturers. With a small number of lecturers, the case was a bit blurry in that they held a virtual position for their own practices avoiding using Turkish, but did not prevent students from translanguaging practices. That is, they adopted a maximal position for students' practices. Most ELL lecturers were, however, more inclined towards optimal position supporting translanguaging practices moving from a multilingual perspective. They felt no regret for shuttling between languages as they regard their linguistic resources as valuable tools to be used in the act of improving and facilitating student learning and delivering effective courses.

With respect to the second research question which is concerned with the functions translanguaging practices fulfil in classroom interaction and the third question on differences in the functions served, it appeared that both students and lecturers accomplish a wide collection of functions through translanguaging. The widely observed functions are exercised for enhancing student learning through resolving misunderstanding, checking and negotiating meaning, checking comprehension, eliciting answers; for creating an optimal learning environment through establishing rapport, adding humour to their classroom and generating student motivation; for helping students make maximum use of their resources through using their creativity, building their own identity; for dealing with fringe activities in different phases of a lesson through opening and closing their sessions and referring to course materials. While most functions are common across departments, some are department and context-specific. To illustrate a few, presenting key terminology in English, using translations as a form of translanguaging practices, using in L1 to engage in hot topics and answer critical questions as well as clarifying non-existent notions were shared functions across departments. However, ELL stakeholders displayed distinctive functions in their translanguaging practices, such as reading aloud texts in different modes, loosely following English-only policy, using L1 in the discussion of taboo topics, adding humour through local norms in the local language and expressing emotions. In the case of engineering departments, lecturers were strict about using English in accordance with the institutional policy; therefore, they provided course content and feedback in English only, yet preferred to perform translanguaging in situations where they dealt with disciplinary issues, established rapport with students, fulfilled non-core or fringe tasks, permitted students to ask personal questions regarding the courses.

The observational data demonstrate that in engineering classrooms, the students are given little chance of using their oral skills, so their interactional skills are poorer than the students attending the ELL programme, which makes the former more nervous and cautious about translanguaging and L1 use in the classes. Engineering students mostly consider that frequent translanguaging can erode their speaking skills. Nevertheless, they use L1 almost all the time in the class when lecturers are not around them. They commonly memorise course content, write reports or solve problems in the exams to pass their courses. The engineering classes feature uni-directional interactional patterns in which students are not expected or encouraged to interact with each other. In the observed lessons, the students rarely contribute to the teaching by assuming a passive role traditionally. A remarkable issue appears to be the students' disengaged roles and reluctance to learn deeper than what they are presented in the target language. These students exclusively use English to read the lesson resources, listen to lectures and write in the exams. Accordingly, their receptive language skills such as reading and listening are prioritised; productive skills are put in a performance to complete a task or a given assignment only. The communicative function of the target language is often undervalued, which seemingly lowers the students' autonomy and self-confidence in English and creates a mental barrier hampering the Engineering students from taking advantage of a bilingual learning environment. They have to rely on translanguaging as a tool to comprehend the content and check understanding rather than a conscious choice as an interactional asset.

In engineering classrooms, the students' lack of confidence in L2 hinders their question-asking in the classroom during lectures. Either they feel ashamed of asking English questions or they are scared of the attitude they will have to face when they are intended to ask, so they can go totally silent. Their low proficiency in L2 silences them more and they lose the opportunity to learn the lesson content deeply.

The engineering lecturers only use English for presenting the information. They use it ignoring its communicative potential. They do not need to agree, disagree, negotiate or persuade a speaker by using the language. Even if most of the staff have completed their post-graduate degrees in programmes where the content is delivered in English; there is no atmosphere they can use L2 in their current department. It can be suggested that having lecturers from different backgrounds makes communicating in English a must.

In the literature department, the students are inclined to speak as much as lecturers. The number of students does not change the amount of interaction in the lesson. In general, they are confident about speaking and contributing to open class discussion, which is almost the norm in most of the classes. They do not express much worry about weakening L2 skills due to their use of L1 as they build awareness that languages can work together and multilingual learning environment will enrich their experiences.

As for the final research question that addresses lecturers' and students' views and attitudes towards translanguaging, most participants were seen to hold favourable attitudes towards multilingual practices for various reasons. When the lecturers' attitudes are compared, most of those in engineering departments are stricter about English use in the class. However, lecturers in the literature programme value the content more than how it is presented. Being aware of the importance of L2 exposure, they make sure that students L1 use never exceeds their L2 use during the discussions. However, the official language policy is ignored frequently by stressing the criticality of content in teaching.

In closing, we would like to briefly touch on the potential impact of this research on relevant theories, policy and practice and who can benefit from the findings reported here. We believe that a diverse group of EMI partakers, such as lecturers, educators, authorities and other researchers, can benefit from the findings of this project. First, the study suggests that lecturers should be more welcoming for translanguaging practices by raising their awareness about their instructional and communicative benefits and potential limitations in their courses. This could be attained by the generation of EMI educator's training or Continuing Professional Development (CPD) courses based on the investigation (e.g. an online course), and which inform educators on how to approach translanguaging practices in their classroom setting.

Next, another implication could be made for the educators and stakeholders who are in charge of governing the universities. When students enrol in their departments/programmes, a needs analysis can be conducted to evaluate their strengths and weaknesses. These needs analyses can feed into the data that all stakeholders such as university authorities, the school of foreign languages and departmental administrations keep. Then, universities could address students' language needs and tailor their policies accordingly. The programmes adopting English as the medium of instruction could provide more language support for their students. Another important implication may be related to the institutions and the Council of Higher Education in Turkey and the equivalent institutions across the world, which should do more to design the up-to-date and practical curricula.

A multilingual perspective should be adopted to keep pace with rapid changes in knowledge in a global world. Translanguaging can be introduced into national education schemes as contemporary teaching and learning strategy. Thus, prospective teachers and lecturers can place translanguaging-oriented practices in a well-deserved step. In addition, students should realise that their success largely depends on their language proficiency and ability to adapt their skills to study academic content. They should know that an academic study in EMI would require considerable effort and their existing linguistic resources might be an advantage for themselves rather than an impediment to their successful content attainment.

Finally, scholars from teacher education programmes can carry out projects on the integration of bilingual and translanguaging practices by providing workshops about elicitation, paraphrasing and simplification techniques in both languages. The institutions might develop plurilingual language policies in which the linguistic resources of students and teachers are allowed alongside English. If insistence on English-only policy does not work on the ground level and diverts from the ultimate objective of tertiary level education (acquisition of subject-matter knowledge, not the mastery of English), there is no need to be stuck with it. Rather, several alternatives, like the phenomenon of parallel language use as practised in Scandinavian countries, can be considered among the options by adopting good practices from other contexts.

References

- Adamson, J. L. & Fujimoto-Adamson, N. (2021). Translanguaging in EMI in the Japanese tertiary context: Pedagogical Challenges and Opportunities. In B.A. Paulsrud, Z. Tian & J. Toth (Eds.). *English-Medium Instruction and Translanguaging*. (pp. 15-29) Bristol: Multilingual Matters.
- Aguilar, M. (2015). Engineering lecturers' views on CLIL and EMI. *International Journal of Bilingual Education and Bilingualism*, 18, 1–14, doi:10.1080/13670050.2015.1073664
- Airey, J. (2009). *Science, language and literacy: Case studies of learning in Swedish university physics*. (Unpublished doctoral dissertation). Uppsala University, Uppsala, Sweden.
- Airey, J. (2011). Talking about teaching in English: Swedish university lecturers' experiences of changing teaching language. *Ibérica*, 22, 35–54.
- Airey, J. (2012). I don't teach language: The linguistic attitudes of physics lecturers in Sweden. *AILA Review*, 25 (August 2015), 64–79. <http://doi.org/10.1075/aila.25.05air>
- Airey, J. (2016). EAP, EMI or CLIL? In K. Hyland, & P. Shaw (Eds.), *The Routledge Handbook of English for Academic Purposes* (pp.71-83). Abingdon: Routledge.
- Airey, J., & Linder, C. (2006). Language and the experience of learning university physics in Sweden. *European Journal of Physics*, 27(3), 553–560. <https://doi.org/10.1088/0143-0807/27/3/009>
- Alkhdair, R. Y. (2019). Professors' and undergraduate students' perceptions and attitudes toward the use of code-switching and its function in academic classrooms. *International Journal of English Linguistics*, 9(6), 160–171.
- Arik, B. T., & Arik, E. (2014). The role and status of English in Turkish higher education. *English Today*, 30(4), 5–10. doi:10.1017/S0266078414000339.
- Aronsson, K., & Cederborg, A. C. (1997). A love story retold: Moral order and intergenerational negotiations, *Semiotica* 114(1-2), 83-110. doi: 10.1515/semi. 1997.114.1-2.83.
- Auer, P. (1990). Rhythm in telephone closings, *Human Studies*, 13(4), 361-392. doi: 10.1007/BF00193570.
- Auer, P. (1992). Introduction: John Gumperz approach to contextualization. In P. Auer & A. Di Luzio (Eds.). *The Contextualization of Language*, (pp. 1-37). Amsterdam: John Benjamins.
- Baker, C. (2006). *Foundations of bilingual education and bilingualism*. Multilingual Matters.

- Baker, W., & Hüttner, J. (2019). 'We are not the language police': comparing multilingual EMI programmes in Europe and Asia. *International Journal of Applied Linguistics*, 29(1), 78–94.
- Barakos, E., & Unger, J.W. (2016). *Discursive approaches to language policy*. London: Palgrave.
- Başıbek, N., Dolmacı, M., Cengiz, B. C., Bür, B., Dilek, Y., & Kara, B. (2014). Lecturers' perceptions of English medium instruction at engineering departments of higher education: A study on partial English medium instruction at some state universities in Turkey. *Procedia - Social and Behavioral Sciences*, 116, 1819–1825.
- Bazeley, P. (2007). *Qualitative data analysis with NVivo*. London: Sage.
- Berg, B. L., & Lune, H. (2012). *Qualitative research methods for the social sciences* (8th ed.). New Jersey: Pearson.
- Bryman, A. (2012). *Social research methods*. (4th ed.) New York: OUP.
- Byun, K., Chu, H., Kim, M., Park, I., Kim, S., & Jung, J. (2010). English-medium teaching in Korean higher education: Policy debates and reality. *Higher Education*, 62(4), 431-449. <http://dx.doi.org/10.1007/s10734-010-9397-4>.
- Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied Linguistics Review*, 2(1), 1-28.
- Canagarajah, S. (2018). Translingual practice as spatial repertoires: Expanding the paradigm beyond structuralist orientations. *Applied Linguistics*, 39(1), 31-54.
- Cenoz, J., & Gorter, D. (2011). A holistic approach to multilingual education: Introduction. *The Modern Language Journal*, 95(3), 339-343.
- Chalmers, H. (2019). *The role of the first language in English medium instruction*. In OUP ELT Position Paper. Oxford University Press. Retrieved from <https://elt.oup.com/feature/global/expert/emi?cc=gb&sellLanguage=en>
- Chang, Y. (2010). English-medium instruction for subject courses in tertiary education: Reactions from Taiwanese undergraduate students. *Taiwan International ESP Journal*, 2(1), 55–84.
- Cho, J. (2012). Campus in English or campus in shock? *English Today*, 28(02), 18–25. <https://doi.org/10.1017/S026607841200020X>
- Cogo, A. (2021). 'ELF and Translanguaging: overt and covert resources in the transnational workplace'. In K. Murata (Ed.) *ELF Research Methods and Approaches to Data Analysis* (pp. 38-54). Abingdon: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. (7th ed.) Oxford: Routledge.
- Coleman, J. A. (2006). English-medium teaching in European higher education. *Language Teaching*, 39(1), 1–14. doi:10.1017/S026144480600320X
- Collins, A. B. (2010). English-Medium higher education: Dilemma and problems. *Eurasian Journal of Educational Research*, (39), 97–110.
- Costa, F. (2012). Focus on form in ICLHE lectures in Italy: Evidence from English-medium science lectures by native speakers of Italian. *AILA Review*, 25, 30–47. doi:10.1075/aila.25.03cos
- Creese, A & Blackledge, A (2015) Translanguaging and identity in educational settings. *Annual Review of Applied Linguistics*, 35, 20–35.

- Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching?. *The Modern Language Journal*, 94(1), 103-115.
- Creese, A., Blackledge, A., & Hu, R. (2016). Noticing and commenting on social difference: A translanguaging and translation perspective. *Birmingham: Translation and Translanguaging Project*. Retrieved from <https://tlang.org.uk/open-access-publications/>.
- Creese, A., Blackledge, A., & Hu, R. (2018). Translanguaging and translation: the construction of social difference across city spaces. *International Journal of Bilingual Education and Bilingualism*, 21(7), 841-852.
- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). California: Sage.
- Dafouz, E., & Smit, U. (2016) Towards a dynamic conceptual framework for English-medium education in multilingual university settings. *Applied Linguistics*, 37(3), 397–415.
- Dafouz, E., & Smit, U. (2020) *ROAD-MAPPING English medium education in the Internationalised University*. Cham, Switzerland: Palgrave McMillan.
- Dafouz, E. (2014). Integrating content and language in European higher education: An overview of recurrent research concerns and pending issues'. In A. Psaltou-Joycey, E. Agathopoulou, & M. Mattheoudakis (eds). *Cross-curricular Approaches to Language Education* (pp. 289–304). Newcastle: Cambridge Scholars Publishing.
- Dafouz, E., Hüttner, J., & Smit, U. (2016). University teachers' beliefs of language and integration in English-medium education in multilingual settings. In T. Nikula, E. Dafouz, P. Moore, & U. Smit (Eds.), *Conceptualising Integration in CLIL and Multilingual Education* (pp. 123–143). Bristol, UK: Multilingual Matters
- Dafouz, E., Hüttner, J., & Smit, U. (2018). New contexts, new challenges for TESOL: Understanding disciplinary reasoning in oral interactions in English medium instruction. *TESOL Quarterly*, 52(3), 540–563. <https://doi.org/10.1002/tesq.459> .
- Dalziel, F., & Guarda, M. (2021). Student translanguaging practices in the EMI classroom: A study of Italian higher education. In B.A. Paulsrud, Z. Tian & J. Toth (Eds.). *English-Medium Instruction and Translanguaging*. Bristol: Multilingual Matters.
- Daniel, R. L. (1970). *American philanthropy in the Near East, 1820–1960*. Athens: Ohio University Press.
- Dearden, J. (2014). *English as a medium of instruction – a growing global phenomenon: Phase 1 Interim Report* (pp. 1–8). Oxford: British Council.
- Dearden, J. (2015). *English as a medium of instruction a growing global phenomenon* (pp. 1-34). Oxford: British Council.
- Doiz, A., Lasagabaster, D. & Sierra, J. M. (2011). Internationalisation, multilingualism and English-medium instruction. *World Englishes*, 30(3), 345-359. doi:10.1111/j.1467971X.2011.01718.x.
- Doiz, A., Lasagabaster, D., & Sierra, J. M. (2014). Language friction and multilingual policies in higher education: the stakeholders' view. *Journal of Multilingual and Multicultural Development*, 35(4), 345–360. <https://doi.org/10.1080/01434632.2013.874433>
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: OUP.
- Evans, S., & Morrison, B. (2011). Meeting the challenges of English-medium higher education: The first-year experience in Hong Kong. *English for Specific Purposes*, 30 (3), 198-208.
- Fennema-Bloom, J. (2010). Code-scaffolding: A pedagogic code-switching technique for bilingual content instruction. *Journal of Education*, 190(3), 27-35.
- Ferguson, G. (2003). Classroom code-switching in post-colonial contexts: Functions, attitudes and policies. *AILA Review*, 16(1), 38-51.

- Flowerdew, J., Li, D., & Miller, L. (1998). Attitudes towards English and Cantonese among Hong Kong Chinese university lecturers. *TESOL Quarterly*, 32, 201–231. doi:10.2307/3587582.
- Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *The Qualitative Report*, 20(9), 1408-1416.
- Garcia, O. (2009). *Bilingual education in the 21st century: A global perspective*. Oxford: Wiley Blackwell.
- Garcia, O., & Wei, L. (2014). *Translanguaging: language, bilingualism and education*. London: Palgrave Macmillan Pivot.
- Gee, J. (2012). *Social linguistics and literacies: Ideology in discourses*. (4th ed.) New York: Routledge.
- Goodman, B. A., Keirmkulova, S. I. & Montgomery, D. P. (2021). Translanguaging and transfer of academic Skills: Views of Kazakhstani students in an English-Medium university. In B.A. Paulsrud, Z. Tian & J. Toth (Eds.). *English-Medium Instruction and Translanguaging*. (pp. 141-158) Bristol: Multilingual Matters.
- Goodman, B.A. (2014). Implementing English as a medium of instruction in a Ukrainian University: Challenges, adjustments, and opportunities. *International Journal of Pedagogies and Learning*, 9(2), 130–141.
- Goodwin, C. (1994). Professional vision. *American Anthropologist*, 96(3), 606-633.
- Guarda, M., & Helm, F. (2017). 'I have discovered new teaching pathways': The link between language shift and teaching practice. *International Journal of Bilingual Education and Bilingualism*, 20(7), 897–913. <https://doi.org/10.1080/13670050.2015.1125848>
- Guarda, M., & Helm, F. (2017). A survey of lecturers' needs and feedback on EMI training. In K. Ackerley, M. Guarda and F. Helm (Eds.). *Sharing Perspectives on English-Medium Instruction* (pp. 168–194). Bern: Peter Lang
- Gumperz, J. (1982). *Language and social identity*. Cambridge: CUP.
- Hall, S. (1996). Who needs identity. *Questions of cultural identity*, 16(2), 1-17.
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany, NY: SUNY Press.
- Heath, C., Hindmarsh, J. & Luff, P. (2010). *Video in qualitative research: Analysing social interaction in everyday life*, London: Sage.
- Hellekjær, G. O. (2010). Lecture comprehension in English-medium higher education *Hermes*, 45, 11–34.
- Heller, M. (Ed.) (1988). *Codeswitching: Anthropological and sociological perspectives*, Berlin: De Gruyter.
- Henerson, M. E., Morris, L. L. & Fitz-Gibbon, C. T. (1987). *How to measure attitudes*. (2nd ed.). Newbury Park, CA.: Sage.
- Hesse-Biber, S. N. (2010). *Mixed methods research: Merging theory with practice*. New York, NY: Guilford.
- Hornberger, N. H., & Link, H. (2012). Translanguaging and transnational literacies in multilingual classrooms: A biliteracy lens. *International Journal of Bilingual Education and Bilingualism*, 15, 261-278.
- Inbar-Lourie, O. & Donitsa-Schmidt, S. (2013). Englishization in an Israeli teacher education college: Taking the first steps. In A. Doiz, D. Lasagabaster, & J. M. Sierra (Eds.), *English-medium Instruction at Universities: Global challenges* (pp. 151-173). Bristol: Multilingual Matters.
- Inbar-Lourie, O. (2010). English only? The linguistic choices of teachers of young EFL learners. *International Journal of Bilingualism*, 14(3), 351-367.
- İnci-Kavak, V. & Kırkçöz, Y. (2021). A conversation-analytic approach to translanguaging practices in literature courses in Turkish Higher Education. In M.D. Devereaux, & C. Palmer (Eds.) *Global Englishes*. (pp. 63-73) Routledge.
- İnci-Kavak, V. & Üstünel, E. (2020). Language alternation practices. In Çelik, S. (Eds.), *Preparing Teachers for a Changing World: Contemporary Issues in EFL Education* (pp. 115-143). Vizetek Publishing.

- İnci Kavak, V. (2021). *A functional analysis of translanguaging practices in engineering and literature courses in an English Medium higher education context in Turkey*. (Unpublished doctoral dissertation). Adana: Çukurova University.
- Jacobs, J. K., Kawanaka, T., & Stigler, J. W. (1999). Integrating qualitative and quantitative approaches to the analysis of video data on classroom teaching. *International Journal of Educational Research*, 31(8), 717-724.
- Janesick, V. J. (2004). *Stretching exercises for qualitative researchers* (2nd ed.), CA: Sage.
- Jenkins, J. (2014). *English as a lingua franca in the international university. The politics of academic English language policy*. Abingdon, GB: Routledge.
- Jenkins, J. (2019). English medium instruction in Higher Education: The role of ELF. In Gao, A., Davison, C. & Leung, C. (Eds). *Second Handbook of English Language Teaching* (pp. 91-108). Berlin: Springer.
- Jenkins, J. (2020). Red Herrings and the case of language in UK higher education. *Nordic Journal of English Studies*, 19(3), 59–67.
- Jensen, C., Denver, L., Mees, I. M., Werther, C. & Business, C. (2013). Students' attitudes to lecturers' English in English-medium higher education in Denmark. *Nordic Journal of English Studies*, 13(1), 87-112.
- Johansson, B., & Svedner, P. O. (2006). Examensarbetet i lärarutbildningen: undersökningsmetoder och språklig utformning (4.uppl.). *Uppsala: Kunskaps företaget*.
- Karabınar, S. (2008). Integrating language and content: Two models and their effects on the learners' academic self-concept. In R. Wilkinson & V. Zegers (Eds.), *Realizing Content and Language Integration in Higher Education* (pp. 53-64). Maastricht, Netherlands: Maastricht University.
- Karakaş, A. & Bayyurt, Y. (2019). 'The scope of linguistic diversity in the language policies, practices and linguistic landscape of a Turkish EMI University. In J. Jenkins, & A. Mauranen (eds.), *Linguistic DIVERSITY on the EMI Campus: Insider Accounts of the use of English and Other Languages in Ten Universities within Asia, Australasia and Europe* (pp. 96-122). Abingdon, New York: Routledge.
- Karakaş, A. (2014). Lecturers' perceptions of their English abilities and language use in English-medium universities. *International Journal on New Trends in Education and Their Implications*, 5(2), 114–125.
- Karakaş, A. (2016a). *Turkish lecturers' and students' perceptions of English in English-medium universities* (Unpublished doctoral dissertation). Southampton: Southampton University.
- Karakaş, A. (2016b). Turkish lecturers' views on the place of mother tongue in the teaching of content courses through English medium. *Asian Englishes*, 18(3), 242–257.
- Karakaş, A. (2017). The forgotten voices in higher education: Students' satisfaction with English-medium instruction. *The Journal of English as an International Language*, 12(1), 1–14.
- Karakaş, A. (2018). Visible language-covert policy: An investigation of language policy documents at EMI universities in Turkey. *International Online Journal of Education and Teaching (IOJET)*, 5(4), 788–807.
- Karakaş, A. (2019a). Preferred English accent and pronunciation of trainee teachers and its relation to language ideologies. *PASAA Journal*, 58, 264–293.
- Karakaş, A. (2019b). A critical look at the phenomenon of 'a mixed-up use of Turkish and English' in English-medium instruction universities in Turkey. *Journal of Higher Education and Science*, 9(2), 205–215. <https://doi.org/10.5961/jhes.2019.322>
- Kirk, J. & Miller, M. L. (1986). *Reliability and validity in qualitative research*. London: Sage.
- Kirkgöz, Y. (2005). Motivation and student perception of studying in an English medium university. *Journal of Language and Linguistic Studies*, 1(1), 101-123.
- Kirkgöz, Y. (2013). Students' approaches to learning in an English-Medium higher education. *The Journal of Language Teaching and Learning*, 2, 30–39.

- Kırgöz, Y. (2014). Students' perceptions of English language versus Turkish language used as the medium of instruction in higher education in Turkey. *Turkish Studies*, 9(12), 443-459.
- Kırgöz, Y. (2017). English teachers' uses of first language in Turkey. In Dantas-Whitney, M., & Rilling, S. (Eds.), *Insider Accounts of Classroom Life Secondary education* (pp. 101-106). Alexandria, Va: TESOL Press.
- Kırgöz, Y. (2018). Confronting similar challenges? Exploring students' experiences of studying engineering at a Turkish university: Turkish versus English-Language Medium of Instruction. *Rassegna Italiana di Linguistica Applicata* 2-3, 145-160.
- König, G. (1990). The place of English in Turkey. In D. Bozer (Ed.), *The Birth and Growth of a Department: Department of English Language and Literature: 25th anniversary* (pp. 157-167). Ankara: Hacettepe University.
- Küçük, C. (2018). *Investigating translanguaging as a teaching and learning practice in an English medium higher education context in Turkey*. (Unpublished Master's thesis). Çukurova University, Adana, Turkey.
- Kuteeva, M. (2020) Revisiting the 'E' in EMI: Students' perceptions of standard English, lingua franca and translanguaging practices. *International Journal of Bilingual Education and Bilingualism*, 23(3), 287-300. DOI: 10.1080/13670050.2019.1637395
- Kuteeva, M., & Airey, J. (2014). Disciplinary differences in the use of English in higher education: reflections on recent language policy developments. *Higher Education*, 67(5), 533-549.
- Leeman, J. & Serafini, E. (2016). Sociolinguistics and heritage language education: A model for promoting critical translanguaging competence. In M. Fairclough & S. Beaudrie (Eds.), *Innovative Strategies for Heritage Language Teaching* (pp. 56-79). Washington DC: Georgetown University Press.
- Lemke, J. (2016). *Translanguaging and flows*. Unpublished research manuscript.
- Leung, C., & Valdes, G. (2019). Translanguaging and the transdisciplinary framework for language teaching and learning in a multilingual world. *The Modern Language Journal*, 103(2), 348-370.
- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Developing its conceptualisation and contextualisation. *Educational Research and Evaluation*, 18(7), 655-670.
- Lewis, G., Jones, B., & Baker, C. (2013). 100 bilingual lessons: Distributing two languages in classrooms. In C. Abello-Contesse & R. Chacón Beltrán (Eds.), *Bilingualism in a School Setting* (pp. 107-135). Bristol: Multilingual Matters.
- Li Wei (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9-30.
- Liddicoat, A. J. (2007). *An introduction to conversation analysis*, Continuum Intel Pub Group, New York.
- Lin, A. M. Y. (2016). *Language across the curriculum & CLIL in English as an additional language (EAL) contexts: Theory and practice*. Singapore: Springer.
- Lin, A. M. Y. (2019). Theories of trans/languaging and trans-semiotizing: Implications for content-based education classrooms. *International Journal of Bilingual Education and Bilingualism* 22(1), 5-16.
- Lin, A.M.Y. & He, P. (2017). Translanguaging as dynamic activity flows in CLIL classrooms. *Journal of Language, Identity & Education* 16(4), 228-244.
- Lincoln, Y. S., & Guba, E. G. (1985). Establishing trustworthiness. *Naturalistic Inquiry*, 289(331), 289-327.
- Liu, F., & Maitlis, S. (2010). Nonparticipant observation. In A. J. Mills, G. Durepos, & E. Wiebe(Eds.), *Encyclopedia of Case Study Research*.(pp. 610-612). Thousand Oaks, CA: SAGE Publications.
- Ljosland, R. (2008). *Lingua franca, prestisjespråk og forestilt fellesskap: Om engelsk som akademisk språk i Norge.: Et kasusstudium i bred kontekst* [Lingua Franca, Prestige and Imagined Communities: On English as an Academic Language in Norway. A Case Study in Its Broader Context]. (Unpublished doctoral dissertation). Norwegian University of Science and Technology.

- Ljosland, R. (2010). Teaching through English: Monolingual policy meets multilingual practice. *Hermes Journal of Language and Communication Studies* 45, 99–114.
- Macaro, E, Tian, L & Chu, L (2018). First and second language use in English medium instruction contexts. *Language Teaching Research*, 24(3), 382-402. <https://doi.org/10.1177/1362168818783231>
- Macaro, E. (2009). Teacher use of codeswitching in the second language classroom: Exploring 'optimal' use. In M. Turnbull & J. Dailey-O'Cain (Eds.), *First Language Use in Second and Foreign Language Learning* (pp. 35-49). Bristol: Multilingual Matters.
- Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36–76. <https://doi.org/10.1017/S0261444817000350>
- Mackey, A. & Gass, S. M. (2005). *Second language research: Methodology and design*. New Jersey: Routledge.
- Madiba, M. (2014). Promoting concept literacy through multilingual glossaries: A translanguaging approach. In C. van der Walt & L. Hibbert (Eds.), *Multilingual Teaching and Learning in Higher Education in South Africa* (pp. 68-87). Bristol: Multilingual Matters.
- Makalela, L. (2018). Community elders' narrative accounts of ubuntu translanguaging: Learning and teaching in African education. *International Review of Education*, 64(6), 823-843.
- Marie, K. A. (2013). Coping with English as language of instruction in higher education in Rwanda. *International Journal of Higher Education*, 2(2), 1–12. doi:10.5430/ijhe.v2n2p1
- Maringe, F. & Foskett, N. (2010). Introduction: globalization and universities. In F. Maringe & N. Foskett (Eds.), *Globalization and Internationalization in Higher Education: Theoretical, Strategic and Management Perspectives*, (pp. 1-16). London: Continuum International Publishing.
- Markee, N. (2000). *Conversation analysis*. Erlbaum, Mahwah, NJ.
- Martin-Beltrán, M. (2014). 'What do you want to say?' How adolescents use translanguaging to expand learning opportunities. *International Multilingual Research Journal*, 8(3), 208-230.
- Mazak, CM & Herbas-Donoso, C (2015) Translanguaging practices at a bilingual university: a case study of a science classroom. *International Journal of Bilingual Education and Bilingualism*, 18(6), 698–714.
- Mazak, CM. & Carroll, K.S. (2016) *Translanguaging in higher education: Beyond monolingual ideologies*. Bristol: Multilingual Matters.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass Publishers.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). London: Sage.
- Mills, G. E. (2003). *Action research: A guide for the teacher researcher*. New Jersey: Pearson Education.
- Moragh, M. J. (2009). It is easy to learn when you using your home language but with English you need to start learning language before you get to the concept: Bilingual concept development in an English medium university in South Africa. *Journal of Multilingual and Multicultural Development*, 30(4), 345-359.
- O'Dwyer, J. & Atli, H. H. (2018). ESP/EAP in university programs in a non-target language community issues and challenges. In Y. Kirkgöz & K. Dikilitaş (Eds.), *Key Issues in English for Specific Purposes in Higher Education*, (pp. 291-304). Springer Publishing.
- O'Connell, D. C., & Kowal, S. (1990). Some sources of error in the transcription of real time in spoken discourse. *Georgetown Journal of Languages and Linguistics*, 1(4), 453-66.
- Ohta, A. S. (2005). Interlanguage pragmatics in the zone of proximal development. *System*, 33(3), 503-517.

- Opie, C. (2004). *Doing educational research: A guide to first time researchers*. London- Thousand Oaks-New Delhi: Sage.
- ÖSYM (2018). *Yüksek Öğretim programları ve kontenjanları kılavuzu [Higher Education programs and quotas guide]*. Retrieved from: <https://www.osym.gov.tr/TR,15240/2018-yuksekokretim-programlari-ve-kontenjanlari-kilavuzu.html>
- Payne, D. A. (1994). *Designing educational project and program evaluations: A practical overview based on research and experience*. Boston: Kluwer Academic Publishers.
- Peräkylä, A. (1997). Validity and reliability in research based tapes and transcripts. In D. Silverman (Ed.), *Qualitative Analysis: Issues of Theory and Method* (pp. 201- 220). London: Sage.
- Punch, K. F. (2005). *Introduction to social research*. (2nd ed.). Thousand Oaks, California: Sage.
- Qiu, X., & Fang, C. (2019). Creating an effective English-Medium instruction (EMI) classroom: Chinese undergraduate students' perceptions of native and non-native English-speaking content teachers and their experiences. *International Journal of Bilingual Education and Bilingualism*, 1–15. doi:10.1080/13670050.2019.1707769.
- Raman, Y., & Yiğitoğlu, N. (2015). Friend or foe?: English as the medium of instruction policy versus code-switching practices. *The International Journal of Research in Teacher Education*, 6(3), 1–23.
- Rampton, B., Tusting, K., Maybin, J., Barwell, R., Creese, A., and Lytra, V. (2004) *UK Linguistic Ethnography: A Discussion Paper*, published at www.ling.ethnog.org.uk
- Reilly, C. (2021). Malawian universities as translanguaging spaces. In B.A. Paulsrud, Z. Tian & J. Toth (Eds.). *English-Medium Instruction and Translanguaging* (pp. 29-43). Bristol: Multilingual Matters.
- Richards, C. J. (2001). *Curriculum development in language teaching*. Cambridge, CUP.
- Richards, L. & Morse, J.M. (2007). *Read me first for a user's guide to qualitative methods*. Thousand Oaks, Sage.
- Ritchie J., & Lewis, J. (2003). *Qualitative research practice: A guide for social science students and researchers*. Thousand Oaks, CA: Sage.
- Roothoof, H. (2019). Spanish lecturers' beliefs about English medium instruction: STEM versus Humanities. *International Journal of Bilingual Education and Bilingualism*, 1-14. DOI: 10.1080/13670050.2019.1707768.
- Saarinen, T., & Nikula, T. (2013). Implicit policy, invisible language: Policies and practices of international degree programmes in Finnish higher education. In A. Doiz, D. Lasagabaster, & J. M. Sierra (Eds.), *English-medium Instruction at Universities: Global Challenges* (pp. 131– 150). Canada: Multilingual Matters.
- Saldana, J. (2008). *The coding manual for qualitative researchers*. Los Angeles: Sage.
- Seedhouse, P. (2004). *Conversation analysis perspective on the organisation of L2 classroom interaction*, London: Blackwell.
- Seidlhofer, B. (2006) 'English as a lingua franca in the expanding circle: What it isn't.' In R. Rubi, & M. Saraceni (Eds). *English in the World: Global Rules, Global Roles*. London: Continuum.
- Selvi, A. (2014). The medium-of-instruction debate in Turkey: oscillating between national ideas and bilingual ideals. *Current Issues in Language Planning*, 15(2), 133-152
- Sert, N. (2000). İngilizce dil yeterliği ile akademik başarı arasındaki ilişki [The relationship between English language proficiency and academic success] (Unpublished doctoral dissertation). Ankara University, Ankara.
- Sert, N. (2008). The language of instruction dilemma in the Turkish context. *System*, 36(2), 156-171.

- Shifidi, L. N. (2014). *Integration of translanguaging in lessons: an approach to teaching and learning in Namibian junior secondary schools. A qualitative case study in three regions in Namibia*. (Unpublished master's thesis), Hedmark University College, Hedmark, Norway.
- Shohamy, E. G. (2006). *Language policy: Hidden agendas and new approaches*. Psychology Press.
- Smit, U., & Dafouz, E. (2012). Integrating content and language in higher education: An introduction to English-medium policies, conceptual issues and research practices across Europe. *AILA Review*, 25, 1–12.
- Söderlundh, H. (2012). Global policies and local norms: Sociolinguistic awareness and language choice at an international university. *International Journal of the Sociology of Language*, 216, 87–109. <http://doi.org/10.1515/ijsl-2012-0041>
- Soruç, A., & Griffiths, C. (2017). English as a medium of instruction: students' strategies. *ELT Journal*, 72(January), 38–48. <https://doi.org/10.1093/elt/ccx017>
- Spall, S. (1998). Peer debriefing in qualitative research: Emerging operational models. *Qualitative Inquiry*, 4 (2), 280-292.
- Spillett, M. A. (2003). Peer debriefing: Who, what, when, why, how. *Academic Exchange Quarterly*, 7(3), 36-40.
- Spolsky, B. (2004). *Language policy*. Cambridge: CUP.
- Stroud, C. (1992). The problem of intention and meaning in code-switching. *Text-Interdisciplinary Journal for the Study of Discourse*, 12(1), 127-155.
- Studer, P. (2015). Coping with English: students' perceptions of their teachers' linguistic competence in undergraduate science teaching. *International Journal of Applied Linguistics*, 25(2), 183-201.
- Taguchi, N. (2014). English-medium education in the global society. *International Review of Applied Linguistics in Language Teaching*, 52, 89–98.
- Tatzl, D. (2011). English-medium masters' programmes at an Austrian university of applied sciences: Attitudes, experiences and challenges. *Journal of English for Academic Purposes*, 10(4), 252–270. <https://doi.org/10.1016/j.jjeap.2011.08.003>
- Tavares, N. J. (2015). How strategic use of L1 in an L2-medium mathematics classroom facilitates L2 interaction and comprehension. *International Journal of Bilingual Education and Bilingualism*, 18(3), 319-335.
- Ten Have, P. (2007). *Doing conversation analysis: A practical guide*. London: Sage.
- Thibault, P. J. (2011). First-order languaging dynamics and second-order language: The distributed language view. *Ecological Psychology* 23, 210-245. doi:10.1080/10407413.2011.591274.
- Thibault, P. J. (2017). The reflexivity of human languaging and Nigel Love's two orders of language. *Language Sciences* 61, 74-85. doi:10.1016/j.langsci. 2016.09.014.
- Tollefson, J.W. & Pérez-Milans, M. (Eds.) (2018). *The Oxford handbook of language policy and planning*. Oxford: Oxford University Press.
- Turner, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report*, 15(3), 754-760. Retrieved from <http://www.nova.edu/ssss/QR/QR15-3/qid.pdf>
- Üresin, F., & Karakaş, A. (2019). Investigation of Turkish EFL teachers' views about standard languages, dialects and language varieties through the lenses of English and Turkish. *The Literacy Trek*, 5(2), 1–24.
- Verma, G. K. & Mallick, K. (1999). *Researching education: perspectives and techniques*. London: Falmer Press.
- Vogel, S., & Garcia, O. (2017, December). Translanguaging. In G. Noblit & L. Moll (Eds.), *Oxford Research Encyclopedia of Education* (pp. 1-22). Oxford: OUP.
- Vygotsky, L. S. (2012). *Thought and language*. MIT Press.

- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wächter, B., & F. Maiworm (Eds.) (2014). *English-taught Programmes in European Higher Education. The State of Play in 2014*. ACA Papers on International Cooperation in Education. Bonn: Lemmens.
- Wächter, B., & Maiworm, F. (2008). *English-language-taught degree programmes in European higher education: The Picture in 2007*. Bonn: Lemmens Medien.
- Wang, D. (2019). Translanguaging in Chinese foreign language classrooms: students and teachers' attitudes and practices. *International Journal of Bilingual Education and Bilingualism*, 22(2), 138-149.
- Wang, W & Curdt-Christiansen, XL. (2019). Translanguaging in a Chinese–English bilingual education programme: A university-classroom ethnography. *International Journal of Bilingual Education and Bilingualism*, 22(3), 322–337. DOI: 10.1080/13670050.2018.1526254
- Webb, V. (2002). English as a second language in South Africa's tertiary institutions: A case study at the University of Pretoria. *World Englishes*, 21, 49–61.
- Wei L. (1998). The 'why' and 'how' questions in the analysis of conversational code switching. In P. Auer (Ed.), *Code-switching in conversation: Language, interaction and identity*, (pp. 156-176), Routledge: London.
- Wei, L. (2011). Moment analysis and translanguaging space: discursive construction of identities by multilingual Chinese youth in Britain. *Multilingual Structures and Agencies*, 43(5), 1222-1235.
- Wei, L. (2018). Translanguaging as a practical theory of language. *Applied linguistics*, 39(1), 9-30.
- Zok, D. (2010). Turkey's language revolution and the status of English today. *The English Languages: History, Diaspora, Culture*, 1, 1–13.

Appendix

Appendix 1. Transcription System

The transcription symbols used here are common to conversation analytic research and the system of transcription is a slightly adapted version of Jefferson's (1984). It is important to note that:

- linguistic errors made by speakers have not been corrected. All spoken utterances have been transcribed verbatim wherever possible and no attempt has been made to turn the discourse into 'sentences'.
- the normal written uses of punctuation (full stops, question marks etc.) are not followed in this system.
- many passages are marked unintelligible. The lessons were recorded under normal classroom conditions, which meant that background noise was inevitable.

Conventions

L	Lecturer
S	Unidentified student
S1	Identified learner
Ss	Several or all learners
[]	Simultaneously overlapping or simultaneous utterances by more than one learner.
=	If inserted at the end of one speaker's turn and at the beginning of the next speaker's adjacent turn, it indicates that is no gap at all between the two turn.
→	Arrows in the left margin pick out features of especial interest (learner code-switching).
(0.3)	Numbers in parentheses indicates silence, represented in tenths of a second. Silences may be marked either within an utterance or between utterances.
(.)	A dot in parentheses indicates a 'micropause', a silence hearable but not readily measurable ordinarily less than 2 /10 of a second.
?	A question mark indicates rising intonation, not necessarily a question.
::	Colons are used to indicate the stretching of the sound just preceding them. The more colons, the longer the stretching.
-	A hyphen after a word or part of a word indicates a cut-off or self- interruption.
↑	This arrow is used to indicate some form of stress or emphasis, either by increased loudness or higher pitch.
(())	Double parentheses arc used to mark transcriber's description of events, rather than representations of them such as ((cough)), ((sniff)), ((telephone rings)), ((footsteps)), ((whispered)), ((pause)) and the like.

evet [tr: yes] Turkish words are italicised, and are immediately followed by an English translation.

Utterances between degree signs are noticeably quieter than surrounding talk.

go to Miami Capitals are used only for proper nouns, not to indicate beginnings of sentences.

CAPITALS Especially loud sounds relative to surrounding talk.

/fɔteɪdʒ/ In the case of inaccurate pronunciation of an English word, an approximation of the sound is given by using the International Phonetic Alphabet between slashes.

Appendix 2. A Sample Lesson Transcription (ELL Programme)

Lesson: Postcolonial Literature (ELL Programme)

Lecturer: Assist. Prof. Dr. E.

Duration: 45 mins

L: *Uhh tamamını okimicam ama burda size sunacağımız bir kavram var* as I told you this is an important concept called SUBALTERN have you ever heard the term (.) subaltern

Student: *Gördük ya şu siyahi kadınların inferior olarak görülmesiyle ilgili değil mi*

L: Is it only about BLACK PEOPLE (0.4) or is it only about women (.) so: subaltern is actually a general term this is page 109 uhhh towards middle of the paragraph the term subaltern Antonio Gramsci so you know Gramsci first introduced the term he coined the term wants to signify the many different people who did not comprise the colonised elite first of all we should say that ok we have a bourgeois and elite group in the colonised society which get their political economic independence but here there is a separation on the one hand we have an indigenous group on the other hand we have this colonial elite in this term SUBALTERN there are some misunderstandings between these two groups these might include there is the definition of the group rural gentry impoverished landlords and rich peasants and upper middle-class peasants although members of the subaltern classes could work either for or against the interests of the elite depending on the situation meaning these are the ranges of the social hierarchy and subaltern means is the very bottom level of the social hierarchy for example lesser rural gentry economically they are INVISIBLE they are at the bottom who are at the top the magistrates the administrators these uhhh civilised man who had the western education colonial isn't the one so there are certain educated people middle-class people at the bottom we have this rural gentry so: actually subaltern is a literary term it means LOWER IN RANKING uhh so what's the position of this lower rank They CANNOT uhh advocate their rights they CANNOT represent themselves they are not the subjects they have to obey the rules of the dominant group so: they have to surrender and they have to be submissive so the subaltern so actually this is the name of subaltern studies in postcolonial studies this is the subaltern they try to aim studying these INVISIBILITY of the colonised uhh "how can I say" lower rank of the indigenous masses

S: it is not something physical right

L: yes yes it's impossible for them to raise their voices there is a specific article that's called CAN THE SUBALTERN SPEAK in that article she touches upon the problems of Indian women because she thinks that at the top we have imperial power imperial power is represented by patriarchy so: male westerns power is at the top after that uhhh white women come after that we have black men because they are also representing patriarchy in third world countries at the bottom we have uhhh black women so we will be discussing about another term soon that's double colonisation so they are two times exploited by these third world countries exploited so: after focusing the subaltern studies this is page 110 the title is nationalism race and ethnicity we'll talk about colonies and our main focus is colonised people uhhh what do you think racial discrimination and ethnic diversities imperial world in before starting uhh do you think race and ethnicity are SIMILAR TERMS or do you think there is a nuance there is a difference

S: amaçları aynı aslında

L: huh uh amaçları aynı what is the aim of race what is the aim of ethnicity ↑bir de neyin amacı

S: biyolojik olarak insanları ayırıyorlar dışlıyorlar cinsiyeti olsun rengi olsun

L: peki ↑race genel geçer bir term IRK kelimesinin anlamı insanları ayırmak mı ↑yoksa: bu ırk kelimesini kullananların amaçları mı bu

S: humm

S: kullanan güçlerin

E: hum hum

S: bazen ayrıştırabilir bazen birleştirebilir

E: ihh güzel ırk ya da ethnicity peki ethnicity peki ırk için ne dedik biraz ten rengi dedik galiba: ↑mı humm ↑how do we ↑differentiate racial differences or ethnic differences because when we say race we have a more clear-cut idea meaning of the term when I say ethnicity you said it is about gender

S: racism racism

S: ethnicity deyince gelenek görenek gibi farklı kültürel olarak

L: hum güzel do not you think that ethnicity ↑ethnicity related with culture and cultural perceptions

S: kültürle alakalı

L: good whereas race race is more related directly related with ↑biological perceptions let us see the differences page 110 the ↑second paragraph let us consider the ways in which race and ethnicity have been used to set the NORMS AND LIMITS OF THE NATIONS' imagined community when we say ↑imagined community ↑who do we remember or what do we remember I remember a theoretician I remember ↑imagined community (5 seconds gap)

L: there was a theoretician who coined this term ↑Benedict Anderson for Benedict Anderson because remember there is this ↑myth of nation coined this nationhood uhh the people in it uhh they imagine that there are some common notions that united within ↑one select ↑one notion uhh ↑one history there are certain symbols for that ↑specific nation remember we studied this in chapter 3 ↑I studied this you studied too uhh ↑so: in that imagined community there are this norms and limits so this nation will not welcome (0.2)↑differences °may be° o:r all the members of the community so (L reads aloud) taking race first it is important to that all constructions of certain criteria base upon ↑human invention and not biological facts (L stopped reading) we DECONSTRUCTED ourselves we said that when we see that we say that race is more like biological we are talking about the skin colour this is not related with ↑biology but here the writer claims something ↑else he says that racial difference is not related with biology it is related with ↑our human perception ↑what do you think about this (0.5L: ↑let's continue: (L reads aloud) there exists no objective criteria by which human beings can be neatly grouped into separate races (2s) each fundamentally different from the other racial differences are best thought of as ↑political constructions which serve the interest of certain groups of people (L stops reading) (0.2)↑so: you think about this political economy and global ↑differentiations and ↑discriminations (L reads aloud) theories of racial difference are often highly selective in choosing certain biological facts in making distinctions (L stops reading) ↑so in order to ↑differentiate people uhh people try to find certain common DENOMINATORS ↑what are they for examples ↑skin colour has often been the primary sign of racial difference and a frequent target of racializing discourses often taken as evidence of some form of ↑natural difference between say white and black Africans we tend not to think of people with different eye colours as fundamentally different yet this is just as much a biological fact as skin colour (L stops reading)↑so we don't differentiate umm (.) people for example

who have blue eye colour saying that you are belonging to another race we have a tendency of differentiate uh people who have black skin or yellow skin or white so ok scientifically or biologically we can say that do you think really scientifically biologically it proves something rational what are your rationale so what are your views about this

S: I think race race gives us only skin colour

L: huh uh for example people who have blue eye colour do you think these people are superior

S: maybe if we look at beauty standards

L: huh uh

S: so when differentiating these people for example ignoring black people or uhh strikingly differentiating who have yellow skin colour umm do you think this is parallel with these imperialism or global imperial scheme or decisively excluding this people on a political scheme

S: let us consider black people having the western countries black colour would be superior colour will be them

L: yes huh uh they rationalised huh uh yes scientific proof but these are their assumptions

S: yes assumptions and what they do is they are attaching their inferiority with their race it is about race it is not about geographical features race is important it is not about the place you were born

S: it is not about if you are tall short I am saying that they colonise them it is about the society

L: yes but do not you think the beauty standards to change women bodies in accordance with black women criteria studies changing their make ups changing their sizes body sizes (L points her lips) (laughter)

S: umm

L: *peki bu şimdi niye böyle bir tendency var herkes Rihannaya benzemeye çalışıyor herkes dudaklar burunlar yüzler* (laughter)

S: I talked to a friend about nationalism what do you think about it he said if you fight for your country you are a racist if you are not fight for nation you have no nation you have no country

L: huh uh yes ok in a way do you think that races are necessary to divide certain people in a group to exclude others (0.2) *acaba öyle kaçınılmaz bir taraf mı oluyor birilerini kabul ederken birilerini dışlamak işte bunun bir yolu da ırkçılık oluyor peki ırkçılığa bir bakalım* racialization ↑last paragraph u::hhh ↑second sentence uhh ((L starts reading aloud)) race as a category is the result of this social and historical process which we can call racialization ((L stops reading)) umm *yani kitap bu şey ırk meselesini tamamen reddediyor etnik olmasının haricinde sosyal ve tarihsel bir yapılandırma olup bununda aslında ırkçılığın bir sonucu olduğu üzerinden tartışıyor oraya bir bakalım* ((T continues reading aloud)) ↑racism is the ideology (.) that upholds the discrimination against certain people on the grounds of perceived racial difference (.) and claims these constructions of racial identity are true or natural ((L stops reading)) ↑race is used in quotation marks in the book ((L continues reads)) emphasising existence as a HISTORICAL CONSTRUCT and not a biological given ((T stops reading)) what do you think I think this is very important I was also thinking that race is something umm related with biology as a scientific fact whereas it is like the manipulative tool of the western mentalities do you think Eastern societies are devising these concepts racialization

S: ok race is about ↑how we perceive the ↑other race related with the ideology of others

L: huh uh when we say ↑others ↑who do we ↑mean

S: who is not from us

L: ↑not from us umm ↑who are ↑us (laughter)

S: males

L: ↑male middle class people

S: yes for them ↑*arkadaşlar* mentality is ↑different they use race umm for ↑manipulating other countries ↑eastern inferior countries

L: do you think eastern countries are ↑racist because ↑they are ↑we are (.) you say (.)

S: ↑yes

L: so: they are the ↑others

S: ↑*Hocam* (.) *bitirdin mi* (to her classmate)

S: *evet*

S: go go

S: *yok tamam*

S: *şey X hoca şeyden bahsetmişti umm tam hatırlamıyorumda şeyden mesela Hitlerden yahudiler bizi biz onları discriminate ediyoruz atıyorum ama onlarda mesela yahudilik sadece anneden geliyor ya onlarda bizi discriminate ediyor*

L: *evet o galiba kaçınılmaz bir şey ben biraz konu açılın diye sordum da ↑ben dediğin an zaten ötekileştirmiş oluyorsun onu zaten tartışmaya gerek yok*

S: they have this mentality they generalise ↑eastern people and they make the race

L: yes

S: they are strange inferior like that

L: yes

S: *mesela ben diyor bissürü ben var o zaman benim ne anlamı var*

L: *ohh peki biraz ↑ethnicity e bakalım race le ilgili var mı bir ↑sorunuz* (L reads aloud) both race and ethnicity are concepts used to posit a common bond or identity between individuals but whereas race tends to prioritise physiological features as evidence of similarity between individuals the parameters of ethnicity tend to be more wide (L stops reading) *umm sinem sinemin dediği gibi umm burda ↑nerden baktığımıza da bağlı galiba* race eğer ayrımcılığa maruz kalıyorsan sıkıntı senin tarafından ama ben olarak ötekileştiriyorsan bir ↑unity sağlama durumu da var bir grubun içinde bir ↑bütünlük sağlama adına BEN VE ÖTEKİLER demek zorunda kalıyorsun biraz bundan

bahsetcez ama ↑ethnicity e karar verirken daha farklı parametreler var yani sadece ten rengine bakarak karar veremiyorsun peki o alıntıya bir bakalım (L reads aloud again) ethnic groups involve the positing of boundaries in relation to ↑who ↑can and ↑cannot belong according to certain parameters which are extremely heterogeneous ranging from the credentials of birth to being born in the right ↑place conforming to cultural or other symbolic practices language and very centrally behaving in sexually appropriate ways (L stops reading) ↑so in deciding certain ethnic groups you have to know about the ↑setting of a certain area you have to know about ↑their culture ↑their rituals ↑their songs ↑their race of behaviours their sexual understanding so there are lots of other ↑criteria (L reads aloud) ethnicity tends to involve a variety of social practices rituals and traditions in identifying different collective groups although race and ethnicity are ↑not SYNONYMOUS both can be used as the grounds for ↑discrimination ↑so they are not the SAME TERMS but they are both used to ↑exclude people saying that I and US ↑to ↑exclude the others

S: western mentalities always have me and the others

L: huhh yes

L: about ethnicity do you want to: any examples anything that you want to mention: (0.2) ↑no

L: there are other examples about this you can go on reading for the exam I'll pass onto actually there is a part the uses of English in colonization I won't read all of it but this is page ↑122 when we say ↑standard English this is something but when we say ↑Englishes these are very different from the standard English that British people are using ↑so the writer discusses about the use of English in colonised nations different from Englishes English that I use or English real °in quotation marks° british people use the writer discusses the handicaps in this term do you think is it logical to use language as an imperial power (0.2) if you want to give your own identity would it be logical to use the language of the western mentality because you know language is the most important in shaping our ↑consciousness and ↑identity so why do you think these ↑colonised people indigenous people preferred to use ↑English we discussed this little °bit in things fall apart°

S: globally

L: ↑yes globally and universally speaking but do you think this is also another handicap for imperialism process can they go back to their original pure identity (5s)

L: ↑ok I want to pass onto page sorry chapter six this is a chapter about postcolonialism and feminism the first pages page 172-73 if you don't know the MEANING of ↑feminism and ↑patriarchy please ↑read this just to have a general idea because the writer claims that this colonization MEANING that ↑superiority of ↑male power so: in relation with that page 173 last paragraph (L reads aloud) patriarchy refers to those systems political material and imaginative which invest power in men and marginalise women (L pauses reading) so not only colonise world but also ↑marginalise women we will see this clear example in the novel ↑Kehinde we began the novel we see the life of Kehinde in London they have this ↑so-called equated life of wife and husband but today we will see that they have a life in Nigeria we will see ↑another discriminatory capacity of ↑Nigerian patriarchy here (L reads aloud) like colonialism patriarchy manifests itself in both ↑concrete ways and at the level of imagination (L pauses reading) ↑so here the writer ↑equates PATRIARCHY with IMPERIALISM the writer says in ↑both terms there is a ↑power mechanism in one hand we have male power EXCLUDES and EXPLOITES colonised male on the other colonised women they are at the bottom both they ↑suffer from ↑imperialist notions of ↑white men and ↑white women they are suppressed by ↑native indigenous people so they do not they are not double colonised may be they have triple colonization from white men white women and ↑black men uhh you know there is a third world feminism the rest of the chapter is talking about this this women criticizing that women for example kate millet saying that they didn't represent black women ↑so these women are different from the white middle class bourgeois women so here there is a ↑comparison on page ↑174 ↑first world feminism and ↑third world women especially after the second world war people have a tendency to take that for example Anna Rutherford these women have ↑different notions and ↑different problems there are related terms which we will be responsible for the exam double colonization of women first meaning of that first paragraph (L starts reading) a double colonization refers to the ways in which ↑women have ↑simultaneously experienced the oppression of colonialism and patriarchy (L stops reading) this is a VERY CLEAR DEFINITION of double colonization women as

a member of ↑subaltern these women experienced the oppression by imperialism and patriarchy at the same time we see this oppression in our woman character in Kehinde it seems everything good she is representing a middle class family in London but they are also representative of immigrants uhh but do you ↑see the heavy effect of the patriarchy a:nd at the same time the ↑imperialist notions on ↑her psychology on ↑her situation do you ↑think the opposite at the beginning of the novel everything was good (they start talking about the book they are reading for the second half of the lesson) (0.6)

L: °you ↑don't know° ↑peki roman geldiği zaman oraya biraz ↑odaklanalım birazcık ↑orta kısımlarında (L reads aloud from the book) ↑women are twice colonised by colonialist realities and representations and by patriarchal ones too ↑much postcolonial feminist criticism has attended to the ↑representations of women created by ↑double colonisation and questioned the extend to which both post colonial and feminist discourses offer the means to challenge these representations (L stops reading) ↑so: as I told you before there are feminist theories postcolonial theories and colonialistic theories they can get benefit from ↑Marxism ↑feminism ↑psychoanalytic theories ↑linguistics so: if we combine feminist and postcolonial studies as in the case of ↑feminism the main aim of these theoreticians i:s ↑to MAKE THE ↑INVISIBLE SITUATION OF THE SUBALTERN WOMEN visible to hear these stories this time Kehinde the novel is a good example from this aspect as a result of the postcolonial we have a chance to hear the voice of a Nigerian female author on the one hand on the other we have a chance to hear an ↑invisible story of Kehinde who is the LOST umm UNKNOWN O:R IGNORED WOMAN O:R SUBJECT or OBJECT in an Nigerian world to hear their or her story for example in the other part our chance of ↑seeing indigenous mass of Nigerian society women okoko was our hero who has a very ↑opposite idea of colonialism now we have a sense to understand this ↑subaltern women this is controversial feminist studies (.) umm in addition with the idea of postmodernism ↑yani aslında bu işte postmodernizm de var hani geçmiş dönem hem olgunlaşmış ↑kanonlaşmış edebiyata baktığımızda genelde ↑güçlü olanın sesini duyardık güçlü olan ana karakter olurdu HERO olurdu ve onun hikayesi anlatırdı mesela heart of darkness ta işte genelde beyazların yaşadığı şey anlatılıyor ama siyahların sesi duyulmuyor genelde ↑sessizlikle ilişkileri kuruluyor (0.1) ↑uh=

S: =karanlıklarla=

L: =karanlıklarla şimdi postcolonialism in amacı ya da katkısı biz ilk defa okoko gibi birini kendi halinde sıradan işte nijeryalı bir tribe a bağlı uhh birinin hikayesini duyuyoruz ve: en azından pacification of the lower niger diye bir paragraf yazılacağını vadedmişti yazar burada şimdi eğer hiyerarşinin en altında kadınlar varsa siyahi kadınlar postcolonialism ve feminism in birleşmesinin böyle bir katkısı olacak sesi hiç duyulmayan kadınların sesini duyma şansımız olacak bu anlamda ↑postcolonialism ve feminism ortak bir paydada buluşuyorlar double colonisation meselesi net midir is it clear in your mind?

Ss: evet hocam

L: Kehinde ye geliyorum o zaman double colonisation and oppression so due to the notions of imperialism and as well as patriarchal notions ↑peki bir örnek verebilir misiniz kitap net söylemeyebilirsiniz ama bir kadının ataerkil düzenden ve mevcut düzenden aynı anda umm acı çekmesi dışlanması mağdur edilmesi durumuna bir ↑örnek verebilir misiniz

S: tecavüz edilen bir kadının doğurma zorunluluğu

L: huh

S: bu ataerkil bir düzen olarak kabul edilmiyor dinsel anlamda bakıyorum

L: hum emperyal durum nasıl oluyor

S: tecavüz

L: o biraz daha şeyle ilgili değil mi ↑cinsiyetçilik politikalarıyla ilgili değil mi

L: böyle specific bir an hatırlayabilir misiniz yani ↑hem colonised olduğu için ama aynı anda da kadın olduğu için

Ss: (Ss talk all together)

L: ↑nasıl oluyordu

S: Jane eyre olur mu

L: Jane Eyre ↑nasıl olur

S: o da evlenmek zorunda hissediyordu

L: ikisi aynı anda istiyorum ↑iki katı olacak

S: evlenmeye karşı çıkıyordu

L: evet umm hem amerikalı olduğu ↑olmadığı için hem de eşinden emperyal patriarchal olarak hem de materialist olarak baskı yapıyordu benim aklıma da şey geliyor bunu okumadık ama Richard Wrightın native son diye bir romanı var orda bir siyah karakter umm sadece amerikada yaşıyorlar umm ↑siyah ve ↑kadın olduğu için tecavüze maruz kalıyor ikisi aynı anda değil mi hem ataerkil durum hem emperyal bir durum umm tam ↑tersini yazan romanlar da var mesela the grass is singing de de var sizinle okumadık beyaz kadına dokunamama durumu var siyah erkeğin şeyde de vardı a passage to India da da var genelde siyah erkeğin çok tehlikeli olduğu düşünülüyor öyle bir imge filan bu hiyerarşiyi unutmamak lazım en önemli beyaz erkek beyaz kadın siyah erkek siyah kadın siyah erkek beyaz kadından da alta orda patriarchy işliyor orda imperialist kurallar geliyor ilginç

S: ↑hocam ↑hocam doctor Shirley de de vardı bu

L: evet ve hala devam etmesi ilginç yani

S: ↑hocam Othello da mesela siyah olduğu için şey var kendini böyle ↑eksik hissetme durumu var kıskançlık krizleri filan hep o yüzden oluyor

L: evet

S: ↑siyah adamın gentleman olmasını ↑beyaz kadını almasını beklemiyorlar

L: o nasıl bir ↑assumption nasıl bir prejudice di mi ↑peki teori kısmı bu kadar (.) sormak istediğiniz birşey var mı double colonization nationalism le ilgili çünkü nationalism i böyle olumlu verdik myth of nationalism de ama ikinci chapter da biraz o sıkıntılarında bahsetti yani o bir grubu birleştirirken bir grubu dışlaması meselesinden bahsettik ↑var mı kafanıza takılan ° sınav için° bir şey (0.5) eğer yoksa ara verelim ondan sonra da ↑Kehinde yapalım

Appendix 3. A Sample Lesson Transcription (FS Programme)

Lesson: Organic Chemistry (FS Programme)

Lecturer: Assoc. Prof. Dr. D

Duration: 45 mins

L: now we will write the structure of these organic compounds could you tell me how can I write it for the three: four-dimethyl-nonane how many carbon I have to write how many carbon ((no response from Ss, the humming goes on))

L: how you will decide the number of the carbon

S1: nine

L: yes nine how you decide you check the parent name this is the nonane so we need the nine-carbon one-two-three-four-five-six-seven-eight-and-nine and then we will check the (.) substituents how many substituents we have two substituents both of them are what (.) methyl group in which carbon we have the methyl group (.) in the third and (.) fourth so there is a- one of the methyl and in this one we have the other methyl group ch3 is the methyl and after put them on the proper carbon atoms now we will complete the structure with appropriate number of hydrogen so could you tell me for this one how many hydrogen I have to write for this carbon how many ((indistinct chattering))

S2 and 3: (together) three ((in very low volume)) (Ss look at the structure on the screen and name it)

L: three: this one

S2 and 3: two

L: two:

S2 and 3: one

L: one

S2 and 3: one

L: one

S2 and 3: two

L: two

S2 and 3: two

L: two two hydrogen two hydrogen and three hydrogen yes could you draw the structure of the next two example (no response) (0.2)

L: have you written it (no response)

L: ((approaching a S)) can I check ((indistinct chattering)) (0.2)

L: heptane ↑how many carbon °one-two-three-four-five-six-seven ° ho:w many ↑methyl in the fourth yes 2-methyl in the third carbon ethyl ↑yes it is ↑correct

L: (turning to the class) yes is there any ↑problem ↑yes so: I will continue from here I will write the ↑structure for you and then I will continue with ↑new topic this is °ch₃-ch₂-ch° you can check it at home ch₂-ch₃ it is the ↑ethyl group in the ↑third one and in the ↑next one there is a °two methyl group and in the next one just we have the ↑carbon chain and (.) ↑if we write the structure of the ↑next compound this is °ch₃-carbon-ch₃-ch₂-ch° in this one we have the ↑propyle ↑propyle is this one: °ch₂-ch₃° and ↑then what we have °ch₂-ch₂-ch₃° this is the octANE we have ↑eight carbon so in this structure

L: could you ↑check your answer is there any↑ problem ↑no so: I will continue with the new topic which is the alkyl (writing on the board) AL-KYL-halides (a S asks a question in Turkish among the chattering in the class)

S4: *hocam* ((indistinct question))

S4: *octane ↑8 olması lazımdı 7 yaptık*

L: in ↑which one °one-two-three-four-five-six-seven° ↑yes in here we have to write one ↑more there is a ↑problem on the eraser so just this will be I will ↑correct it ch₂-ch₃ ↑ok ((constant hum in the class)) (0.4)

S5: ↑*hocam*

L: ↑yes

S5: *propylene yazdık ya umm(.) onun propane olması gerekmiyor mu halides'in ↑nasıl olacak orası*

L: in ↑which one

S5: ↑*nasıl olacak orası*

L: in the ↑propylene (0.3) are you asking ↑this one

L: yes ↑what is the ↑problem

S5: ↑propylene

L: yes propylene 2 3-carbon is the ↑propane is 1 hydrogen is removed from the carbon ↑what will ↑be one of the carbon it will be ↑propylene (.) if you ↑remove the hydrogen from the ↑middle carbon it will be ISOpropyl ↑ok so this is the ↑propyl not isopropyl ↑ok if you ↑check the structure of the alkyl group you will see what is the structure of the ↑propylene ↑ok

L: yes alkyl – halides as you know ((writing on the board simultaneously and spells out clearly)) al-kyl-halides are shown or represented by this structure rx in this structure in this rx structure x represents one of the following ↑halogen it can be fluorine CHLORINE BROMINE or IODINE if there is a ↑fluorine in the structure you will say FLORO- for ↑chlorine you will say CHLORO- for ↑bromine you will write BROMO- for ↑iodine you will write İODO- alkyl halide structure

L: now I will write some more example by this way you will ↑better understand ↑what is the al-kyl ha-lide if you look at here ↑ch₃-ch₂-ch₂-((L spells out)) b-ro-mi:ne if you write the name of these alkyl halide in which carbon we have the substituent in the first carbon ↑what is it this is the ↑bromine so it will be one-two-third carbon so it will be ((L spells out)) the ↑1-bro-mo-pro-pane ↑why propane because there are three carbon on the parent chain

L: now if we continue with some other example ch₃-ch-CHLORINE-ch-in here-ch₃-ch₂-ch₃ yes if you ↑write the name of this structure in the ↑second carbon we have the ↑chlorine so the name is ↑2-chloro-3- ↑what-methyl-how many carbon atoms-five-so it is the ((L spells out))↑pen-TANE did you ↑understand how you will write the name

L: yes now I will write another example for the alkyl halides this will be a little bit ↑complex than the previous one ch₃-ch₂-ch-↑chlorINE-and then ch in here another carbon chain ch₂-ch₂- (0.2) °one-two-next one three- ° ↑and in here ch₃ from this carbon again we have another attachment of the carbon chain ch₂-ch₃-and there is a ch₃ for this one lastly we have the ch₃

L: ↑yes could you try to ↑write the names of these ↑alkyl halides yes ↑iupac name of ↑these alkyl halides could you try to ↑write it ((waiting for the ss to write)) (10s)

L: ((approaching a S)) first of all decide ↑how many carbon in the parent chain yes ↑where are your notes ↑why you are↑not taking the notes (no answer)

L: yes you have to take the notes because when you go back to home you will ↑forget all of them be sure

L: ((turning to the class)) yes could you ↑remove mobile phones from your table: ((raising the tone of her voice)) *EVET ARKADAŞLAR O TELEFONLARI derse geldiğimizde masanın üstünden KALDIRIYORUZ Kİ aklımızı ÇELMESİN derse KONSANTRE OLA-BİLELİM* ((dense indistinct chattering)) (0.3)

S6: *hocam ↑şu şu bölge ↑isopentan değil mi o*

L: ↑neresi

S6: şurası

L: isopentane diyebiliriz evet diğer ismi de o evet nasıl karar verdin hemen sen ona

S6: *ben şey yaptım*

L: *sen ilk kez mi alıyorsun bu dersi*

S6: evet

L: *iyi miydi organik kimyan*

S6: *yani seviyordum*

L: *hmm evet ↑belli* ((turning to the others)) evet kızlar ↑yazdınız mı ((no answer indistinct chattering))

L: ↑pentyl mi (0.2) ↑pentyl mi o ((a S answers but her words are diminished))

L: *bilmem*

S7: *hocam şurası nasıl olacak*

L: *hmm şimdi yazacağım siz karar verdiniz mi chain'iniz ↑bu mu*

S7: huh uh

L: *buranın da ne olduğunu yine ne vererek yapabilirsiniz yine isimlendirme ile ↑uzun chaini bulup yine isimlendirme şurada yaptığın aynı isimlendirmeyi şu grup için ↑n'apacaksın yapacaksın kendi içinde ↑ayrı bir şekilde* ((Ss murmuring and apparently discussing there is a hum in the classroom)) ((a S asks something but it is not distinct))

L: *↑bilmiyorum bir dene bakalım* ((chatterings go on a s says something but it is lost within these chatterings))

L: *söyleyeceğim şimdi* ((indistinct dense chatterings))

L: *yazıyor musunuz ↑kızlar* (possible answer not intelligible)

L: *humm (0.5) ↑kaç karbon var ↑en uzun zincirde*

L: *↑hum*

S8: *oniki*

L: *oniki ↑mi yo:k*

S8: parent chain *↑burada mı olacak*

L: *en uzun carbon chain i buldun mu neresi en uzun karbon zinciri evet kaç tane var=*

S8: *=↑şurası mı=*

L: *=o yo: k orası ↑yok uzun olacak ve side chainler olmayacak* ((L takes the pencil and draws on S' notebook)) *o zaman ya ↑şöyle gidecek ya ↑böyle gidecek ya ↑böyle gidecek ↑neyi alıcaz en uzun olanını alacağız*

L: ((addressing to another S)) *sen maşallah iyisin derste sakız çikolata çay kahve de ↑ister misin* ((no answer from the S))

S9: *hocam bu doğru mu*

L: *↑doğru mu*

S9: *nasıl yazıldığını bilmiyorum da* (semi-distinct speech)

L: *octane ↑kaç karbonlu orada*

S9: *orada sekiz tane saydım ben*

L: *hmm böyle yapmayacağız*

S10: *diğer türlü de sekiz tane oluyor*

S9: *şu kısım kesin doğru sanırım ama şurası olmadı gibi*

L: *evet orada bir sıkıntı var*

L: ((responding to the class)) *↑şimdi yazacağım arkadaşlar*

L: *yes now I will write the answer for you if you look at the structure first of all we have to de:-cide the ↑parent chain which one is the parent and how many carbon we have on the parent chain if you count it you will see that (.)↑on this parent chain how many if you count it there is ↑eight carbons ok there are ↑eight carbons in this structure*

L: now if you give the number we have to start from ↑which side from ↑the bottom or ↑from the ↑left side from the left this one because there is a ↑branch point close to this end so we have to start from ↑here ↑ok one-two-three-four-five-six-seven-eight ↑yes after give the number for each carbon which present on the chain we will check the substituents if we look at one of the substituents is the ↑chlorine another substituent is ↑this one ↑ok

L: now we will try to write the name according to this information and what we have in the ↑third carbon we have what ((L spells out)) ch-lo-ro- and in the fourth carbon we have another one first of all I will write x for this one because it is not ↑methyl ↑ethyl or ↑anything there is a complex structure and for this complex part again I have to give name for this one again I have to apply the rule of ↑IUPAC system ok just first of all I will write the ↑x and then I will write the ↑open form of this x for x what is the parent name eight carbon so it will be ↑oc-tane now if we look at the detail of the x what will be detail so if we look at here there is a ↑complex structure so again to give the name of this ↑complex structure I ↑have to give lecture notes I have to give the ↑number for each carbon in this structure

L: now if we give the number for the carbon and this chain ↑which one is the first carbon ↑ bottom side or ↑the top side ↑which one

S1: top side

L: is it ↑first ↑second ↑ third fourth or ↑what will it be is it first second third fourth ↑which one is the correct ((L draws the branch point on the board with coloured board marker))

ss together: red one

L: red one yes you have to follow the red because if you continue from the red one you will see that in the second carbon we have the substituent but if you continue from the ↑blue one in the third carbon we have the substituent we have to choose ↑which one ↑red because it is ↑nearer the branch point so we have to start we have to begin from the end which is ↑nearer to branch point so you have to follow the red one so according to red one could you me ↑tell me the name of this structure it is ((L spells out)) 2-me-thyl-↑what 2-methyl-butyl this is alkyl group so buthyl yes the name of this one you will write this part instead of the ↑x on this name ok 2-methyl-butyl you will write within the parenthesis in the name

L: so: ↑also you have to know that there is a ↑specific name you will also memorise it within time the ↑SPECIFIC name of 2-methyl-butyl is ↑what iso-pen-TYL also instead of this one you can use the isopentyl ok is it ↑clear is there ↑ any problem (0.3)

S9: *hocam pardon 2-methyl dedik ya ↑niye*

L: ↑efendim

S9: *niye ↑butane demedik de ↑buthyl dedik*

L: *ama alkyl group alkyl'leri nasıl isimlendiriyorduk e ise sondaki a n e yi atıyoruz yerine ↑ne yazıyoruz /vay/ and /e/*

S9: *alkyl olduğunu nasıl anlıyoruz*

L: *alkyl olduğunu nasıl anlıyoruz substituentlar niye methane değil de methyl diyoruz buna öbür ders ↑sen ↑geldin mi bir önceki derse ↑methane ↑methyl ↑ethane ↑ethyl ↑butane ↑buthyl alkyl grupları nasıl isimlendirdiğimizi (.) bir önceki derste: (.)↑detaylı bir şekilde anlattık o notları ↑al arkadaşlarından ↑check et ↑tamam=*

L: =↑now I will continue with new part which is ((L spells out)) the ↑cyc-lo-al-kanes cyclo-alkanes *halkalı alkenler arkadaşlar* ↑cyclo means ↑*halkalı* (.) and you have to know that ((L spells out and writes on the smart board simultaneously) these: are compounds with ring of carbon atoms (0.3) and cis-cyclo-alkanes consist of ↑ch₂

units they have they have ↑general formula which is ↑represented with ↑ CH_2n or we can write write it ↑ C_nH_{2n} this is the ↑general representation of the ↑cyclo-alkanes

L: ↑and I will write ↑some example for this structure if you ↑check how many carbon in here how many carbon in this structure if you re-mind from the previous lecture the ↑intersect point represent ↑one carbon atom so the name of this one ↑how many carbon ↑three carbon so it is the ↑proPANE normally but if it is in the cyclic form the name will be ↑cyclo-pro-pane ok (L spells out and writes on the board) cyc-lo-pro-pane

L: now I will write another one ↑what is it if we write here ((L spells out and writes on the board)) ↑cyc-lo-bu-tane if you look at the ↑next one I will write for you I will try to ↑draw yes what is this ((L spells out and writes and draws on the board)) ↑cyclo-pen-tane if you look at another one (0.2) ↑yes what is it this is the ((L spells out and writes on the board)) ↑cyclo-hexane as you see in there it is very easy to give the name of the cyclo-alkanes if there is ↑no any substituents on the structure ok it is very ↑easy you will write prefix ↑cyclo- and then you will write the parent name of the alkane (.)↑but if we have some ((L spells out and writes on the board)) subs-ti-tuents on the structure in this case you have to follow some rules to write the name of the structure

L: ↑now I will ↑show you (L spells out and writes on the board simultaneously) subs-ti-tu-ted subs-ti-tu-ted ↑please be quiet! substituted cyclo-alkanes are named by rules similar to those of open chain alkanes

L: now I will write step by step

L: (L goes on writing on the board and spelling out) the first step is that you have to count the number of carbon atoms in the ring and add pre-fix which is cyclo- (0.3) and if a substi-tuent is present (.) on the ring in this case the compound is named as (0.2) an al-kyl subs-ti-tu-ted cyc-lo al-kane

L: now with example I will ↑explain what it means ↑yes (.) if you look at these cyclo-alkanes normally if there is no methyl group in the structure ↑what will be the name of this one it will be cyc-lo-pen-tane ↑but there is a group↑ substituted group ↑what is it this is the ↑methyl so ↑how you will write the name of this one this is ↑me-thyl-cyc-lo-pen-tane so in this case this methyl represents alkyl group on this structure and this is the representation of ↑cyclo-alkane in this name

L: now I will write ↑another ↑rule because there are different options for the cyclo-alkanes some of the cyclo-alkanes can have ↑two substitutes on the structure and for substituted (spelling out and writing on the board) for subs-ti-tu-ted cyc-lo-al-kanes you have to start at a point of at-tach-ment and number a-round the ring and if two: subs-ti-tuents are pre-sent you have to be-gin numbering at the group that has al-pha-be-ti-cal priority / pri'orəti/ and ↑pro-ceed around the ring so: as to give the second subs-ti-tuent the lowest number ↑now I will write the examples related with these rule ((L reads and writes from her/his notes)) (0.5)

L: yes according to this rule which one will be first carbon ↑which one for example this it doesn't matter both of them are the ↑methyl-group so one of them will be the first one the problem is that which carbon will be ↑second one is this one or this one the carbon present in the ↑right or ↑left of this carbon on the ↑right ↑why it will be ↑second becau:se next branch point will take the ↑lowest ↑possible number ok so this is the ↑second ↑third fourth fifth °and sixth ° (0.5)

L: so according to this one if you write the name also I will write the other option with another color one-two-three-four-five-six so if you look at ↑here in the red one it will take the number three if you ↑continue from the blue one it will take the number ↑five so we will choose which one is correct ↑red one as the ↑correct numbering

L: so if we write the name ↑what is it in the first and third carbon ↑what we have ((L spells out loudly)) di-met-hyl-cyclo-he-xane yes we will write this now I will write another example and you will try to give the name of this one ((writing on the board))

L: yes could you try to write the ↑ name of this structure ((murmurings in the classroom))

L: ↑have you ↑written it I will continue with another example during this time try to write the ↑name (L constantly writes on the smart board) (1.25s) (talking to herself) oops! (2.0s)

L: ↑yes could you tell me ↑what will be the name of this example

S6: one ethyl

L: ↑one-ethyl

S6: two-methyl

L: ↑two-methyl

S6: cyclo-

L: ↑cyclo-

S6: pentane

L: pentane yes why ↑not one-methyl

S6: ↑alphabetic

L: due to ↑alphabetic priority /pri'brəti/ of ↑what ↑ethyl group

L: so if we write the name ((L spells out and writes on the boards simultaneously)) 1-et-hyl-2-me-thyl-cyc-lo-pen-tane so if you write the ↑number and the structure one-two-three-four-five not this one I will write here not one-two-three this is not the correct one ok the right one is the ↑correct numbering system for this example is it ↑clear for all of you

L: yes so we can continue with the ↑next rule in this case ↑differently from previous ones there are more than two substituents on the structure if you ↑remind /'rɪmaɪnd/ in the ↑first one there is ↑no substituent in the second one there is only one substituent in the third one there are two substituents but in this case there are ↑more than two substituents if you read the rule in this case if there are ↑three or ↑more substituents on the structure ↑total number it means ↑total number of ATTACHMENT POINT must be lowest if you look at here it must be lowest so according to this rule could you try to write the name of this structure (0.2)

L: ↑*evet bu ↑kurala göre yazalım arkadaşlar ↑adını* (coughing and chatterings) (a S says something but indistinct)

L: *bu kadarlık ad zaten* (murmurings in the classroom) (0.7)

L: have you ↑written it have you ↑all written it ↑yes I will continue with ↑another example just try to write the name of the ↑previous example ↑ok ((a long interval of chatterings, L writes something on the board and Ss try to answer the question))

L: yes could you tell me ↑which one is the first carbon in this case first of all maybe you can ↑define the substituents ↑what is this

S1: ethyl

L: ↑ethyl ↑this

S1: isopropyl

L: isopropyl ↑this

S1: methyl

L: methyl yes now according to this one ↑which one is the first carbon ↑which one

S1: ethyl

L: ethyl is the ↑first (no response)

L: if you read the if there are ↑three or ↑more substituent °total number of attachment TOTAL NUMBER OF ATTACHMENT POINT must be LOWEST ok so according to this ↑rule I will write the ↑correct numbering for you now this is the first second third fourth fifth sixth seventh eighth ↑ok and now I will write the ↑name of this structure for you and then I will ↑explain ↑why we continue to numbering from these sides ok so the name is ((L spells out)) three:-et-hyl-and-1-iso-pro-pyl- and in the ↑fifth carbon we have five ↑met-hyl cyclo ↑what cyclo- ↑how many carbon so obtained this is the ↑name

L: now I will show you why we don't continue from the ↑ethyl one if you come from here this is the ↑first ↑which one is the first °I will check it ° ↑yes from here °first second third fourth fifth sixth seventh °in this case and eighth ↑yes if you look at here could you ↑tell me in the ↑red one if you continue numbering from the red one could you tell me ↑how many attachment point what is the ↑total of the attachment points actually ↑how many we have in the first carbon plus in which carbon third carbon we have the ↑ethyl also in the fifth carbon we have the ↑methyl if you take the total of these numbers it will be ↑what ↑nine if you count it with the other one the green color you will see that ↑one ↑plus three: plus ↑seven so if you count it it will be totally ↑eleven but if you read the definition of the rule you will see that the ↑total of attachment point the total of attachment point will be ↑minimum will be ↑lowest so we have to follow this one to give the name of (.) this structure this ↑cyclo-alkane structure ↑ok

L: now also could you try to give the name of them (0.5) ((an international S calls out but it is not distinct))

L: ((responding to the S)) ↑previous (0.2)↑what's the problem

S10: this will start from here right to here

L: from ↑which side

S10: from ↑this side

L: yes

S10: from this branch ↑what is the another ↑choice the ↑wrong one

L: this is wrong where is it yes if you check it you will see that in here also it is obvious one chain (a S says something but indistinct)

L: I can ↑open if you want I can open ok ((indistinct chattering))

S10: ok (0.7)

S11: °anlamadım °

L: ↑neyi

S11: şunu şuradan geçirdik ya

L: huh uhh ↑buradan başlayıp başlamaya bura karar verdik önce sorun şu ↑ethyl şu isopropyl normalde nereden başlamalıydık ethyl'den şimdi ethyl'den başlasaydık ne oldu bak şuradan başladık diyelim bir iki üç dört beş altı yedi sekiz oldu şimdi say bu ↑birde ↑üçte ve ↑nerede ↑yedide bir üç yedi ne oldu onbir oldu o onun için olmuyordu çünkü burada önemli olan ne ↑toplam attachment point en düşük olacak ↑alphanumeric priority /pɾi'brɛti/'e bak demiyor toplam attachment point en düşük olacak onun için ↑nereden başlıyoruz ↑şuradan başlıyoruz şimdi burada ↑niye buradan da buradan değil bu sefer buradan ne ↑isopropyl bu ne methyl o zaman hangisi isopropyl çünkü ikisi aynı numarayı verecek ama bu ne methyl ve isopropyl o zaman ↑alphanumeric priority /pɾi'brɛti/'i düşüneneceğiz bu olduğu zaman bir-iki neden böyle gittik böyle gidersek ikinci branch point ↑büyük

numara alacak bizim amacımız bir sonraki branch pointin düşük numara alması bunların hepsini kurallarda söyledik o zaman ne yaptık bir-iki-üç-dört-beş toplarsan da bir-üç-beş toplamı dokuz oldu öbür türlü onbir oluyor ya da daha fazla oluyor olmuyor onun için bunu şey yaptık

L: ((calling to the class)) ↑yes could you try to (.) say the name of the next example ↑what is it which one is the first↑ first of all we can identify the ↑alkyl groups in this structure what we have ↑what is this

S 2: methyl ((L points on the screen and Ss names the structures))

L: methyl and ↑what is this

S 2: ethyl

L: ethyl and ↑this one

S 2: isopropyl

L: isopropyl and ↑next one is ↑what

S 2: cyclo-propyl

L: cyclo-propyl ↑yes after identify them now we can decide from which carbon atom we have to start to give the number which one ((indistinct chattering no distinct response))

L: do you have any idea which one is the first methyl isopropyl uh ethyl group cyclo-propyl group will be this one ↑first ↑yes if we start from ↑here this is the second third fourth and fourth because in the fourth carbon we have two groups so we have to count it again so if we count how many attachments one plus two plus four plus four you will count it ↑how many ↑eleven yes if we look at another option this is one one one one and in this case two two three four in this case one plus one plus one plus four plus three ↑what is it

S1: nine

L: nine so which one is the correct red one is the correct one so you have to follow this one to give the number so you have to start with that one to give the numbers and according to this numbering system the name will be ((L spells out and writes on the board)) 4-CYCLO-PROPYL-1-ETHYL-3-ISOPROPYL-1-MET-HYL-CYCLO-HEXANE will be the name of this structure

L: in here it is important there is ↑cyclo not you will take the propyl you will take the c so you have to start with the alphabetic priority /pri'bræti/ to cite the name so you have to continue with this cyclo-propyl as the first one and then ethyl and then isopropyl and then methyl ok if you check the ↑alphabetic priority /pri'bræti/ you will see that ↑cyclo-propyl has a priority /pri'bræti/ than the other alkyl groups so you have to ↑cite them according to alphabetic priority /pri'bræti/ of the alkyl groups ok

L: now we can ↑stop in here and next lecture we will continue with some more examples ↑ok

Appendix 4. Turkish Version of the Interview Questions for EMI Lecturers

Sayın Öğretim Elemanı,

Bu röportaj, 'İngilizce Eğitimde Yeni Bağlantılar Türkiye Araştırma Ortaklığı Fonu 2020' tarafından desteklenen '**Türkiye'de İngilizce'nin Öğretim Dili olarak Kullanıldığı Sınıflarda Söylem: Dillerarasılık Uygulamalarının Dinamikleri**' başlıklı bir proje için, dillerarası geçişlilik uygulamalarını ve işlevlerini, İngilizcenin ders dili olarak kullanıldığı sınıflarda, incelemeyi amaçlamaktadır. Bu yüzden, aşağıdaki ifadeleri hakkında size göre doğru olduğunu düşündüğünüzü samimiyetle belirtebilirsiniz. Desteğiniz ve katkınız için çok teşekkür ederiz.

Bölüm 1. Demografik Bilgiler

1. Cinsiyetiniz: Erkek Kadın
2. Ana diliniz: Türkçe İngilizce Diğer (Lütfen belirtiniz)
3. İkinci diliniz: İngilizce Türkçe Diğer (Lütfen belirtiniz)
4. Fakülte / Bölümünüz nedir?
5. Üniversitede ne zamandır ders veriyorsunuz?
6. İngilizcenin ders dili olarak kullanıldığı yüksek öğretim kurumlarında ne zamandır ders veriyorsunuz?

Bölüm 2. Öğretim Elemanları Dillerarası Geçişlilik Uygulamaları

1. Derslerinizde birden fazla dil (örn. İngilizce-Türkçe) kullanıyor musunuz? Nedenini açıkla mısınız?
2. Bu durum ne sıklıkla oluyor? a) Her zaman b) Sık sık c) Bazen d) Asla
3. Derslerinizde ne zaman ana dili ve hedef dili bir arada kullanıyorsunuz? Belirtiniz.
4. Çalışma materyali ve terminolojiyi her iki dilde birden (ana dil ve hedef dil) sağlıyor musunuz? Nedenini açıkla mısınız?

Bölüm 3. Öğrencilerin Dillerarası Geçişlilik Uygulamaları

1. Ders esnasında öğrencilerin ana dillerinde soru sorduğu ya da cevap verdiği zamanlar oluyor mu? Detaylarını anlatabilir misiniz?
2. Bu durum ne sıklıkla oluyor? a) Her zaman b) Sık sık c) Bazen d) Asla
Nedenini açıkla mısınız?
3. Ana dillerinde soru soran veya cevaplayan öğrencilere nasıl tepki verirsiniz? Nedenini açıkla mısınız?
4. Sınıftaki '*Sadece İngilizce Kullanımı Politikası*'nın öğrencinin soru sorma veya cevaplama sınıvını etkilediğini düşünüyor musunuz?

5. Öğrencinin ana dilinin öğrenmesi üzerinde (olumlu / olumsuz) bir etkisi olduğunu düşünüyor musunuz? Nedenini açıkla mısınız?
6. Derslerinizde öğrencileriniz (İngilizcenin ders dili olarak olmasından ötürü herhangi bir problem yaşarlar mı? Bunlar nelerdir?

Bölüm 4. Dillerarası Geçişliliğe Karşı Tutumlar

1. Sizce derslerde ana dilin ve hedef dilin birlikte kullanımına izin verilmeli midir? Nedenini açıkla mısınız?
2. Derslerde öğrencilerin ana dilin ve hedef dilin birlikte kullanması öğrencilerin derslerin içeriğinde uzmanlaşmalarına yardım ettiğini düşünüyor musunuz? Nedenini açıkla mısınız?
3. Sınıfta öğrencilerin ana dillerini kullanmalarının yararlı veya zararlı olduğunu düşünüyor musunuz? Nedenini açıkla mısınız?
4. Derslerde öğrencilerin ana dili ve hedef dili birarada kullanmasının İngilizce dil becerilerini geliştirebileceğini düşünüyor musunuz? Nedenini açıkla mısınız?

Bölüm 5. Son Yorumlar

1. Sınıfta 'Sadece İngilizce Kullanımı Politikası' ile ilgili genel tutum ve yorumlarınız nelerdir?
2. Ana dilin ve hedef dilin bir arada kullanılmasıyla ilgili genel tutum ve yorumlarınız nelerdir? Röportajın sonuna geldik, zaman ayırdığınız için teşekkür ederiz.

Appendix 5. Turkish Version of the Interview Questions for EMI Students

Sevgili Öğrenciler,

Bu röportaj, 'İngilizce Eğitimde Yeni Bağlantılar Türkiye Araştırma Ortaklığı Fonu 2020' tarafından desteklenen '**Türkiye'de İngilizce'nin Öğretim Dili olarak Kullanıldığı Sınıflarda Söylem: Dillerarasılık Uygulamalarının Dinamikleri**' başlıklı bir proje için, dillerarası geçişlilik uygulamalarını ve işlevlerini, İngilizcenin ders dili olarak kullanıldığı sınıflarda, incelemeyi amaçlamaktadır. Bu yüzden, aşağıdaki ifadeler hakkında size göre doğru olduğunu düşündüğünüzü samimiyetle belirtebilirsiniz. Desteğiniz ve katkınız için çok teşekkür ederiz.

Bölüm 1. Demografik Bilgiler

1. Cinsiyetiniz: Erkek Kadın
2. Ana diliniz: Türkçe İngilizce Diğer (Lütfen belirtiniz)&..
3. İkinci diliniz: İngilizce Türkçe Diğer (Lütfen belirtiniz)&..
4. Fakülte / Bölümünüz nedir?
5. Bölümünüzün eğitim dili nedir?
6. İngilizce yeterlilik seviyenizi nasıl derecelendirirsiniz?

Düşük Başlangıç Yüksek Başlangıç Düşük Orta seviye Yüksek Orta seviye İleri

7. Okulun dışında İngilizce konuşuyor musunuz? Evet ise, lütfen ne kadar ve kiminle konuştuğunuzu açıklayın.

Bölüm 2. Dillerarası Geçişlilik Uygulamaları ve Sıklığı

1. Derslerde ana dilinizi kullanıyor musunuz?
2. Derslerde ne zaman bir dilden diğerine geçiş yapıyorsunuz?
3. Bir dilden diğerine ne sıklıkla geçiyorsunuz? Her zaman Sık sık Bazen Asla
4. Genellikle kiminle olduğunuz zaman dilleri karıştırarak kullanıyorsunuz? (Hocalarla, arkadaşlarla, aileyle, vb.)

Bölüm 3. Dillerarası Geçişliliğe Karşı Tutumlar

1. Ders sırasında ana dilinizi ve hedef dilinizi bir arada kullanıyor musunuz? Neden?
2. Öğretim elemanlarının derslerde ana dili ve hedef dili bir arada kullanması hakkında ne düşünüyorsunuz? Açıklayınız.
3. Öğrencilerin dersler esnasında ana dili ve hedef dili bir arada kullanmalarına izin verilmesi gerektiğini düşünüyor musunuz? Açıklayınız.
4. Öğretim elemanının derste ana dili ve hedef dili bir arada kullanmasının öğrencilere yardımcı olduğunu düşünüyor musunuz? Neden?
5. Sınıfta ana dili ve hedef dilin bir arada kullanılması, sizin konuları daha iyi anlamanızı sağlayacağını ya da anlamanıza yardımcı olacağını düşünüyor musunuz? Neden?
6. Sınıfta ana dilin ve hedef dilin bir arada kullanılması, sizin İngilizce dil becerilerinizi geliştirmenize yardımcı olacağını düşünüyor musunuz?
7. Öğretim elemanının sınıfta kullanılan ders materyallerini ve terminolojiyi hem ana dilde hem de hedef dilde sağlaması gerektiğini düşünüyor musunuz? Neden?

Bölüm 4. Zorluklar ve Yorumlar

1. Ders sırasında dersin hedef dilde verilmesiyle ilgili herhangi bir zorlukla karşılaşıyor musunuz? Açıklayınız.
2. Bu zorlukların üstesinden gelmek için hangi stratejileri kullanıyorsunuz? Açıklayınız.
3. Sınıflarınızda ana dilin ve hedef dilin bir arada kullanılmasıyla ilgili deneyimleriniz hakkında benimle paylaşmak istediğiniz başka bir şey var mı?

Röportajın sonuna geldik, zaman ayırdığınız için teşekkürler.

Appendix 6. English Version of the Interview Questions for EMI Lecturers

Dear Faculty Members,

This interview has been designed to examine translanguaging practices and their functions in EMI (English as Medium of Instruction) classes for a project entitled '**Classroom Discourse in EMI Courses in Turkey: On the Dynamics of Translanguaging Practices**' supported by 'New Connections in English Medium Instruction - Turkey Research Partnership Fund 2020'. Please note that all the information you provide will remain confidential and anonymous. Thus, please feel free to express whatever you think about the interview items. Thank you very much for your cooperation and contribution.

Interview Questions for EMI Lecturers

Part 1. Demographic Information

7. Gender: Male Female
8. Home/first language: Turkish English Other (Specify)
9. Second language: English Turkish Other (Specify)
10. What is your Faculty/Department?
11. How long have you been teaching at university?
12. How long have you been teaching in an English Medium Instruction context?

Part 2. Lecturer Translanguaging Practices

1. Do you use more than one language (L1&L2) during your lesson? Please explain.
2. How often does it happen? Always Often Sometimes Never
3. When do you use L1 and L2 together during lessons? Please specify.
4. Do you provide bilingual study materials and terminology both in students' L1 and L2? Please specify how you integrate these materials into your teaching.

Part 3. Learner Translanguaging Practices

1. Do you experience incidents in which learners answer or ask questions in their L1? Can you describe, please?
2. How often does it happen in your classes? Why? Always Often Sometimes Never

4. What is your Faculty/Department?
5. What is the language of instruction at your department?
6. How would you rate your level of English proficiency?
Low Beginner High Beginner Low Intermediate High Intermediate Advanced
7. Do you speak English outside the school? If yes, please explain.

Part 2. Translanguaging Practices and Frequency

5. Do you use your mother tongue during lessons?
6. When do you shift between languages typically during lessons?
7. How often do you shift between languages? Always Often Sometimes Never
8. Who do you usually shift with? (Lecturers, peers, family members, etc.)

Part 3. Attitudes Towards Translanguaging

1. Do you use L1 and L2 together during lessons? Please explain why (not).
2. What do you think about lecturers' use of L1&L2 together in lessons?
3. Do you think that learners should be allowed to use L1&L2 together during lessons? Why (not)?
4. Do you think that the lecturer's use of L1&L2 together helps learners during lessons? Why (not)?
5. Do you think that your L1&L2 use in the class will help you understand the subjects better? Why (not)?
6. Do you think that your L1&L2 use in the class will help you improve your English language skills? Why (not)?
7. Do you think that the lecturer should provide study materials & terminology used in the classroom in both L1 and L2? Why (not)?

Part 4. Challenges and Final Comments

1. Do you face any language-related challenges during lessons? Please explain.
2. What strategies do you use to overcome these challenges?
3. Is there anything else you would like to share with us about your experience in using L1&L2 together in your classes?

This is the end of the interview. I would like to thank you for your time.

Appendix 8: Observation Checklist

Observation Check List Date:		
LECTURERS	ENGLISH	TRANSLANGUAGING
Greeting learners		
Explaining lesson objectives		
Drawing learners attention and building rapport		
Introducing the new lesson		
Explaining difficult terms		
Asking questions		
Defining new concepts		
Resolving a misunderstanding		
Summarising the lessons		
Dismissing the class		
STUDENTS		
Asking questions to the lecturers		
Answering lecturers' questions		
Discussing in groups		
Interacting with others in the class		
Asking other learners		
Note Taking		

(Adapted from İnci Kavak, 2021)

Appendix 9. A Sample of Consent Form

Informed Consent Form

This study, which is titled as '**Classroom Discourse in EMI Courses in Turkey: On the Dynamics of Translanguaging Practices**', attempts to examine translanguaging practices and their functions in classes in which English is used as medium of instruction.

- Your participation in this study is voluntary.
- In accordance with the purpose of the study, data will be collected through audio/ video recordings, a survey and face-to-face interviews.
- You do not have to write your name or give any information to reveal your identity. The names of the participants will be kept confidential.
- The data collected within the scope of the research will be used only for scientific purposes and will not be shared with others without your permission.
- In case of request, you have the right to review the data collected from you.
- The data collected from you will be protected and archived at the end of the survey.
- There will not be any request /demand in the data collection process / processes. However, if you feel any discomfort during your participation, you will be able to leave the study at any time. If you leave the study, the data collected from you will be removed and destroyed.

I would like to thank you for your time to read and evaluate the research consent form. You can send me your questions about the research in person or by email.

Name of Researcher : Dr. Vildan İnci Kavak

Affiliation : Gaziantep University

E-mail : vildan_elt@hotmail.com

I understand that I am participating in a study of my own free will, by knowing that if I am uncomfortable with any part of this study, I can withdraw any time. I accept that the information I give can be used for academic purposes.

(Please fill in this form and sign it to the person who collected the data.)

Name and Surname :

Signature :

© **British Council**

The British Council is the United Kingdom's international organisation for cultural relations and educational opportunities.

A Discipline-based Investigation of English Language Proficiency, Linguistic Challenges, and Academic Success of Students in Turkish EMI Setting

March 2021



Research Team

Dođan Yüksel

Kocaeli University, Turkey

Mehmet Altay

Kocaeli University, Turkey

Samantha M. Curle

University of Bath, UK

Ikuya Aizawa

University of Oxford, UK

Fatma Ege

Istanbul Technical University, Turkey

Eda Genç

Bahcesehir University, Turkey

Pınar Kır

Istanbul Technical University, Turkey

Samet Diri

Kocaeli University, Turkey

March 2021

Contents

A Discipline-Based Investigation of English Language Proficiency, Linguistic Challenges, and Academic Success of Students in Turkish EMI Setting.....	162
Introduction	163
Methodology	165
Ethical and Legal Permissions	165
Setting	165
Participants.....	165
Data Analysis.....	167
Findings	169
Research Question 1	169
Quantitative Analyses	169
Qualitative Analysis	172
Difficulties in Skills	172
The Case of Speaking	172
Perceptions about Listening	173
Challenges about Reading and Writing	174
Research Question 2.....	174
Quantitative Findings.....	174
Qualitative Analysis.....	177
Compensation Strategies	177
Use of L1 by the Teachers.....	178
Use of L1 by students.....	179
Use of Technology	180
Research Question 3.....	181
Discussion	185
Conclusion.....	186
Pedagogical Implications.....	186
Broader Policy-based Suggestions	187
Opinions of the Administrators	187
Opinions of the faculty members.....	188
References	189
Appendix	190
Appendix A1 - Aydınlatılmış Gönüllü Onam Formu	190
Appendix A2 - Informed Volunteer Consent Form.....	191
Appendix B1 - Aydınlatılmış Gönüllü Onam Formu	192
Appendix B2 - Informed Volunteer Consent Form.....	193
Appendix C1 - Sosyal Ve Beşeri Bilimler Bilimsel Araştırma Ve Yayın Etiği Taahhüdnamesi.....	194
Appendix C2 - Social And Humanities Scientific Research And Publication Ethics Commitment	194
Appendix D1	195

Appendix D2 Kocaeli University Social Sciences and Humanities Ethics Committee.....	196
Appendix E The EMI Challenges Scales.....	197
Appendix F Cambridge Assessment.....	198
Appendix G1 Mülakat Soru Protokolü.....	199
Appendix G2 - Focus Group Interview Questions	201
Figure 1 Scatterplot for the GEP and Skill-based Challenges in Engineering Subject.....	169
Figure 2 Scatterplot for the GEP and Skill-based Challenges in Social Sciences Subject.....	171
Figure 3 Scatterplot for the Skill-based Challenges and GPA in Engineering Subject.....	175
Figure 4 Scatterplot for the Skill-based Challenges and GPA in Social Sciences Subject.....	176
Figure 5 Boxplots for the Ease of Use in Language Skills Depending on the CEFR Levels in EMI Engineering.....	182
Figure 6 Boxplots for the Ease of Use in Language Skills Depending on the CEFR Levels in EMI Social Sciences	183
Table 1. Distribution of the Participants According to the Seven Regions of Turkey.....	166
Table 2. Distribution of Participants According to Their Gender	166
Table 3. Distribution of the Participants According to Their Age	166
Table 4. Research Questions, Methods, Participants and Rationale and Data Analyses Methods Used in this Study.....	168
Table 5. Descriptive Statistics for Engineering Over General English Proficiency and Skill-Based Challenges.....	170
Table 6. Descriptive Statistics for Social Sciences Over General English Proficiency and Skill-Based Challenges.....	170
Table 7. Simple Linear Regression Analyses Summary for General English Proficiency Predicting Skill-Based Challenges in the Engineering Subject.....	171
Table 8. Simple Linear Regression Analyses Summary for General English Proficiency Predicting Skill-based Challenges in the Social Sciences Subject.....	172
Table 9. Descriptive Statistics for Engineering Over Skill-based Challenges and GPA.....	175
Table 10. Descriptivesstatistics for Social Sciences Over Skill-based Challenges and GPA.....	176
Table 11. Multiple Linear Regression Analysis Summary for Skill-based Challenges Variables Predicting Success Success in the EMI Engineering Division.....	177
Table 12. Multiple Linear Regression Analysis Summary for Skill-based Challenges Variables Predicting Success in EMI Social Sciences Division.....	177
Table 13. Mean Scores and Standard Deviations for Skill-based Challenges in EMI Engineering.....	184
Table 14. Mean Scores and Standard Deviations for Skill-based Challenges in EMI Social Sciences.....	184
Table 15. Multivariate and Univariate Analyses of Variance F Ratios for Four Skills in EMI Engineering Division According to CEFR Levels.....	184
Table 16. Multivariate and Univariate Analyses of Variance F Ratios for Four Skills in EMI Social Sciences According to CEFR Levels.....	185

A Discipline-based Investigation of English Language Proficiency, Linguistic Challenges, and Academic Success of Students in Turkish EMI Setting

This project focused on the linguistic challenges experienced by students studying through English Medium Instruction (EMI). It compared two academic disciplines (Mathematics, Physics and Life Sciences (MPLS) and Social Sciences) at seven public universities in Turkey. Even though language gains are often not stated as being an explicit aim of EMI, studying through EMI have been regarded as an opportunity for students to develop their language proficiency while developing academic content knowledge (Rose & Galloway, 2019; Galloway and Ruegg, 2020). Language-related challenges have been widely reported in various EMI contexts (Airey, 2011; Airey & Linder, 2006; Aizawa, Rose, Thompson, & Curle, 2020; Macaro & Akincioglu, 2018). However, it is also acknowledged that challenges reported by the students are very much context-dependent (Curle, Jablonkai, Mittelmeier, Sahan & Veitch, 2020). This project has investigated EMI students' language-related challenges in seven universities representing seven regions of Turkey in two academic divisions. It followed a mixed-method design by utilizing an EMI challenges scale (developed by Evans & Morrison, 2011 and validated by Aizawa et al., 2020) and semi-structured interviews with volunteer students. The following research questions have been addressed in this study:

- To what extent does English language proficiency (defined according to the Common European Framework of Reference for Languages (CEFR)) predict student ease of study in EMI in two academic subjects?
- To what extent does student ease of study in EMI predict success in EMI in two academic subjects?
- To what extent does student ease of study in EMI for different skills change by English proficiency level in two academic divisions?

The first research question aimed to address to what extent English language proficiency predicts student ease of study in EMI in two academic subjects. Simple linear regression analysis was conducted to investigate the effect of proficiency over four language skills in the two subjects. In the Engineering division, the results revealed that the general English proficiency significantly predicted the ease of study in four language skills in the EMI context ($p < .05$). However, the findings in the Engineering division indicated a small effect size ($R^2 = .04$). In the Social Sciences division, the general English proficiency, again, significantly predicted the ease of study in four language skills in the EMI context ($p < .01$). It was also evident that GEP was a better predictor in the Social Sciences, considering a relatively larger effect size ($R^2 = .34$). The qualitative analysis also reinforced these implications by highlighting the specific challenges the participants encountered in each skill.

The second research question focused on to what extent student ease of study in EMI predicts success in EMI in two academic subjects. As the dependent variable, EMI success was operationalized as the participants' Grade Point Average (GPA) scores, while the average scores of challenges in each language skill represented the independent variables. We conducted multiple linear regression analyses to examine the predictive power of EMI success on the students' ease of study in EMI. Depending on multiple factors, our analyses revealed that students' ease of study in different language skills was not predicted by EMI success in the engineering division. A similar result was found in the social sciences division: students' ease of study in different language skills was not predicted by EMI success in social sciences. Similar to the quantitative analysis, in the qualitative analysis,

we did not identify any patterns related to language-related challenges in each student's skill and academic success. In other words, EMI success did not appear to be related to the language-related challenges in any of the skills. In the thematic analysis, we did not observe a high frequency of the challenges mentioned by the students who did not achieve well in their EMI classes. Similarly, the number of high achievers' challenges were not fewer than the other group. This observation pushed us to examine the interview data in more detail, and we identified some compensation strategies used by the participants to overcome the challenges and ease out the impact of challenges on their academic success.

The third research question aimed to address to what extent student ease of study in EMI for different skills changed by English proficiency level in two academic divisions. The relevant assumptions were verified before running a one-way MANOVA for each group to investigate any difference in skill-based challenges depending on students' proficiency levels. For the students in the engineering division, participants whose L2 proficiency levels were C1 regard all four skills more to their ease of study than in other levels ($\bar{x} > 4.00$). However, B1 and B2 levels were mainly similar to one another in the four skills. The most considerable difference between these two levels was in the speaking skill, where B1 level participants regard it as more challenging ($\bar{x} = 3.54$, $SD = .94$) than the B2 level participants ($\bar{x} = 3.64$, $SD = .91$). The only skill in which the order of proficiency level was not in line with the ease of use was reading, where B1 level participants slightly considered it as less challenging ($\bar{x} = 3.75$) than in B2 level ($\bar{x} = 3.76$). In the social science group, the multivariate analysis also indicated a significant difference in all four skills based on a change in participants' L2 proficiency levels as Wilks' Lambda = .75, $F(1, 351) = 13.46$, $p < .001$. However, the multivariate eta-squared was estimated as small in social sciences ($\eta^2 = .17$). The findings of one-way univariate analysis of variance (ANOVA) highlighted significant differences resulted from altering CEFR levels in the challenges of writing, speaking, and listening skills ($p < .05$).

After identifying the interplay between language-related challenges, general English proficiency and EMI success, the projects also offered some discipline-specific implications for students, teachers, and administrators. The compensation strategies to make up for the difficulties as suggested by the students themselves can be beneficial for other students and teachers in pursuing EMI studies. The project also offers some broader policy-based suggestions based on the perceptions and opinions of the participants of the study.

Introduction

Research into the use of English medium of instruction in higher education (HE) has witnessed unprecedented growth over the past decade across the World (Dearden, 2014, 2015; Kirkpatrick, 2014; Macaro et al., 2018) as well as in Turkey (Aslan, 2018; Karakaş, 2018, 2019; Kırgöz, 2017, 2019; West, Guven, Parry & Ergenekon, 2015). EMI is defined in this project 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' (Macaro, 2018, p. 19). In EMI HE lecture halls, therefore, the focus is on content acquisition rather than language acquisition. However, numerous higher education institutions (HEIs) across the globe have implemented EMI with an innate assumption that students' English language proficiency will improve over time due to the use of this medium of instruction (Galloway, Numajiri & Rees, 2020; Galloway & Ruegg, 2020).

Issues of language have been explored in recent EMI studies on topics such as the impact of language proficiency on EMI success (Curle, Yuksel, Soruc & Altay, 2020), language threshold to be successful in EMI studies (Aizawa et al., 2020), language-related challenges faced by the students while studying through EMI (Soruc & Griffiths, 2018), and challenges faced after graduation in working life (Altay & Erçin, 2020; Altay, 2020; Altay & Yuksel, 2021). Previous studies on linguistic challenges have also shown that these challenges are highly context-specific (Aizawa et al., 2020; Curle et al., 2020a). However, very few studies comprehensively and systematically investigated the language-related challenges of students in Turkey. One of these studies is Kamaşak, Sahan and Rose (2021), who examined the linguistic challenges students face at an EMI university in Turkey in a survey-based study with many participants ($N = 498$). The findings of their study revealed that writing and speaking were perceived as the most challenging areas in the EMI classes. Students' individual differences also mediated the challenges; academic discipline, first language (L1) background, prior EMI experience, and language proficiency exam type all impacted the perceptions of challenges. Motivated by this literature gap, this study focused on the interplay of linguistic challenges in different English language skills and EMI academic success. This has been explored in two academic divisions in seven public universities in Turkey.

Previous studies on discipline-based differences in EMI demonstrated that language plays different roles in different disciplines. Altay, Soruc, Yuksel and Curle (under review) found that English language proficiency is a strong predictor of academic achievement in Social Science subjects but not in MPLS subjects. A similar result was found in Dearden and Macaro's (2016) three-country comparison study where Science and Maths lecturers stated that in their teaching, they mainly relied on mathematical formulae and thought that teaching through English was easy for them, and they mainly were less concerned with language issues.

In their comprehensive review of EMI in HE, Curle et al. (2020a) presented a typology of challenges faced by faculty staff and students when implementing EMI programmes. They proposed four major categories of challenges: language-related challenges, institutional/organizational challenges; nationality/culture-related challenges; and materials-related challenges. The language-related challenges are later grouped into those associated with staff members and students. The challenges encountered by EMI students have attracted scholarly attention in various research settings (e.g., Airey, 2011; Airey & Linder, 2006; Aizawa et al., 2020), including Turkey (Hasirci & Cosgun, 2018; Kamaşak et al., 2021; Kırkgöz, 2005; Macaro & Akincioglu, 2018; Soruc & Griffith, 2018; Yıldız, Soruç & Griffith, 2017).

The most oft-cited challenge in EMI contexts is students' insufficient English language proficiency (Airey, 2011; Airey & Linder, 2006; Galloway et al., 2020; Tsuneyoshi, 2005; Wilkinson & Yasuda, 2013), which has shown to have detrimental consequences on students' learning (Curle et al., 2020a). Several studies have addressed the linguistic challenges in different learning skills, such as unfamiliar technical terms in the coursebooks of the students, which hinders reading skills (Uchihara & Harada, 2018); the inability to produce spontaneous speech, hindering speaking (Suzuki, Harada, Eguchi, Kudo & Moriya, 2017); not being able to follow different lecturers' accents as a deficit for listening (Evans & Morrison, 2011) and a lack of competence of appropriate academic style in writing (Evans & Morrison, 2011).

It has also been reported that most of these student challenges are highly context-dependent (Curle et al., 2020a). For example, based on a comprehensive survey in Nordic Countries, Airey, Lauridsen, Räsänen, Salö & Schwach (2017) reported that students could cope with EMI challenges by spending extra time studying compared to studying through their first language. However, they also communicated less in class and reported more comprehension difficulties. Whereas, a large-scale study conducted by Rose, Curle, Aizawa & Thompson (2019) in a Japanese higher education context reported that their students majoring in international business faced challenges mainly in the area of productive skills (i.e. speaking and writing), such as the use of appropriate academic referencing styles when producing academic reports and essays. A similar result was also reported in another large-scale study from Turkey (Kamaşak et al., 2021). In this study, speaking and writing were perceived to be the most difficult skills. Conversely, in another study in the Japanese context, another large-scale study exploring different participants' cohorts revealed that writing was indeed the least taxing aspect of their EMI studies (Aizawa et al., 2020), highlighting the highly context-dependent nature of EMI content learning challenges.

Some studies also investigated students' challenges in the Turkish EMI context. A study conducted by Macaro & Akincioglu (2018) revealed that Turkish students did not report significant challenges when studying through EMI. These findings are in line with a previous study that compared challenges in EMI and first language MOI contexts in Turkey (Kırkgöz, 2005). However, a small qualitative case study by Hasirci and Cosgun (2018) found that all participants faced numerous challenges when studying through EMI due to a lack of English proficiency. Soruc and Griffith (2018) present these language-related challenges as; difficulties with speaking, listening and vocabulary. In a larger-scale qualitative study, Yıldız, Soruç and Griffith (2017) identified the most prominent student language-related problems: difficulties in technical vocabulary, difficulties in following lecturers' speech, and constant lecturer code-switching. In one of the significant studies in the Turkish setting, Kamaşak et al. (2021) found that speaking and writing skills were the most challenging aspects among university students. Their results also revealed significant differences in the challenges reported by students in terms of the academic discipline, L1 background, prior EMI experience, and the English language proficiency exam type.

Previous research also demonstrated a correlational relationship between students' English language proficiency and academic attainment (Altay et al., under review; Bergroth, 2006; Turnbull, Hart & Lapkin, 2001; Trenkic & Warmington, 2019). This supports the notion that language-related issues are more prominent, particularly among less proficient English language learners. In Japan, Aizawa et al. (2020) examined whether students attaining different levels of English proficiency would experience different magnitudes and types of challenges but found 'no clear discernible linguistic threshold' (p. 1) for such challenges. Accordingly, the current study builds on this research, examining EMI challenges on a large scale. This study examined whether students report different magnitudes and EMI challenges according to varied L2 proficiency levels in the Turkish context.

The following research questions have been addressed in this study:

1. To what extent does English language proficiency (defined according to the Common European Framework of Reference for Languages (CEFR) predict student ease of study in EMI in two academic subjects?
2. To what extent does student ease of study in EMI predict success in EMI in two academic subjects?
3. To what extent does student ease of study in EMI for different skills change by English proficiency level in two academic divisions?

This project focused on one academic subject from two divisions (see Oxford, 2020). We chose MPLS and Social Sciences divisions because all seven universities in this project offered EMI programmes in these two academic divisions. From each of these academic divisions, we have chosen one academic subject (Electronics Engineering, or a subject with the same focus but a different name from MPLS and International Relations, or a subject with the same focus but a different name from Social Sciences) to minimize the effects of context-related confounding variables (Vodopija-Krstanovic, 2016).

Methodology

Ethical and Legal Permissions

The project started with the application to Kocaeli University's Social Sciences and Humanities Ethics Committee and preparing consent forms for the survey (Appendix A1 for Turkish and A2 for English) and interviews (Appendix B1 for Turkish and B2 for English) and declaration of commitment on social and humanities scientific research and publication ethics (Appendix C1 for Turkish and C2 in English). After obtaining Ethics Committee permission (Appendix D1 for Turkish and D2 for English), a permission letter was written to the university rectorate. After acquiring the permission letter, the Kocaeli University rectorate wrote letters to all universities for data collection permission. Approval by the individual rectorates gave us access to reach staff and students. Additional permissions were needed in two of the universities. Necessary documents were prepared, and these permissions were taken as well. After obtaining all ethical and legal permissions, the data collection process started in early December as planned in the proposal.

Setting

This comprehensive research included data collected from seven universities representing seven regions of Turkey. Following selection criteria has been used while including universities in the study:

1. At least one university from each region of Turkey (i.e., Marmara, Aegean, Central Anatolia, Black Sea, Mediterranean, Southeast Anatolia and East Anatolia).
2. Public universities founded before 2000.
3. All universities offering full EMI programmes since 2000. This is to ensure universities have established EMI programmes.
4. All universities offering EMI programmes both from MPLS and Social Sciences divisions.

Participants

We planned to reach 100 participants from each university (50 from the MPLS division and 50 from the Social Sciences division) for the quantitative part of the data collection (i.e., survey) and 20 participants (ten from the MPLS division and ten from Social Sciences division) for the qualitative part (i.e., Zoom interviews). We reach our aim, as can be seen in Table 1.

Table 1. Distribution of the participants according to the seven regions of Turkey.

Region	MPLS		Social Sciences		Total	
	Survey	Interview	Survey	Interview	Survey	Interview
Marmara	52	10	50	10	102	20
Aegean	53	10	50	10	103	20
Central Anatolia	51	10	50	10	101	20
Black Sea	55	10	51	10	106	20
Mediterranean	54	10	50	10	104	20
South-eastern Anatolia	61	10	52	10	113	20
Eastern Anatolia	50	10	51	10	101	20
Total	376	70	354	70	730	140

We have collected some demographic background information of the participants. In terms of gender, we had a pretty proportioned distribution. Out of 730 participants who filled out the online survey, we had 369 male (50.5%) and 351 female participants (48.1%). Ten participants chose not to reveal their gender (1.4%).

Table 2. Distribution of participants according to their gender.

Gender	Frequency	Percentage
Male	369	50.5
Female	351	48.1
Prefer not to say	10	1.4
Total	730	100

We have also collected information about the age of the participants. Our analysis revealed that the range of the participants' age varied between 20 to 30 ($M = 22.01$, $SD = 2.816$). The frequency and percentages of the ages are provided in Table 3.

Table 3. Distribution of the participants according to their age.

Age	Frequency	Percentage
20	128	17.5
21	190	26.1
22	126	17.3
23	164	22.5
24	58	7.9
25	25	3.4
26	5	.7
27	9	1.2
28	2	.3
29	1	.1
30	2	.3
Total	710	97.6
Missing	20	2.4
Total	730	100.0

Data Analysis

A mixed-methods survey approach (McKinley & Rose, 2020; Jalongo & Saracho, 2016) has been used in this study. Data were collected at seven major public universities in Turkey, representing the seven regions of Turkey. All of these universities teach both International Relations and Electronics Engineering through English.

For the quantitative analyses;

Survey data were collected using the questionnaire developed by Evans and Morrison (2011) and validated by Aizawa et al. (2020) - the 'EMI Challenges Survey' (Appendix E).

- This 45-item questionnaire contains items related to students' perceptions of language-related challenges on different tasks. In the four language skills: academic writing (15 items), academic speaking (10 items), academic reading (10 items), and academic listening (10 items).
- A six-point Likert scale was used with answers ranging from 1 (very difficult) to 6 (very easy).

Student language proficiency scores were obtained from each of the Universities' Registrar's Offices.

- These were converted to The Common European Framework of Reference for Languages (CEFR) levels in order to compare scores across different universities (Appendix F).

Students' Grade Point Average (GPA) scores for EMI courses were obtained. In order to compare scores across different universities, these were converted according to HEC's grading scale.

The quantitative data analyses were augmented by findings from a qualitative content analysis (Selvi, 2020) of the semi-structured interviews (Appendix G1 for Turkish and G2 for English). These interviews were conducted with ten students from each academic subject from each university (a total of 140 interviews). The coding of each interview was conducted abductively. Initial deductive coding was carried out using categories as already established in the research literature. The current study research questions also guided the qualitative analysis as well as some emergent themes that were identified to reach a comprehensive coding scheme to code all interviews. The interview data were used to cross-check the results of the survey data to examine the subtleties of language-related challenges better and to provide a tool for triangulation. Research questions, methods, participants and rationale and data analyses methods are provided in Table 4.

Table 4. Research questions, methods, participants and rationale and data analyses methods used in this study.

Research Question	Methods, Participants and Rationale	Analysis
1- To what extent does English language proficiency predict student ease of study in EMI in two academic subjects?	<p>The EMI Challenges survey was given to 50 Electronics Engineering and 50 International Relations senior students in seven universities across Turkey. These responses were compared with their language proficiency scores to determine the relationship between language-related challenges and English language proficiency.</p> <p>Qualitative data were collected by interviewing ten students from each subject (a total of 140 students) to strengthen the quantitative data.</p>	<p>We conducted separate multiple regression analyses for each academic subject.</p> <p>The coding of the interview data was conducted abductively.</p>
2- To what extent does student ease of study in EMI predict success in EMI in two academic subjects?	<p>Responses on the EMI challenges scale were compared with academic success in two subjects separately.</p> <p>Qualitative data were collected by interviewing ten students from each subject, with a total of 140 students to augment the quantitative data.</p>	<p>We ran separate multiple regression analyses in two academic subjects.</p> <p>Interview data coding included both (a) themes from the survey data and previous literature and (b) themes that emerge from the interviews.</p>
3- To what extent does student ease of study in EMI for different English language skills change by L2 proficiency level in two academic subjects?	<p>We used the responses on the EMI challenges scale and students' proficiency levels in two academic subjects (separately) to determine if there was a threshold level for language-related challenges for each language skill.</p>	<p>To explore this research question, a four (CEFR levels) by four (Challenges scales) between-subjects multivariate analysis of variance (MANOVA) was conducted to test whether there are any significant differences in the levels of linguistic challenge for each language skill according to CEFR level in two academic subjects separately.</p>

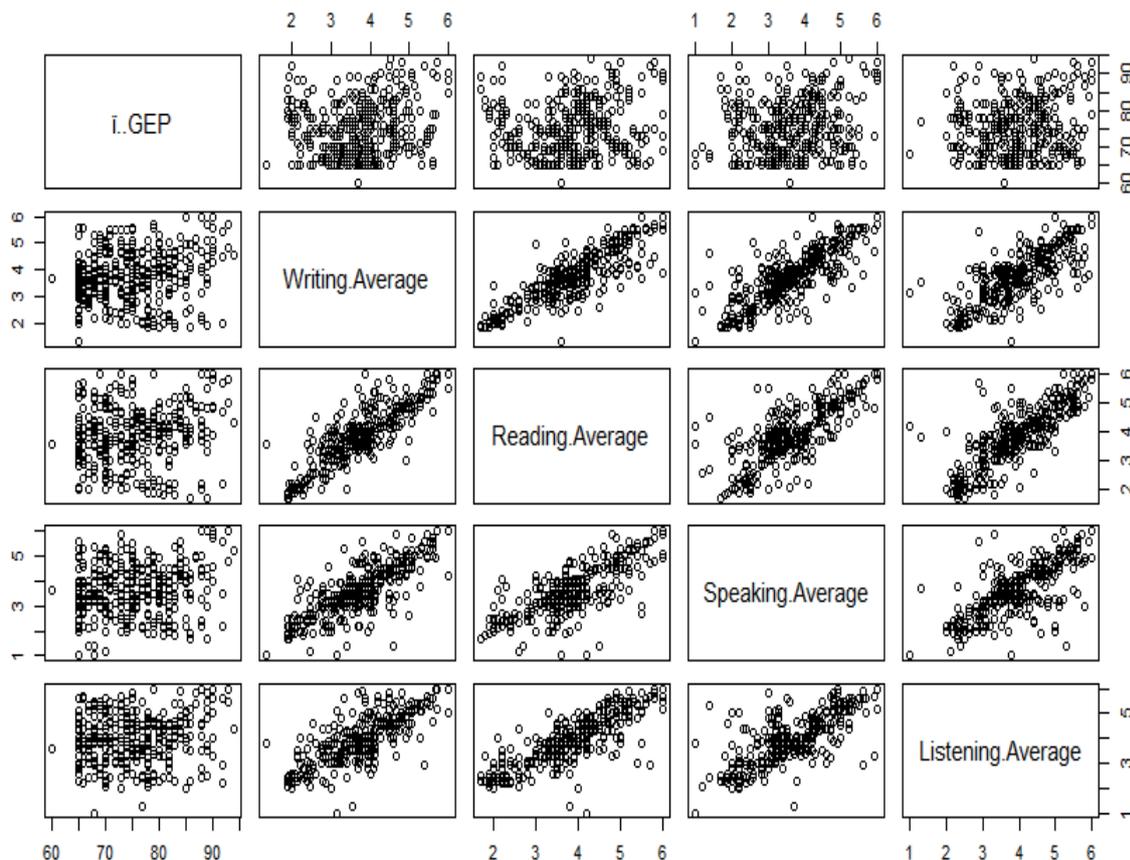
Findings

Research Question 1

Quantitative Analysis

The first research question seeks to address to what extent English language proficiency predicts student ease of study in EMI in two academic subjects. Simple linear regression analysis was conducted to investigate the effect of proficiency over four language skills in the two subjects. As an initial assumption, four outliers were detected in the engineering subject and subtracted ($N = 372$) against only two in the social sciences subject ($N = 352$). The multicollinearity statistics refer to no correlation between the independent variable (GEP) and the dependent variables (skill-based challenges) in both groups ($VIF = 1.00$). The scatterplot in Figures 1 and 2 also verify the linearity in terms of the GEP scores and skill-based challenges.

Figure 1. Scatterplot for the GEP and skill-based challenges in engineering subject



Tables 5 and 6 indicate that the means of general English proficiency in both subjects were alike, though it was slightly higher and with relatively more minor variance in engineering ($\bar{x} = 74.60$, $SD = 7.39$, range = 34)

than in social sciences (\bar{x} = 73.26, SD = 9.61, range = 46). Concerning the skill-based challenges, both groups considered speaking as the most challenging skill (\bar{x} for engineering = 3.62, \bar{x} for social sciences = 3.59). On the contrary, listening stood for the most accessible skill (\bar{x} for engineering = 3.91, \bar{x} for social sciences = 3.93) according to the descriptive statistics.

Table 5. Descriptive statistics for engineering over general English proficiency and skill-based challenges.

Variable	N	\bar{x}	SD	Range	Skew	Kurtosis	SE
GEP	372	74.60	7.39	34	.48	-.63	.38
Writing Challenges	372	3.73	.94	5	-.02	-.43	.05
Reading Challenges	372	3.83	.97	4	-.06	-.33	.05
Speaking Challenges	372	3.62	.99	5	.05	-.36	.05
Listening Challenges	372	3.91	.94	5	-.02	-.36	.05

Table 6. Descriptive statistics for social sciences over general English proficiency and skill-based challenges.

Variable	N	\bar{x}	SD	Range	Skew	Kurtosis	SE
GEP	352	73.26	9.61	46	.14	-.31	.51
Writing Challenges	352	3.72	.90	5	-.18	-.08	.05
Reading Challenges	352	3.80	.96	5	-.09	-.08	.05
Speaking Challenges	352	3.59	.92	5	-.07	.25	.05
Listening Challenges	352	3.93	.97	5	-.09	-.23	.05

Figure 2. Scatterplot for the GEP and skill-based challenges in social sciences subject

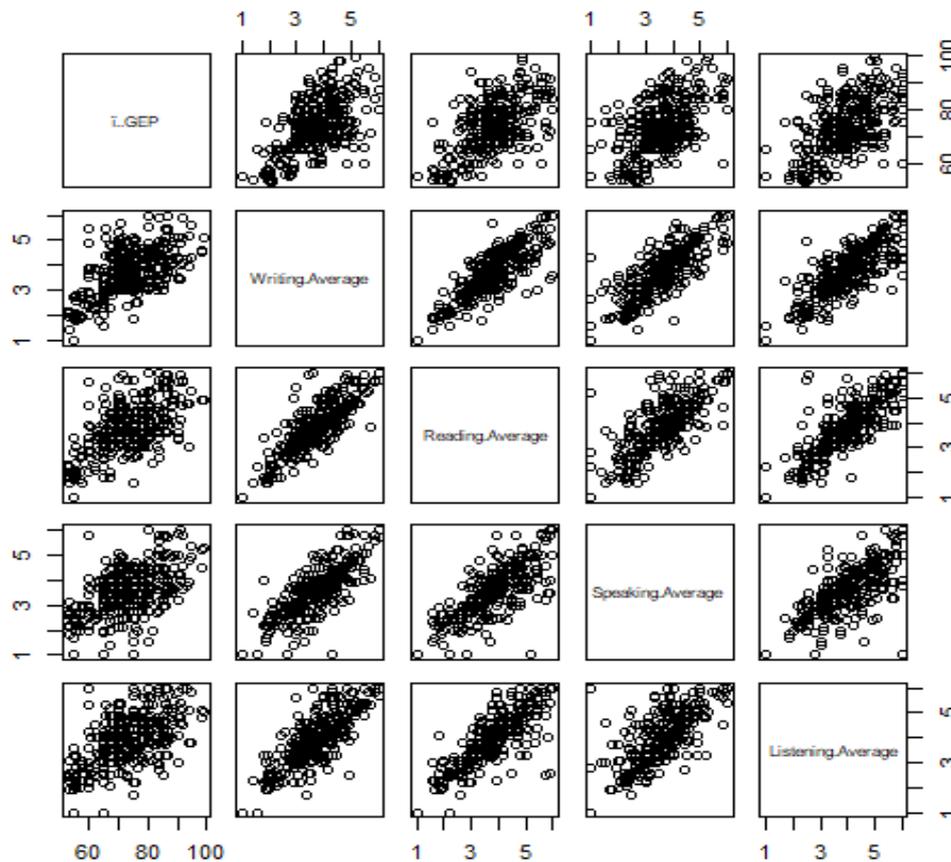


Table 7 points out the predictive power of GEP on language-related in four language skills in the EMI context ($p < .05$). The findings indicate a small effect size ($R^2 = .04$). Despite common parallelism among all four skills, statistics concerning the predicting impact of GEP over speaking challenges was slightly more significant than the other three skills ($F(1, 370) = 15.68, p = .000$). Conversely, reading challenges had the most negligible regression coefficient with GEP ($\beta = .14$).

Table 7. Simple linear regression analyses summary for general English proficiency predicting skill-based challenges in the engineering subject.

Variable	B	SE B	B	T	p
Constant	68.74			38.83	.000
Writing challenges	-.15	-.01	.15	-.18	.001
Reading challenges	-.57	-.07	.14	-.63	.006
Speaking challenges	1.72	.21	.20	2.45	.000
Listening Challenges	.62	.07	.16	.81	.003

$R^2 = .04$ ($N = 370, p = .001$)

As for the skill-based challenges in social sciences, it was evident that GEP was a better predictor considering a relatively larger effect size ($R^2 = .34$) (see Table 8). The findings indicated a similarity in all four skills again, and each skill has notably a large effect size ($\beta > .50$). Nevertheless, the predictive power of GEP on the challenges in writing had comparatively the most significant values ($F(1, 350) = 197.6, p < .001$) with the highest regression coefficient to GEP ($\beta = .60$). In other words, taking the descriptive statistics into account, the writing skill could be predicted by GEP in both subjects.

Table 8. Simple linear regression analyses summary for general English proficiency predicting skill-based challenges in the social sciences subject.

Variable	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>T</i>	<i>p</i>
Constant	68.74			38.83	.000
Writing challenges	-.15	-.01	.15	-.18	.001
Reading challenges	-.57	-.07	.14	-.63	.006
Speaking challenges	1.72	.21	.20	2.45	.000
Listening Challenges	.62	.07	.16	.81	.003

$R^2 = .34$ ($N = 350$, $p = .001$)

Qualitative Analysis

During the interviews, we initially aimed to identify whether our participants had language-related challenges in their EMI studies. We have prepared a semi-structured interview protocol to obtain additional evidence for an in-depth analysis of the quantitative survey data (See the Interview Protocol in Appendix G1 for Turkish and G2 for English).

Although a vast majority of our participants highlighted that they experienced a wide range of difficulties in their EMI studies, there were a few who did not experience any significant challenge. For example, Umut (*CEFR= C1, Social Sciences*) stated, 'I graduated from a private science school. We took all science lessons (e.g., Physics, Chemistry, Biology, and Mathematics) in English at high school in the 10th and 11th grades. So, I can follow my EMI courses quite easily because of my English education in high school as well as my education at university. Moreover, the words that I was exposed to while playing computer games help me understand technical words in my EMI courses. The computer games really helped me a lot in understanding the words in some sections of my EMI courses.' However, students like Umut were few, and many students reported language-related challenges during the interviews. In this section, we have summarized them according to the different skills following the quantitative analysis.

Difficulties in Skills

The Case of Speaking

Similar to the findings in the quantitative analysis, for the majority of the participants, speaking was one of the most challenging skills. We have heard many students saying something in these lines: 'Speaking is the most problematic for me', as uttered by Salih (*CEFR= B2, Social Sciences*). Salih continued, 'I can answer some short questions in English, but I cannot interact with the lecturers spontaneously in conversation as I need to have some time to prepare my sentences before I speak'. Similarly, Deniz (*CEFR= B2, Social Sciences*) stated, 'I am very bad at speaking because I get very obsessed with grammar when I speak. But of course, it is hard to find a friend who can speak English and is specially qualified in our field'. She also repeated the following lines 'My biggest problem is speaking'. The following statements by students from two divisions also reinforce the fact that speaking is perceived as a challenging skill by the participants of this study in both academic divisions:

(1)

Ersin (*CEFR= B2, Engineering*): Speaking is the hardest skill for me, as I mentioned. Also, I may have difficulty if I am not interested in what I read. I, I could not answer the questions because I

(2)

Recep (*CEFR= B1, Engineering*): Also, speaking is a problem. When I try to make a sentence, I cannot find a word to give that meaning.

(3)

Bariş (*CEFR= C1, Engineering*): I have difficulty in listening and speaking. Especially I have great difficulty in speaking. So, in the first years of school, I could not answer the questions because I

could not understand the teacher's question. Then I realized that I knew that answer when one of my classmates answered it.

(4)

Serkan (*CEFR= B2, Social Sciences*): It is the most problematic for me. I can ask short questions in English, but I cannot interact with the lecturers spontaneously in conversation as I need to have some time to prepare my sentences before I speak.

(5)

Okan (*CEFR= B2, Social Sciences*): Unplanned speaking is the hardest skill for me, and I usually feel the need to prepare a text beforehand to avoid this problem.

(6)

Osman (*CEFR= C1, Social Sciences*): I have a phobia related to public speaking. In addition to this, due to the desire to speak English properly, I get panicked and mess with everything. I cannot say what I know, and I can easily form because I forget even what I know. When it comes to speaking, I feel much regressed, especially during the pandemic period.

As can be seen from these participants' perceptions, concepts such as phobia, problem and hardest skill are associated with speaking. Talking in class, participating in the discussions and interacting with the teachers and other fellow students in English were perceived as major challenges by many of our participants.

Perceptions about Listening

Reiterating the results of the quantitative analysis in terms of the least challenging skill, some of the participants, such as Umut (*CEFR= C1, Social Sciences*), perceived listening easy, stating, 'I do not have difficulty in listening if the accent of the professors is not challenging for me.' During listening to his teachers in class, he also used some strategies to help him:

(7)

Umut (*CEFR= C1, Social Sciences*): But when there is something that draws my attention during the lesson, I do research on my mobile about the subject while listening. Somehow, I try to follow the lesson. I also try to catch up by asking questions and participating in discussions in the class.

Another participant, Salih (*CEFR= B2, Social Sciences*), affirmed, 'Listening is not a difficult skill, not really. I only have problems when I listen to different teachers on YouTube from different countries such as India. In class, usually, listening is not a major problem. I can easily follow my teachers.' We observed this theme either in the explicit comments of the participants or their expressions about finding other skills more challenging and not viewing listening as a difficult skill.

However, treating listening as an easy skill was not prevalent all the time. Some students stated that they had trouble with listening. Following comments might imply that, at least for some of our participants, listening was also a challenge:

(8)

Arman (*CEFR= B2, Social Sciences*): Concerning listening, I already have a concentration problem even when listening to the lesson in my mother tongue. This situation gets more difficult when I listen to English. For example, the slow speech of one of our professors distracts me even more.

(9)

Ozlem (*CEFR= B2, Engineering*): Differences in accent and pronunciation, unfortunately, sometimes cause me to be distracted and make it difficult to understand. While trying to understand them, I can lose time and miss the essential details.

We have also had some students who could see both challenging and accessible aspects of listening:

(10)

Kemal (*CEFR= C1, Social Sciences*): I would like to give an example for this question. One of our lecturers constantly speaks with long sentences and plenty of words. I would have difficulty being an active listener in his/her lectures, even in Turkish. Therefore, we miss some parts. On the other hand, the other teacher uses words from daily English more while speaking, and his/her lecture is like a summary. Hence, I believe this teacher teaches better. In brief, the use of simplified or daily life English rather than the use of academic English is a solution for us.

Challenges about Reading and Writing

In our interviews, our participants also discussed the challenges they faced in some other skills. Some students had trouble concentrating on the same topic for a long time in terms of reading, whereas some others think that their academic subjects somehow require a more different focus in terms of reading skills.

(11)

Zehra (*CEFR= B2, Engineering*): No matter how good my English is, I have reading skills problems. This problem is not because of the English language itself but because of my concentration for a long time on a specific point. I get distracted very quickly and have trouble concentrating on what I read.

Some participants thought that their discipline required somehow different reading skills, and it was not easy.

(12)

Ayca (*CEFR= B2, Social Sciences*): Since my field is a Social Sciences programme, we are more exposed to English than other Engineering programmes. It may be challenging after a while. For example, reading a page can sometimes take an hour. Long and complex sentences may take me to read a long time. Sometimes I have to read it over and over again to understand.

The writing was seen as a challenge for some participants as well. Grammatical issues such as passive voice and tense transitions were discussed as problematic areas by Ezgi, and crafting grammatical sentences were mentioned by Oguz, as follows:

(13)

Ezgi (*CEFR= B2, Engineering*): I make mistakes on issues such as tense transitions and passive voice sentences. I mainly have trouble with these two grammar topics that I use in my essays predominantly. I have no problems connecting sentences and forming meaningful sentences.

(14)

Oguz (*CEFR= B2, Social Sciences*): The biggest problem for me is not to be sure whether my sentences are grammatically correct or not. Also, thinking in Turkish and writing in English is tiring, in my opinion.

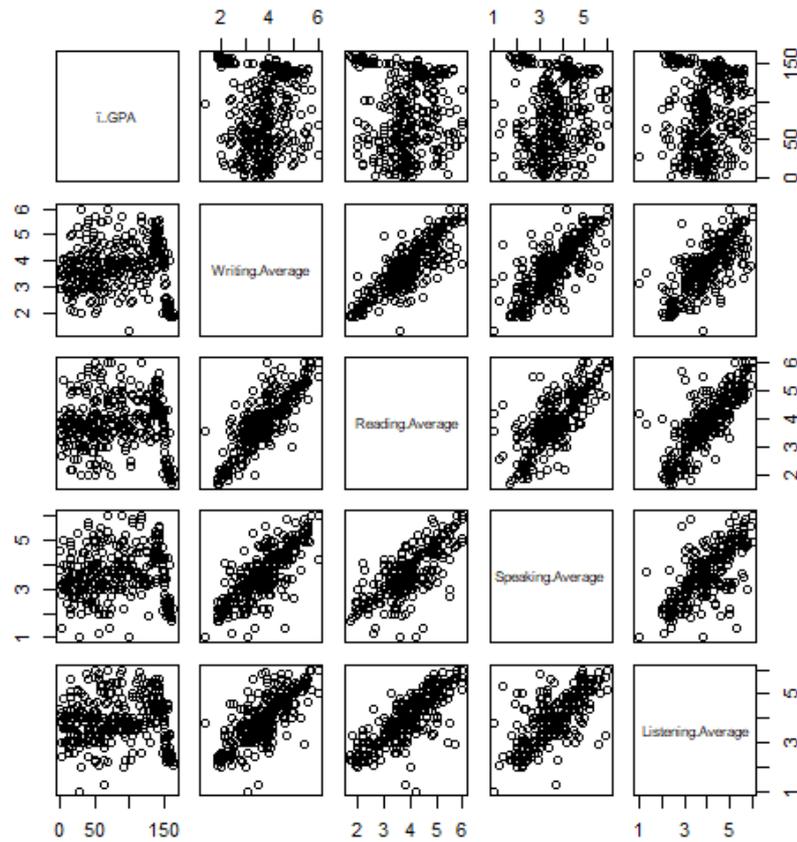
Research Question 2

Quantitative Findings

The present paper also calls into question the findings regarding the extent of student ease of study in EMI as a predictor of success in the two subjects. As the dependent variable, success stands for the participants' GPA scores, while the average score of challenges in each language skill represents an independent variable. Therefore, multiple linear regression analyses were conducted to see the interplays in both groups.

Parallel preliminary analyses justify the suitability of the data for regression analyses. No significant correlation between the independent variables and the dependent variables were detected in the two subjects (VIF = 1.00). Figures 3 and 4 also illustrate the linearity between skill-based challenges and GPA.

Figure 3. Scatterplot for the skill-based challenges and GPA in engineering subject

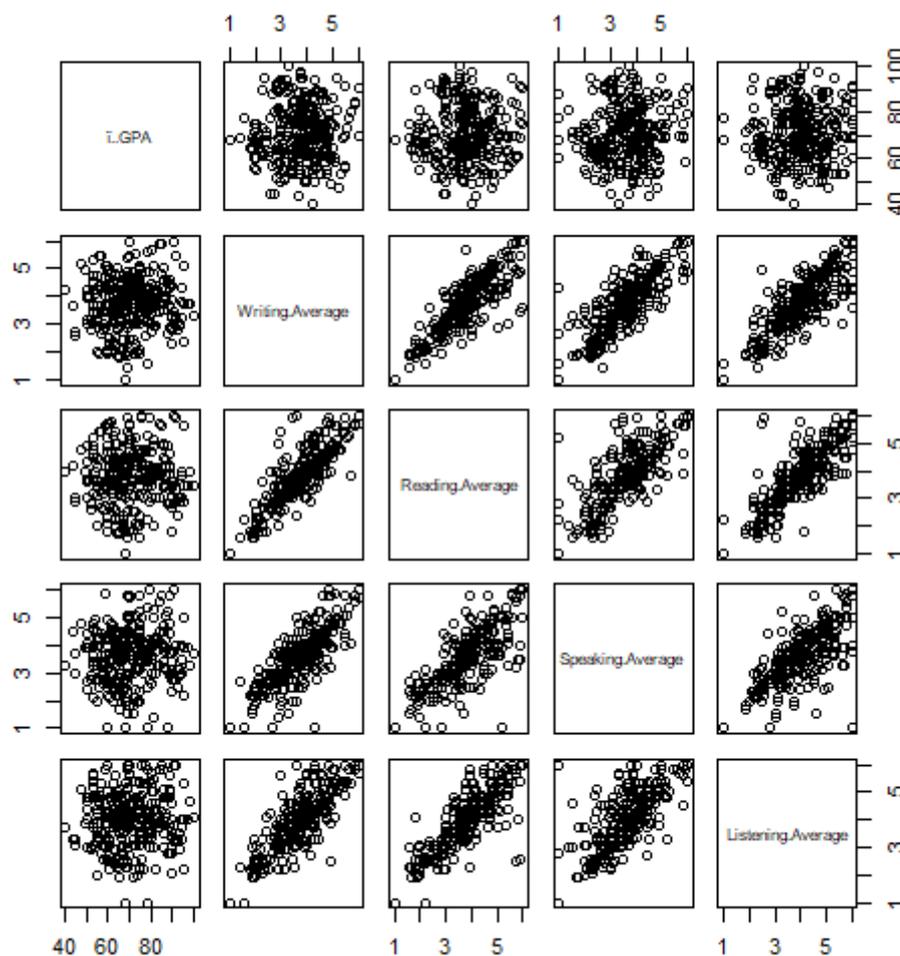


The findings in Table 9 report the GPA statistics ($M = 63.92$, $SD = 11.02$) and the intercorrelations of the independent variables. As seen, challenges in writing ($p = .13$) and reading ($p = -.09$) are respectively more correlated in the GPA scores. However, these values refer to a small effect size. On the other hand, these two skills' intercorrelation is rather high ($p = .83$) compared to other skill-based challenges. Oral-aural skills have the same small effect on GPA ($r = -.06$) with the lowest intercorrelation coefficient ($p = .71$). Still, the highest mean score in terms of its ease of use is in listening ($\bar{x} = 3.91$)

Table 9. Descriptive statistics for engineering over skill-based challenges and GPA.

Variable	\bar{x}	SD	1	2	3	4
GPA	63.92	11.02	-.13	-.09	-.06	-.06
Challenges in:						
1. Writing	3.74	.93	-	.83	.78	.76
2. Reading	3.84	.95	.83	-	.78	.71
3. Speaking	3.62	.99	.78	.78	-	.71
4. Listening	3.91	.93	.76	.81	.72	-

Figure 4. Scatterplot for the skill-based challenges and GPA in social sciences subject



It can be seen in Table 10 that participants from social sciences have relatively higher GPA scores with a slightly higher standard deviation ($\bar{x} = 70.96$, $SD = 11.56$). The data also showed that success in EMI was more attributable to the skill-based challenges in EMI. Among all, speaking appeared to have the highest correlation ($\rho = .99$), while the least effective skill is seemingly reading ($\rho = .25$), though still with a medium effect size. The highest mean score in terms of its ease of use is in listening, as in the engineering subject ($\bar{x} = 3.96$).

Table 10. Descriptive statistics for social sciences over skill-based challenges and GPA

Variable	\bar{x}	SD	1	2	3	4
GPA	70.96	11.56	.75	.25	.99	.73
Challenges in:						
1. Writing	3.73	.92	-	.84	.79	.79
2. Reading	3.79	.97	.84	-	.73	.78
3. Speaking	3.60	.94	.79	.73	-	.71
4. Listening	3.96	.98	.79	.78	.7	-

The R^2 in Table 11 shows that skill-based challenges explained only .01% of the variance in GPA scores in EMI engineering subject. Low-level standardized Beta scores also confirm these findings; EMI engineering students GPA scores increased by (1) -16 standard deviations for every one standard deviation increase in the writing challenges, (2) -.03 in the reading challenge, (3) .04 in speaking challenges, and (4) .06 in listening challenges. In addition to their small effect size, the high p -value in each independent variable fails to reject the null hypothesis ($>.05$), referring to the lack of association between an independent variable and the GPA scores. Consequently, students' ease of study in different language skills was not predicted by EMI success in the engineering division.

Table 11. Multiple linear regression analysis summary for skill-based challenges variables predicting success in the EMI engineering division.

Variable	B	$SE B$	β	t	p
Constant	68.32	2.57		26.55	.000
Writing challenges	-1.99	1.23	-.16	-1.62	.106
Reading challenges	-.40	1.31	-.03	-.30	.758
Speaking challenges	.46	1.01	.04	.45	.648
Listening Challenges	.74	1.10	.06	.67	.499

$$R^2 = .01 \quad (N = 368. \quad p = .20)$$

In line with the engineering subject, skill-based challenges explained only .01% of the variance in GPA scores ($R^2 = .01$) in social sciences (see Table 12). The standardized Beta scores, which were proportionally higher than in the engineering group, justified this small effect size as well; students' GPA scores in EMI social sciences increased by (1) .08 standard deviations for every one standard deviation increase in the writing challenges, (2) -.18 in the reading challenges, (3) .12 in speaking challenges, and (4) .06 in listening challenges—also supporting the findings towards their generalizability, high coefficients of regression of the independent variables reject the null hypothesis ($p >.05$). Therefore, the students' ease of study in different language skills was not predicted by EMI success in social sciences, and the indications may not be generalized to the whole population.

Table 12. Multiple linear regression analysis summary for skill-based challenges variables predicting success in EMI social sciences division.

Variable	B	$SE B$	β	t	p
Constant	66.92	2.99		22.34	66.929
Writing challenges	1.05	1.59	.08	.66	1.056
Reading challenges	-2.28	1.38	-.18	-1.65	-2.283
Speaking challenges	1.52	1.21	.12	1.26	1.528
Listening Challenges	.82	1.21	.06	.67	.821

$$R^2 = .01 \quad (N = 304. \quad p = .22)$$

Qualitative Analysis

Similar to the quantitative analysis, in the qualitative analysis, we did not identify any patterns that can relate to language-related challenges in each skill and academic success of the students. In other words, EMI success did not appear to be related to the language-related challenges in any of the skills. This implication was also stated by one of the participants. Zuhra (*CEFR= C1, Social Sciences*): 'No matter how good my English is, I have problems with the reading skill.' In the thematic analysis, we did not observe a high frequency of the challenges mentioned by the students who did not achieve well in their EMI classes. In a parallel way, the number of challenges mentioned by the high achievers was not fewer than the other group.

Compensation Strategies

This observation pushed us to examine the interview data in more detail, and we identified some compensation strategies used by the participants to overcome the challenges and ease out the impact of challenges on their academic success. The teachers also used some scaffolding strategies to help the students comprehend their lessons.

Use of L1 by the Teachers

One of the most commonly mentioned teacher scaffolding strategies was using the first language (L1) of the students. In each programme, almost every participant stated that some of their teachers (not all) used L1 to some extent during the EMI classes. The participants also gave some ratios of L1 use in the classes.

(15)

Akif (CEFR= B1, Engineering): Our professors use Turkish in three EMI lessons (out of five). Approximately 10% of the lesson is delivered by Turkish in our [name of the course] EMI class. If there is an issue we do not understand, the professor uses Turkish to explain the incomprehensible part specifically. About 5% of the language is Turkish in [name of the course] EMI lesson. Turkish is usually used to summarize the main points at the end of the lesson. In the [name of the course] EMI class, the professor uses Turkish in about 15% -20% of the lesson time. This is usually happening randomly; sometimes, the teacher starts using Turkish some other times, we ask a question in Turkish, and then L1 use starts.

Akif's experience with his teachers' L1 use was quite intense. 60% of his teachers used L1 of the students in various ratios. In some other settings, L1 use was somehow more limited, as in the following example:

(16)

Kerim (CEFR= B1, Social Sciences): In two out of eight lessons, our professors only summarize the very difficult parts for us in Turkish. The other professors use English entirely. I can say that our professors, who use it, also use Turkish at a rate of 10% at most. For example, Turkish is used in [name of the course] EMI lesson, but the day's topic is taught first in English beforehand. When the students ask questions in Turkish, the professor can sometimes answer in Turkish and sometimes in English. The [the name of the course] lesson is very intense, and we encounter new terms in every lesson. So the students sometimes request the professor to explain these concepts in Turkish in this course.

Teachers' use of L1 was sometimes reactive (i.e. as a response to the students' requests) and some other times proactive (i.e. based on the lecturers' decisions considering the difficulty level of the topic and students' English proficiency). Excerpt 17 is an example of reactive L1 use, whereas Excerpt 18 is a proactive one. Excerpt 19 implies the co-use of both techniques:

(17)

Elif (CEFR= B2, Social Sciences): When teachers notice that we do not understand the subject, usually after asking some questions to us, or our requests to explain the topic in Turkish, they make Turkish explanations to clarify the relevant part in order to prevent confusion.

(18)

Korkut (CEFR= C1, Engineering): During the lessons, when the teacher looks at us and sees that we do not understand, he explains that part in Turkish even if we do not ask for it. It is how the teacher chooses. After Turkish, the teacher continues to speak in English again. At the beginning of the semester, they ask whether the lesson should be taught totally in English or with some Turkish use. If the class wants total English use, the lessons are taught in English only.

(19)

Kemal (CEFR= C1, Social Sciences): Almost all of my lecturers speak Turkish because they explain and summarize topics in Turkish at the end of the lesson so that we can understand better. I can say that half of the lecturers even teach in Turkish, so the whole lesson is carried out in Turkish. Others teach in English for like 30 minutes and spare the rest 20 minutes for Turkish explanation. They may also speak Turkish in the beginning to clarify the objectives of the lecture.

The participants generally found the use of L1 by the teachers quite effective. Especially reactive use of L1, as stated in the following excerpt.

(20)

Halime (CEFR= B2, Engineering): I find the method followed by our teachers very correct because they first start to explain in English and then when they see what we do not understand, they continue in Turkish. Because if they speak only in English, we will not understand some parts, or if they speak only Turkish, we will not learn English.

However, some participants did not like the use of L1 and had some interesting implications about it.

(21)

Hulya (CEFR= C1, Social Sciences): Our teachers, who are professors, are the ones, generally, who do not know and speak English. I think they think Turkish will be better for students. They use excessive Turkish. However, assistant professors or research assistants do not speak Turkish at all. You ask questions in Turkish; they do not accept. They say, 'English Please'. Except for two professors, all of the teachers (six) teach in English. I think this should be the case in all lessons.

(22)

Ilker (CEFR= B2, Engineering): I would prefer the lessons to be conducted in English only because exposure increases our academic success. To be honest, when the lecturers speak Turkish in EMI courses, I get the impression that his/her English level is not good enough. On the other hand, the use of English by lecturers may have a positive impact on the exam grades.

As can be understood from these excerpts, teachers' use of L1 was abundant in most EMI classes in different settings; even though many participants thought it was useful, some others were sceptical about it.

Use of L1 by Students

Another commonly discussed strategy was the use of L1 by the students when they had trouble understanding the content of the lessons and/or asked questions to their teachers.

(23)

Urascan (CEFR= B1, Social Sciences): Almost every professor says that if you have difficulty expressing yourself, you can use Turkish. The number of other professors who do not let the students in Turkish is very few, but I must state that, as the years pass, the professors prefer us to use English more.

However, some students also reported that L1 use of the students, sometimes, were followed by English, as discussed in the following excerpts:

(24)

Cemile (CEFR= B2, Social Sciences): The students can ask their questions in Turkish. However, the professor gives the answer in English as there are international students in the classroom.

(25)

Kenan (CEFR= B1, Engineering): My teachers generally allow us to use Turkish, and in this case, it is a funny scene because we ask in Turkish, and the teacher answers in English.

(26)

Bahar (CEFR= C1, Social Sciences): We are allowed to use Turkish, but the teacher answers in English. In the lessons, the teacher encourages us to speak in English by telling us that I cannot understand you, but in general, they do not say anything, but they want us to speak English.

Some participants also reported that students L1 use was not allowed by some teachers.

(27)

Cem (CEFR= C1, Engineering): Our teachers use Turkish upon our request, but they do not allow us to use Turkish too much so that we can get used to the target language and also do not get used to the comfort of using our mother tongue. Even if the question is incomplete and wrong, it is required to be in English. This is the case for all of our lessons.

Also, there were some students who thought that excessive L1 use might not be good for their English language development (Excerpt 28) and/or EMI success (Excerpts 29 and 30). For some others, the presence of international students was a reason to refrain from using L1 (Excerpt 31):

(28)

Canan (CEFR= C1, Social Sciences): If the students use it [L1] too much, it would have negative effects on our English development. Because our exams are in English.

(29)

Zafer (CEFR= B1, Engineering): For our exams, all of the materials and lessons are in English; using Turkish can be confusing for me. Trying to learn the terms in Turkish cannot help us as we have to use them in English at the end of the day. Therefore, I think English should be used all the time during lessons.

(30)

Mehmet (CEFR= B2, Engineering): Even if we know the content of the questions in exams, there are times when we cannot solve the question because we do not understand the question in English. In class, we certainly understand it. We can understand it in Turkish, but we cannot answer the exam question because we cannot write it in English.

(31)

Yucel (CEFR= B2, Social Sciences): The teacher allows it, but we do not use it if there is an international student in the class. It is not very ethical if there are international students in the class.

Use of Technology

The participants mentioned some other compensation strategies. Using videos from YouTube was one of the popular ones. These videos were available sometimes in English, some other times in Turkish, and the participants mentioned watching both of them. When English videos are chosen, more simple English and subtitles were the support the participants looked for.

(32)

Yakup (CEFR= B1, Engineering): In my EMI classes, when I encounter new terms and I watch related YouTube videos where the topics are explained in simpler English after the lesson. If there is no video about the topic on the internet, then I look for the articles.

(33)

Ceren (CEFR= C1, Social Sciences): If I cannot understand a lesson or a topic very well during the class. I find the videos prepared in simpler English on YouTube. I turn on the subtitles and watch them. I can watch these videos over and over again.

(34)

Erol (CEFR= B1, Engineering): If I cannot solve a problem in my courses, I look for Turkish sources. However, at this point, I seek the source not because of the language's difficulty but because of the subject itself. I prefer sources that explain the subject more simply in Turkish.

Other technology tools, such as translation software and websites, were also listed as the tools that aided the participants.

(35)

Kasim (CEFR= B2, Social Sciences): When I have trouble understanding the topic, I use the translation programs, or I make further reading.

(36)

Huriye (CEFR= B2, Engineering): I also get help from the online dictionary called Zargan.

(37)

Veli (CEFR= C1, Social Sciences): I translate the unknown words by using Tureng. When I do not understand a topic, I ask my friends to answer my questions.

During the lessons, some participants also mentioned using their mobile phones to look for unknown words from websites, do an internet search or ask their friends via WhatsApp.

(38)

Gaye (CEFR= B1, Social Sciences): If the professors use a term for the first time in a lesson, I immediately look for it on my mobile phone. However, if they used the terms before, I would not have any difficulties.

(39)

Yeliz (CEFR= B2, Engineering): When something draws my attention during the lesson, I do research on my mobile about the subject while listening. Somehow, I try to follow the lesson. I also try to catch up by asking questions and participating in discussions in the class.

(40)

Yahya (CEFR= B2, Engineering): In such cases [when I encounter a problem], I ask my friends for help by writing them on WhatsApp, and I ask them what the professor is talking about.

The strategies participants used or offered by the teachers to overcome the difficulties the students face in their EMI studies can explain, to some extent, the absence of a link between the challenges students face in four skills and success in their EMI studies.

Research Question 3

The final research question investigates the changes in EMI students' ease of study for different English language skills depending on the L2 proficiency levels (B1, B2, and C1 of CEFR) in the two academic subjects. The relevant assumptions were verified before running a one-way MANOVA for each group to investigate any difference in skill-based challenges depending on students' proficiency levels. These tests indicated the following:

- The dependent variables' data were tested through a one-sample Kolmogorov-Smirnov test as multivariate normally distributed in each independent variable in engineering ($p = .38$) and social sciences ($p = .46$).
- Levene's test indicates the homogeneity of variance in all four dependent variables ($p < .05$).
- Hotelling's T-Squared Test shows a difference in comparing the multivariate data ($T^2 = 000$).

Figures 5 and 6 consist of the boxplots to illustrate the ease of use in all four language skills depending on the three CEFR levels:

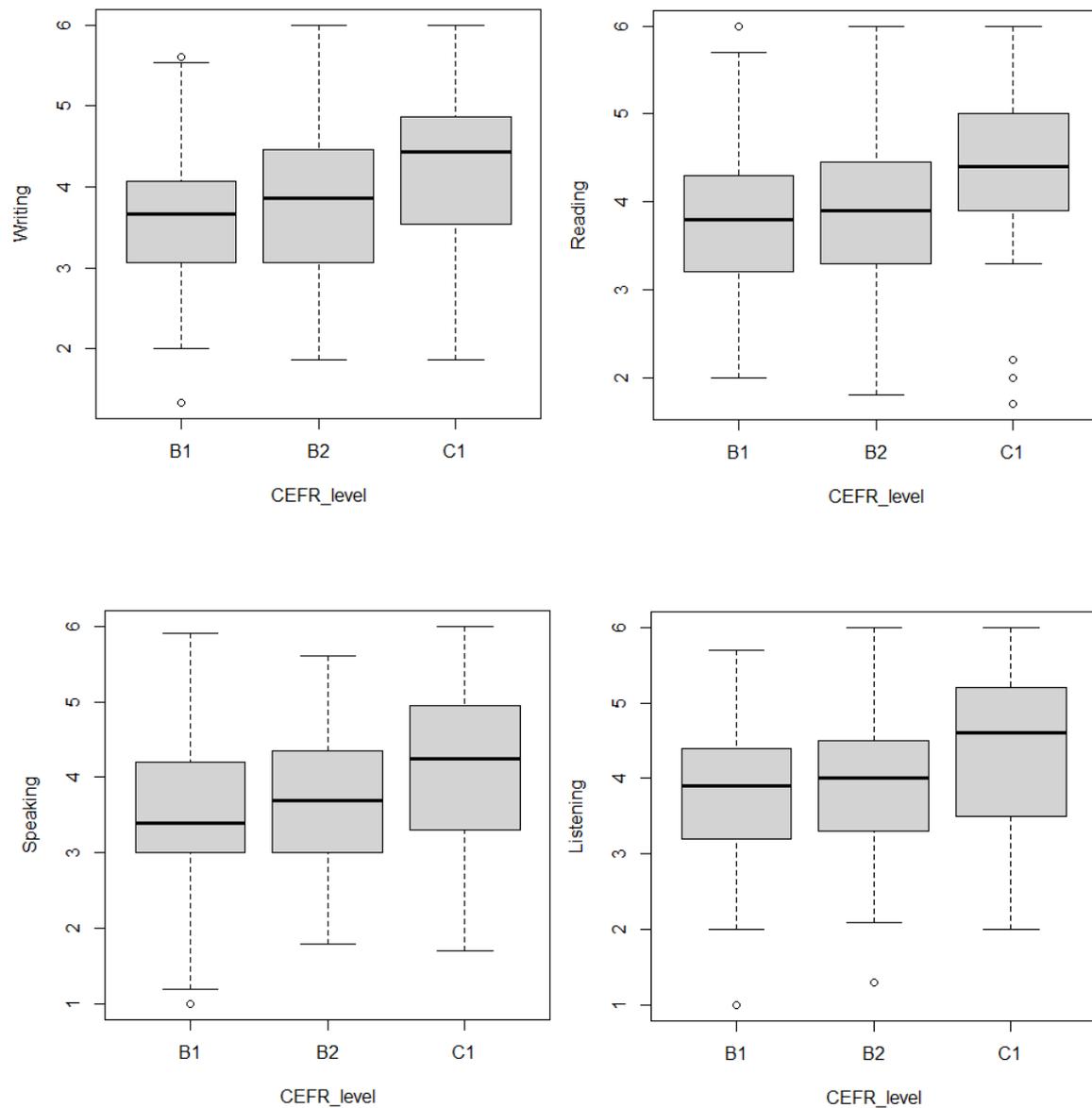
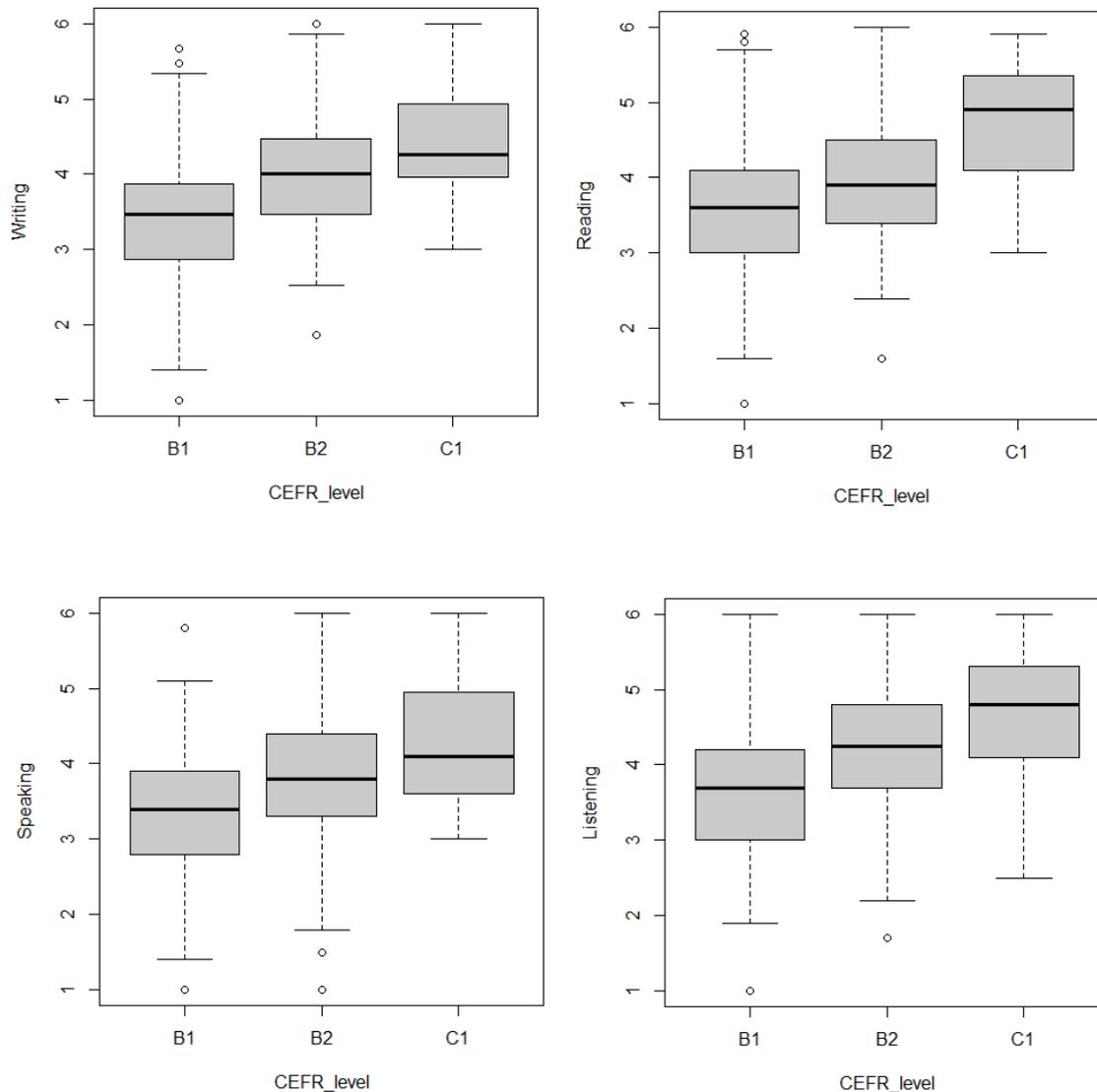
Figure 5. Boxplots for the ease of use in language skills depending on the CEFR levels in EMI engineering

Figure 6. Boxplots for the ease of use in language skills depending on the CEFR levels in EMI social sciences



The mean scores and standard deviations for the ease of use in four language skills are represented in Table 13 for the engineering group. According to the data, participants whose L2 proficiency levels were C1 regard all four skills more to their ease of study than in other levels ($\bar{x} > 4.00$). However, B1 and B2 levels were mainly similar to one another in the four skills. The most considerable difference between these two levels was in the speaking skill, where B1 level participants regard it as more challenging ($\bar{x} = 3.54$, $SD = .94$) than the B2 level participants ($\bar{x} = 3.64$, $SD = .91$). The only skill in which the order of proficiency level was not in line with the ease of use was reading, where B1 level participants slightly considered it as less challenging ($\bar{x} = 3.75$) than in B2 level ($\bar{x} = 3.76$).

Table 13. Mean scores and standard deviations for skill-based challenges in EMI engineering.

CEFR level	Writing		Reading		Speaking		Listening	
	\bar{x}	<i>SD</i>	\bar{x}	<i>SD</i>	\bar{x}	<i>SD</i>	\bar{x}	<i>SD</i>
B1	3.66	.84	3.77	.90	3.54	.94	3.85	.88
B2	3.70	.98	3.76	.95	3.64	.91	3.87	.92
C1	4.14	1.16	4.32	1.15	4.09	1.29	4.35	1.16

Table 14 shows the same group of descriptive findings EMI social sciences group. As in the engineering group's findings, C1 level students regard all four skills as less challenging, though with lower standard deviations. Speaking skill is identically the same as in the engineering group (\bar{x} = 3.54, *SD* = .94 in the B1 group; \bar{x} = 3.64, *SD* = .91 in the B2 group). A noteworthy detail comes from the B2 level regarding their view of listening as ease of use (\bar{x} = 4.23, *SD* = .88).

Table 14. Mean scores and standard deviations for skill-based challenges in EMI social sciences.

CEFR level	Writing		Reading		Speaking		Listening	
	\bar{x}	<i>SD</i>	\bar{x}	<i>SD</i>	\bar{x}	<i>SD</i>	\bar{x}	<i>SD</i>
B1	3.41	.26	3.33	.83	3.54	.94	3.59	.88
B2	3.98	.70	3.73	.89	3.64	.91	4.23	.88
C1	4.41	.70	4.32	.83	4.09	1.29	4.71	.17

To compare the differences in the skill-based ease of study in the three CEFR levels, one-way MANOVA was used in both groups. As seen in Table 15, the results refer to a statistically significant difference as Wilks' Lambda = .70. $F(1, 376) = 2.05$, $p < .001$. Based on the assumptions indicated in Cohen, Miles, and Shevlin (2001), the multivariate eta-squared was estimated as large ($\eta^2 = .70$). Similarly, the findings of one-way univariate analysis of variance (ANOVA) justifies significant differences of the CEFR levels in the challenges of writing, speaking, and listening skills ($p < .05$).

Table 15. Multivariate and univariate analyses of variance *F* ratios for four skills in EMI engineering division according to CEFR levels.

Variable	Multivariate		Univariate												
	F^a	<i>p</i>	η^2	Writing			Reading			Speaking			Listening		
				F^b	<i>p</i>	η^2	F^b	<i>p</i>	η^2	F^b	<i>p</i>	η^2	F^b	<i>p</i>	η^2
CEFR levels	1232.23	0.000	.70	4.42	.013	.02	5.92	.00	.03	5.99	.00	.03	4.89	.00	.02

Note. Multivariate *F* ratio was generated from Wilks' Lambda statistic. ^a Multivariate *df* = 1, 376. ^b Univariate *df* = 1, 376.

In the social science group, the multivariate analysis also indicated a significant difference in all four skills based on a change in participants' L2 proficiency levels as Wilks' Lambda = .75. $F(1, 351) = 13.46$, $p < .001$ (see Table 16). However, the multivariate eta-squared was estimated as small in social sciences ($\eta^2 = .17$). The findings of one-way univariate analysis of variance (ANOVA) highlighted significant differences resulted from altering CEFR levels in the challenges of writing, speaking, and listening skills ($p < .05$).

Table 16. Multivariate and univariate analyses of variance F ratios for four skills in EMI social sciences according to CEFR levels.

Variable	Multivariate			Univariate			Reading			Speaking			Listening		
	F^a	p	η^2	F^b	p	η^2	F^b	p	η^2	F^b	p	η^2	F^b	p	η^2
CEFR levels	1803.13	0.000	.17	38.14	.013	.13	29.59	.00	.19	43.76	.00	.03	41.26	.00	.18

Note. Multivariate F ratio was generated from Wilks' Lambda statistic. ^a Multivariate $df = 1, 351$. ^b Univariate $df = 1, 351$.

Discussion

According to our participants in both academic divisions, speaking and writing were perceived as the most challenging skills. This finding overlaps with that of Kamaşak et al. (2021), which found that writing and speaking were perceived as the most challenging areas in the EMI classes. Kamaşak et al. examined the challenges in a university setting; considering our participants and overlap between the findings of the two studies, we can argue that speaking and writing do pose some significant challenges to the EMI students in the Turkish HE setting. However, in another study in the Japanese context, Aizawa et al. (2020) found that writing was the least challenging skill in EMI studies. Further research in different settings is needed to understand some context-specific differences in EMI studies.

In another study in the Turkish HE setting, Macaro & Akincioglu (2018) found that Turkish students did not report significant challenges when studying through EMI. In the qualitative analysis, we also observed that some students did not have any major challenges in their EMI studies, especially those who had prior EMI studies before university. Therefore, we can state that easing out the challenges, at least for some students, by providing prior EMI studies in high school can be a good strategy. Similarly, Kamaşak et al. (2021) report that participants who had prior EMI studies before university did not consider EMI as challenging as their peers who started taking EMI courses for the first time at university.

In terms of the predictive power of EMI success on the language-related challenges of the students in four skills, our findings did not reveal any significance. Our qualitative analysis demonstrated that the teachers' scaffolding strategies and compensation strategies utilized by the students might have a mediating effect on this relationship. Similarly, participants of a comprehensive survey in Nordic Countries reported that they could cope with EMI challenges by spending extra time studying compared to studying through their first language (Airey et al., 2017).

Our qualitative analysis revealed that students experienced various challenges in each skill. For example, understanding the technical terms was commonly mentioned difficulty among our participants. Similarly, Uchiyama and Harada (2018) found that unfamiliar technical terms in the students' coursebooks might pose some challenges for their students. Issues about public speaking and maintaining interaction in the class were also reported as problems with speaking skills, as reported in a study by Suzuki et al. (2017). The second most commonly mentioned difficulty in the interviews was understanding the lecturers' accents, and a similar difficulty was also reported by Evans and Morrison (2011). To sum up, we can say that, even though there are some context-specific tendencies in terms of challenges in EMI studies, there are also some common global problems existing in many different parts of the world.

In terms of determining a threshold for the ease of study in EMI courses in each academic division, our results revealed that participants who reached the C1 proficiency level perceived significantly less difficulty in each skill for the students in the engineering division. However, B1 and B2 levels did not significantly differ in the ease of study in the four skills. Therefore, we can argue that the C1 level can be regarded as a threshold for engineering students. Our analysis highlighted significant differences in the social sciences division resulting from altering CEFR levels in writing challenges, speaking, and listening skills ($p < .05$). In other words, in these three skills, going up one CEFR level (e.g., from B1 to B2; from B2 to C1) significantly decreased the impact of challenges. In Aizawa et al. (2020), the findings did not reveal any clear linguistic threshold, however, our findings emphasize a strong threshold at the C1 level in the engineering division and significant levels of ease of study difference at various CEFR levels in social sciences. These two findings are among the first in the literature, highlighting the significance of English language proficiency in EMI studies.

Conclusion

This project examined the linguistic challenges faced by students studying in EMI programmes in two academic disciplines: Mathematics, Physics and Life Sciences (MPLS) and Social Sciences at seven public universities in Turkey. The first research question aimed to address to what extent English language proficiency predicts student ease of study in EMI in two academic subjects. Simple linear regression analysis was conducted to investigate the effect of proficiency over four language skills in the two subjects. In the Engineering division, the results revealed that the general English proficiency significantly predicted the ease of study in four language skills in the EMI context ($p < .05$). However, the findings in the Engineering division indicated a small effect size ($R^2 = .04$). In the Social Sciences division, the general English proficiency, again, significantly predicted the ease of study in four language skills in the EMI context ($p < .01$). It was also evident that GEP was a better predictor in the Social Sciences, considering a relatively larger effect size ($R^2 = .34$). The qualitative analysis also reinforced these implications by highlighting the specific challenges the participants encountered in each skill.

The second research question focused on the extent to which student ease of study in EMI predicts success in EMI in two academic subjects. As the dependent variable, the EMI success was operationalized as the participants' Grade Point Average (GPA) scores; at the same time, the average scores of challenges in each language skill represented the independent variables. We conducted multiple linear regression analyses to examine the predictive power of EMI success on the students' ease of study in EMI. Depending on multiple factors, our analyses revealed that students' ease of study in different language skills was not predicted by EMI success in the engineering division. A similar result was found in the social sciences division: students' ease of study in different language skills was not predicted by EMI success in social sciences. Similar to the quantitative analysis, in the qualitative analysis, we did not identify any patterns that can relate to language-related challenges in each skill and academic success of the students. In other words, EMI success did not appear to be related to the language-related challenges in any of the skills. In the thematic analysis, we did not observe a high frequency of the challenges mentioned by the students who did not achieve well in their EMI classes. In a parallel way, the number of challenges mentioned by the high achievers was not fewer than the other group. This observation pushed us to examine the interview data in more detail, and we identified some compensation strategies used by the participants to overcome the challenges and ease out the impact of challenges on their academic success.

The third research question aimed to address to what extent student ease of study in EMI for different skills changed by English proficiency level in two academic divisions. The relevant assumptions were verified before running a one-way MANOVA for each group to investigate any difference in skill-based challenges depending on students' proficiency levels. For the students in the engineering division, participants whose L2 proficiency levels were C1 regard all four skills more to their ease of study than in other levels ($\bar{x} > 4.00$). However, B1 and B2 levels were mainly similar to one another in the four skills. The most considerable difference between these two levels was in the speaking skill, where B1 level participants regard it as more challenging ($\bar{x} = 3.54$, $SD = .94$) than the B2 level participants ($\bar{x} = 3.64$, $SD = .91$). The only skill in which the order of proficiency level was not in line with the ease of use was reading, where B1 level participants slightly considered it as less challenging ($\bar{x} = 3.75$) than in B2 level ($\bar{x} = 3.76$). In the social science group, the multivariate analysis also indicated a significant difference in all four skills based on a change in participants' L2 proficiency levels as Wilks' Lambda = .75, $F(1, 351) = 13.46$, $p < .001$. However, the multivariate eta-squared was estimated as small in social sciences ($\eta^2 = .17$). The findings of one-way univariate analysis of variance (ANOVA) highlighted significant differences resulted from altering CEFR levels in the challenges of writing, speaking, and listening skills ($p < .05$).

Pedagogical Implications

One of the major goals of our project was determining some pedagogical implications that can help teachers to help overcome the language-related challenges of their students. Although this section is still under development, and we are working on some fine-tuned suggestions, strategies and tips for each academic division, still, we can present our preliminary suggestions to the teachers and other stakeholders.

- Speaking and writing are regarded as the most challenging skills according to the quantitative analysis in both divisions. The teacher can look for some extra strategies to compensate for the difficulties their students encounter.
- Other challenges are also highlighted by the students in the interviews. Technical vocabulary is the most commonly mentioned difficulty, according to the students. Help with this issue can be provided by focusing on the technical terms during the lectures, providing a handout with the list of words during the lectures, and preparing or using some visual materials to help students become familiar with the technical terms.

- During the interviews, understanding the teachers' accents was also frequently mentioned as a challenge. The teachers can be more careful about the pace and intelligibility of the language they use in their lectures. In fact, they can benefit from the concept of the teacher talk (Ellis, 1985), which is usually 'slower, louder, more deliberate, and makes greater use of pausing and emphasis (Walsh, 2010, p. 6). Frequently used gestures and facial expressions are also seen commonly in teacher talk. If the teachers can learn how to adjust their speech, the learners can get more from their lectures.
- Use of L1 both by the teachers and students, can be a good strategy. However, there should be a judicious use of L1 as it might hinder language development and student success, at least in some settings.

We are working on the pedagogical implications, and we will have more detailed analysis in the updated versions of this draft report and on our website (<http://emichallenges.com>). We will be using our website actively as a venue of forum for EMI teachers and as a project dissemination outlet. We will also use other social media tools to promote our project and upcoming publications and presentations.

Broader Policy-based Suggestions

For this project, we have also conducted interviews with the stakeholders (i.e., administrators and faculty members who work in EMI universities). We reached a total of 21 new participants (three from each university). Seven of these participants held administrative positions in the universities, and we also interviewed two faculty members (one from the Social Sciences division and the other from the Engineering) to obtain their perspectives about EMI programmes in their universities in general and the challenges their students face in particular. We also asked their opinions about the suggestions to ease out the language-related challenges of the students.

Opinions of the Administrators

Our first topic in our interviews with the administrators was the perceived place and significance of the EMI programmes in their respective universities. Out of the seven universities, one university was a full EMI university offering all its programmes of study in English, three others offered more than five full EMI programmes in MPLS, and Social Sciences divisions and three others offered fewer full EMI programmes but also offered some partial EMI programmes in these two divisions.

Regardless of the universities' structure in terms of EMI studies, all administrators stated that they gave significance to their EMI programmes, and they do their best to help them become better both academically and pedagogically. Some administrators stated that there were problems with recruiting faculty members who can 'teach EMI courses', especially, who can 'speak comfortably in front of the students and give their lectures'. One of these administrators stated that the pre-requisite to teach in an EMI programme was obtaining at least 80% success from a national language proficiency test or its international equivalent. However, he believed that this criterion was not effective because the national language proficiency test 'did not measure the productive skills of speaking and writing'. When asked the same question (Is it difficult for you to recruit lecturers to teach in EMI programmes?), the full EMI university administrator stated that they did not encounter any problem about this issue because for a position they would have more than enough applicants with degrees obtained from international universities.

When the administrators were asked about their opinions regarding the use of L1 by EMI teachers, they had mixed reactions. Two of the administrators supported the judicious use of L1 by their teachers; the other three had both positive and negative comments about the use of L1, and two strictly opposed it. As a follow-up question to the administrators who opted for judicious use (What is the optimum level of L1 use?), they said around 10-20% and after teaching the content in English. When the reasons for disapproval to L1 use were asked to those with strict oppositions, they stated that L1 use hindered both language and content development.

When the attitudes toward the use of Turkish by students were asked, almost all administrators stated that they had no problems with it (except for one who was also strict about the use of L1 by the teachers). This difference in perceptions can be explored more comprehensively in later analysis.

Opinions of the Faculty Members

One faculty member from each academic division was interviewed to explore their perceptions about some general challenges they face in their EMI courses and their opinions about easing out their students' language-related challenges.

For the teachers, the biggest problem they encountered was the lack of proficiency in their students' speaking skills. Even though, in general, they believed that their students' proficiency levels were not at a desirable level in all four skills, they especially highlighted the low proficiency level of their students in terms of speaking. One teacher from the social sciences division said, 'My students always have hard time initiating and maintaining interaction in class' and usually start the conversation with 'Türkçe konuşabilir miyim?' [May I speak in Turkish?]. She stated she did not like this statement, and even though she resisted initially, after some time, she had to allow them to use Turkish because 'otherwise, they would keep silent all the time'.

Almost all teachers attributed the language proficiency problems of the students to the Intensive English School that the students had to attend before their EMI studies. Around ten teachers stated that Intensive English School should offer some introductory courses for EMI students in their specific fields. Moreover, they also highlighted the significance of some EAP/ESP courses that can be offered in EMI programmes.

When asked if they use Turkish in class, most teachers (12 out of 14) stated that they use it but not too much. Only two teachers stated that either they or their students used any Turkish in class. Detailed analysis of both administrators and faculty members will be provided in future versions of this project report as well as in upcoming presentations and articles.

References

- Altay, M. (2020). The implications of EMI education for graduates' employment conditions. *Kocaeli University Journal of Social Sciences*.
- Altay, M. & Erçin, N. (2020). Uncovering the reflections of English Medium Instruction in engineering graduates' career. *Sakarya University Journal of Education*.
- Airey, J, Lauridsen, KM, Räsänen, A, Salö, L & Schwach, V (2017). The expansion of English-medium instruction in the Nordic countries: Can top-down university language policies encourage bottom-up disciplinary literacy goals? *Higher Education* 73(4), 561–576.
- Aizawa, I. & McKinley, J. (2020). EMI challenges in Japan's internationalization of higher education. In Bowles, H. & Murphy, A. (Eds.), *English medium instruction and the internationalization of universities*. Palgrave Macmillan.
- Aizawa, I. & Rose, H. (in press). High school to university transitional challenges in English Medium Instruction in Japan. System.
- Aizawa, I., Thompson, G., Rose, H., & Curle, S. (in press). An investigation of the challenges that Japanese students face in English medium taught courses. *Language Teaching Research*.
- Altay, M., Curle, S., Yuksel, D., & Soruç, A. (under review). Investigating academic achievement of English Medium Instruction courses in Turkey: the influence of English proficiency, first language medium, and academic subject. *International Journal of Bilingualism and Bilingual Education*.
- Curle, S., Jablonkai, R., Mittelmeier, J., Sahan, K., & Veitch, A. (2020). English Medium Part 1: Literature review. In N. Galloway (Ed.) *English in higher education* (Report No. 978-0-86355-977-8). British Council. <https://www.teachingenglish.org.uk/article/english-higher-education-%E2%80%93-english-medium-part-1-literature-review>
- Curle, S., Yuksel, D., Soruç, A., & Altay, M. (2020). Predictors of English Medium Instruction academic success: English proficiency versus First language medium. System. <https://doi.org/10.1016/j.system.2020.102378>
- Ellis, R. (1985). *Understanding second language acquisition*. Shanghai: Shanghai Foreign Language Education Press.
- Kirkgöz, Y. (2005). Motivation and student perception of studying in an English medium university. *Journal of Language and Linguistic Studies*, 1(1), 101-123.
- Jalongo, M.R. & Saracho, O.N. (2016). *Writing for publication: transitions and tools that support scholars' success*. Switzerland: Springer. <https://doi.org/10.1007/978-3-319-31650-5>
- Macaro, E. & Akincioglu, M. (2018). Turkish university students' perceptions about English medium instruction: Exploring year group, gender and university type as variables. *Journal of Multilingual and Multicultural Development*, 39(3), 256-270.
- McKinley, J., & Rose, H. (2020). *The Routledge handbook of research methods in applied linguistics*. London: Routledge. <https://doi.org/10.4324/9780367824471>
- Rose, H, Curle, S, Aizawa, I & Thompson, G (2019) What drives success in English medium taught courses? The interplay between language proficiency, academic skills, and motivation. *Studies in Higher Education*. DOI: 10.1080/03075079.2019.1590690
- Soruç, A. and C. Griffiths. (2018). English as a medium of instruction: students' strategies. *ELT Journal* 72/1: 38–48.
- West, R., Güven, A., Parry, J., & Ergenekon, T. (2015). *The state of English in higher education in Turkey*. Ankara: British Council & TEPAV.
- Xie, W. & Curle, S. (2020). Success in English Medium Instruction in China: Significant Indicators and Implications. *International Journal of Bilingual Education and Bilingualism*. DOI: 10.1080/13670050.2019.1703898
- Yıldız, M., Soruç, A. & Griffiths, C. (2017). Challenges and needs of students in the EMI (English as a medium of instruction) classroom. *Konin Language Studies*, 5(4), 387-402.
- Yuksel, D., Soruç, A., Altay, M. & Curle, S. (under review). Does English language proficiency improve when studying through English Medium Instruction? A longitudinal study in Turkey.

Appendix A1 - Aydınlatılmış Gönüllü Onam Formu

Sayın Gönüllü,

Sizi Doç. Dr. Doğan Yüksel tarafından yürütülen '*A discipline-based investigation of English language proficiency, linguistic challenges, and academic success of students in Turkish EMI setting/ 'Türkiye'de İngilizcenin öğretim dili olarak kullanıldığı (EMI) ortamlarda İngilizce dil yeterliliği, dilsel zorluklar ve öğrencilerin akademik başarısının disiplin temelli bir araştırması'* başlıklı araştırmaya davet ediyoruz.

Bu araştırmanın amacı, öğrencilerin İngilizcenin öğretim dili olarak kullanıldığı (EMI) ortamlarda karşılaştıkları dilsel sorunları analiz etmektir. Bu amaçla yapılacak olan anket uygulamasında size konuyla ilgili 45 soru yöneltilecektir. Anket tahminen 45 dakika sürecektir. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmanın amacına ulaşması için sizden beklenen, bütün soruları eksiksiz, kimsenin baskısı veya telkini altında olmadan, içtenlikle size en uygun gelen düşünceler çerçevesinde cevaplamanızdır. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda neden belirtmeksizin çalışmayı bırakma hakkına da sahipsiniz. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz **gizli tutulacaktır**; ancak verileriniz yayın amacı ile kullanılabilir. Eğer araştırmanın amacı ile ilgili verilen bu bilgiler dışında şimdi veya sonra daha fazla bilgiye ihtiyaç duyarsanız araştırmacıya şimdi sorabilir veya dogan.yuksel@kocaeli.edu.tr e-posta adresinden ulaşabilirsiniz. Araştırma tamamlandığında genel/size özel sonuçların sizinle paylaşılmasını istiyorsanız lütfen araştırmacıya iletiniz.

Yukarıda yer alan ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları anladım. Çalışma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı/araştırmacılar tarafından yapıldı. Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı. Kişisel bilgilerimin özenle korunacağı konusunda yeterli güven verildi.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve telkin olmaksızın katılmayı kabul ediyorum.

Katılımcının:

Adı-Soyadı:

İmzası:

Araştırmacının

Adı-Soyadı: Doç. Dr. Doğan Yüksel

İmzası:

Appendix A2 - Informed Volunteer Consent Form

Dear Volunteer,

You are kindly invited to the research titled '*A discipline-based investigation of English language proficiency, linguistic challenges, and academic success of students in Turkish EMI setting*' carried out by Assoc. Prof. Dr. Dogan Yuksel.

The aim of this research is to analyse the linguistic problems students encounter in *environments* where English is used as the language of instruction (EMI). For this purpose, you will be asked 45 questions related to EMI challenges in the survey application. The survey will take approximately 45 minutes. Participation in this study is entirely **voluntary**. In order to achieve the purpose of the study, you are expected to answer all questions completely, without any pressure or suggestion, and sincerely within the framework of the thoughts that best suit you. If you read and approve this form, it will mean that you agree to participate in the research. However, you also have the right not to participate in the study or **to stop working at any time** after participation without stating a reason. The data obtained from this research will be used solely for research purposes and your personal information **will be kept confidential**; however, your data can be used for publication purposes. If you need more information apart from the information given about the purpose of the research now or later, you can ask the researcher now or reach by the email address dogan.yuksel@kocaeli.edu.tr. Please inform the researcher if you want general / specific results for you to be shared with you when the research is completed.

I read the above information that should be given to the participant before the research and I understood the scope and purpose of the study I was asked to participate in, and my voluntary responsibilities. Written and verbal explanation about the study was made by the researcher / researchers named below. I was also verbally told about the possible risks and benefits of the study. Sufficient confidence has been given that my personal information will be protected with care.

Under these circumstances, I agree to participate in the research in question of my own free will, without any pressure or suggestion.

Participant:

Name-Surname:

Signature:

Researcher:

Name-Surname: Assoc. Prof. Dr. Dogan Yuksel

Signature:

Appendix B1 - Aydınlatılmış Gönüllü Onam Formu

Sayın Gönüllü,

Sizi Doç. Dr. Doğan Yüksel tarafından yürütülen '*A discipline-based investigation of English language proficiency, linguistic challenges, and academic success of students in Turkish EMI setting/ 'Türkiye'de İngilizcenin öğretim dili olarak kullanıldığı (EMI) ortamlarda İngilizce dil yeterliliği, dilsel zorluklar ve öğrencilerin akademik başarısının disiplin temelli bir araştırması'* başlıklı araştırmaya davet ediyoruz.

Bu araştırmanın amacı, öğrencilerin İngilizcenin öğretim dili olarak kullanıldığı (EMI) ortamlarda karşılaştıkları dilsel sorunları analiz etmektir. Bu amaçla yapılacak olan *odak grup görüşmesinde* size konuyla ilgili 10 soru yöneltilecektir. Görüşme tahminen 45 dakika sürecektir. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmanın amacına ulaşması için sizden beklenen, bütün soruları eksiksiz, kimsenin baskısı veya telkini altında olmadan, içtenlikle size en uygun gelen düşünceler çerçevesinde cevaplamandır. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda neden belirtmeksizin çalışmayı bırakma hakkına da sahipsiniz. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz **gizli tutulacaktır**; ancak verileriniz yayın amacı ile kullanılabilir. Eğer araştırmanın amacı ile ilgili verilen bu bilgiler dışında şimdi veya sonra daha fazla bilgiye ihtiyaç duyarsanız araştırmacıya şimdi sorabilir veya dogan.yuksel@kocaeli.edu.tr e-posta adresinden ulaşabilirsiniz. Araştırma tamamlandığında genel/size özel sonuçların sizinle paylaşılmasını istiyorsanız lütfen araştırmacıya iletiniz.

Yukarıda yer alan ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları anladım. Çalışma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı/araştırmacılar tarafından yapıldı. Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı. Kişisel bilgilerimin özenle korunacağı konusunda yeterli güven verildi.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve telkin olmaksızın katılmayı kabul ediyorum.

Katılımcının:

Adı-Soyadı:

İmzası:

Araştırmacının

Adı-Soyadı: Doç. Dr. Doğan Yüksel

İmzası:

Appendix B2 - Informed Volunteer Consent Form

Dear Volunteer,

You are kindly invited to the research titled '*A discipline-based investigation of English language proficiency, linguistic challenges, and academic success of students in Turkish EMI setting*' carried out by Assoc. Prof. Dr. Dogan Yuksel.

The aim of this research is to analyze the linguistic problems students encounter in *environments* where English is used as the language of instruction (EMI). For this purpose, you will be asked 10 questions related to EMI challenges during the focus group interview. The survey will take approximately 45 minutes. Participation in this study is entirely **voluntary**. In order to achieve the purpose of the study, you are expected to answer all questions completely, without any pressure or suggestion, and sincerely within the framework of the thoughts that best suit you. If you read and approve this form, it will mean that you agree to participate in the research. However, you also have the right not to participate in the study or **to stop working at any time** after participation without stating a reason. The data obtained from this research will be used solely for research purposes and your personal information **will be kept confidential**; however, your data can be used for publication purposes. If you need more information apart from the information given about the purpose of the research now or later, you can ask the researcher now or reach by the email address dogan.yuksel@kocaeli.edu.tr. Please inform the researcher if you want general / specific results for you to be shared with you when the research is completed.

I read the above information that should be given to the participant before the research and I understood the scope and purpose of the study I was asked to participate in, and my voluntary responsibilities. Written and verbal explanation about the study was made by the researcher / researchers named below. I was also verbally told about the possible risks and benefits of the study. Sufficient confidence has been given that my personal information will be protected with care.

Under these circumstances, I agree to participate in the research in question of my own free will, without any pressure or suggestion.

Participant:

Name-Surname:

Signature:

Researcher:

Name-Surname: Assoc. Prof. Dr. Dogan Yuksel

Signature:

Appendix C1 - Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Taahhüdnamesi

'A discipline-based investigation of English language proficiency, linguistic challenges, and academic success of students in Turkish EMI setting/ Türkiye'de İngilizcenin öğretim dili olarak kullanıldığı (EMI) ortamlarda İngilizce dil yeterliliği, dilsel zorluklar ve öğrencilerin akademik başarısının disiplin temelli bir araştırması'

başlıklı bilimsel çalışmamız ile ilgili olarak 'Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi' nin 4. maddesinde belirtilen hususlara uyacağımı taahhüd ederim.



Doç. Dr. Doğan Yüksel

02 Kasım 2020

Appendix C2 - Social and Humanities Scientific Research and Publication Ethics Commitment

I undertake to comply with the issues stated in the 4th article of 'Higher Education Institutions Scientific Research and Publication Ethics Directive' regarding our scientific research titled '*A discipline-based investigation of English language proficiency, linguistic challenges, and academic success of students in Turkish EMI setting*'.



Assoc. Prof. Dr. Dogan Yuksel

November 02, 2020

Appendix D1

Evrak Tarih ve Sayısı: 19/11/2020-E.79936



T.C.
KOCAELİ ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Etik Kurulu



Sayı : 10017888-020/
Konu : Olurlar, Onaylar

EĞİTİM FAKÜLTESİ DEKANLIĞINA

İlgi : 12/11/2020 tarihli, 78071 sayılı ve "Etik Kurul Değerlendirmesi" konulu yazı

Sosyal ve Beşeri Bilimler Etik Kurulunun 19/11/2020 tarih ve 2020/13 nolu toplantısında alınan 11 sıra sayılı kararı aşağıda sunulmuştur.

Gereğini arz ederim.

Prof.Dr. Adem ÇAYLAK
Kurul Başkanı

Karar No 11: Eğitim Fakültesi Dekanlığı'nın 12/11/2020 tarih ve 78071 sayılı yazısı görüşüldü. Yabancı Diller Eğitimi Bilimleri Bölümü öğretim elemanı Doç. Dr. Doğan YÜKSEL'in " A Discipline-based Investigation of English Language Proficiency, Linguistic Challenges, and Academic Success of Students in Turkish EMI Setting/ Türkiye'de İngilizcenin Öğretim Dili Olarak Kullanıldığı (EMI) Ortamlarda İngilizce Dil Yeterliliği, Dilsel Zorluklar ve Öğrencilerin Akademik Başarısının Disiplin Temelli Bir Araştırması" başlıklı bilimsel çalışmasının uygulanmasında, bilimsel araştırma ve yayın etiği açısından bir sakınca olmadığına oy birliği ile karar verildi.

Mevcut Elektronik İmzalar

ADEM ÇAYLAK (Sosyal ve Beşeri Bilimler Etik Kurulu - Kurul Başkanı) 19/11/2020 16:16

Sosyal ve Beşeri Bilimler Etik Kurulu Kocaeli Üniversitesi Umuttepe Yerleşkesi 41380,
Kocaeli
Tel:+90 (262) 303 10 01 Faks:+90 (262) 303 10 33
E-Posta :rekiletisim@kocaeli.edu.tr Elektronik Ağ :http://www.kocaeli.edu.tr

Bilgi için: Pelin ÜNALDI

Raportör
Telefon No: 303 10 49

Appendix D2



[Barcode]

[Logo of EUA]

[Logo of Observatory]

Kocaeli University

Social Sciences and Humanities Ethics Committee

No: 10017888-020/

Subject: Affirmations, Approvals

TO THE DEAN OF THE FACULTY OF EDUCATION

Attn: Letter no. 78071 dated 12/11/2020 on 'Ethics Committee Evaluation'

The document presents the decision number 11 taken at the meeting of the Social and Human Sciences Ethics Committee no. 2020/13 dated 19/11/2020.

Kindly submitted for necessary action.

Prof. Dr. Adem CAYLAK

Chairman of the Board

Decision No 11: The letter of the Dean of Education Faculty No. 78071 dated 12/11/2020 was discussed. It was unanimously decided that there was no harm in the implementation of the scientific study titled 'A Discipline-based Investigation of English Language Proficiency, Linguistic Challenges, and Academic Success of Students in Turkish EMI Setting' by Foreign Languages Education Department academic staff member Assoc. Dr. Dogan Yuksel in terms of scientific research and publication ethics.

Current Electronic Signatures

ADEM CAYLAK (Social Sciences and Humanities Ethics Committee- Chairman of the Board) 19/11/2020 16:16

Appendix E

The EMI Challenges Scales

Academic Writing Skills

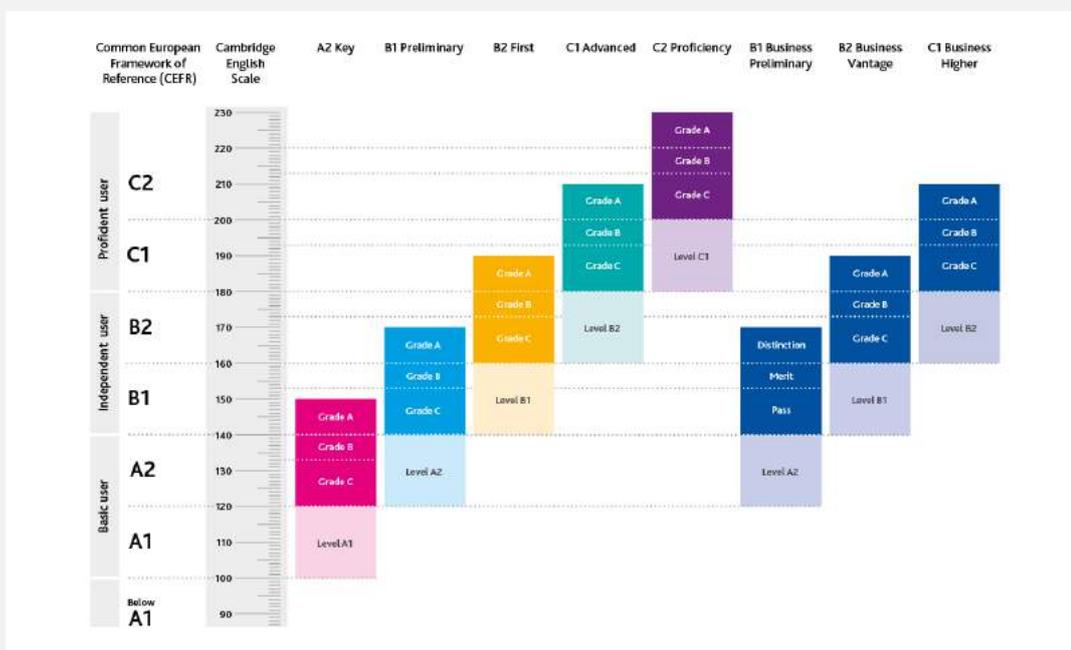
- 1 Planning written assignments
 - 2 Expressing ideas in correct English
 - 3 Revising written work
 - 4 Using appropriate academic style
 - 5 Writing a bibliography/ references section
 - 6 Proofreading written work
 - 7 Referring to sources in written work
 - 8 Summarizing/ paraphrasing ideas in sources
 - 9 Organizing ideas in coherent paragraphs
 - 10 Expressing ideas clearly and logically
 - 11 Linking ideas from different sources
 - 12 Writing the introduction to an assignment
 - 13 Writing the body of an assignment
 - 14 Writing the conclusion to an assignment
 - 15 Liking sentences smoothly
- Academic Reading Skills
- 1 Understanding specific vocabulary
 - 2 Working out the meaning of difficult words
 - 3 Reading carefully to understand a text
 - 4 Reading quickly to find specific information
 - 5 Identifying supporting ideas and examples
 - 6 Reading quickly to get overall meaning
 - 7 Identifying the key ideas of a text
 - 8 Taking brief, relevant notes
 - 9 Using your own words when taking notes
 - 10 Understanding the organization of a text
- Academic Speaking Skills
- 1 Speaking accurately (grammar)
 - 2 Speaking clearly (pronunciation)
 - 3 Presenting information/ ideas
 - 4 Participating actively in discussion
 - 5 Communicating ideas fluently
 - 6 Speaking from notes
 - 7 Asking questions
 - 8 Answering questions
 - 9 Communicating ideas confidently
 - 10 Using visual aids (e.g. PowerPoint)
- Academic Listening Skills
- 1 Understanding the main ideas of lectures
 - 2 Understanding the overall organization of lectures
 - 3 Understanding key vocabulary
 - 4 Taking brief, clear notes
 - 5 Identifying supporting ideas and examples
 - 6 Understanding lecturers' accents
 - 7 Following a discussion
 - 8 Identifying different views and ideas
 - 9 Understanding questions
 - 10 Understanding classmates' accents

Appendix F



The Cambridge English Scale explained

A guide to converting practice test scores to Cambridge English Scale scores



Most Cambridge English Qualifications are now reporting results on the Cambridge English Scale.

For B2 First, B2 First for Schools, C1 Advanced and C2 Proficiency, candidates receive an individual score for each of the four skills – reading, writing, listening, speaking – and Use of English. In the live exams, each of the skills and Use of English are equally weighted, and a candidate’s overall score is calculated by adding all of the individual scores together and dividing by five (and then rounding to the nearest whole number).

For B1 Preliminary, B1 Preliminary for Schools and B1 Business Preliminary, B2 Business Vantage and C1 Business Higher, candidates receive an individual score for the four skills – reading, writing, listening and speaking. In the live exams, each skill is equally weighted, and a candidate’s overall score is calculated by adding all of the individual scores together and dividing by four (and then rounding to the nearest whole number).

For A2 Key and A2 Key for Schools, candidates receive an individual score for each paper in the exam – Reading and Writing, Listening, and Speaking. In the live exams, the Reading and Writing paper tests two skills so the score is doubled. A candidate’s overall score is calculated by adding all of the individual scores together and dividing by four (and then rounding to the nearest whole number).

A candidate’s grade and Common European Framework of Reference (CEFR) level are based on their performance across the whole qualification, and there is no requirement to achieve a minimum score in each paper.

The following tables can be used as guidance to help you convert practice test scores to Cambridge English Scale scores.

Please note that these only apply when using official Cambridge English practice tests.

The conversion tables are intended to help you provide an indication of your students’ readiness to take the relevant qualification. The scores you provide may not always reflect the results the students may achieve in a Cambridge English live exam. They should not be used to try to predict precise scores in the live exam, but can be a useful diagnostic tool, indicating areas of relative strength and weakness.

The scores needed on any given exam to achieve the scores on the Cambridge English Scale shown in the tables below will vary due to a number of factors, so scores close to CEFR boundaries need to be reviewed carefully. We recommend that this is approximately three Cambridge English Scale score points above and below the score needed to achieve the level, e.g. 157–163 for Level B2. Students who achieve only slightly higher than the Cambridge English Scale score for a given level on a practice test may not achieve that level in the live exam, and we recommend that they continue working to improve so that they reach the desired level.

Appendix G1

Mülakat Soru Protokolü

1. Kendinizden bahsedebilir misiniz? (örneğin, hangi lisede okudunuz, lisede alan derslerinden (Fizik, kimya, biyoloji, matematik ya da diğer) herhangi birini İngilizce olarak aldınız mı? Yurt dışına eğitim ya da seyahat için çıktınız mı?)
2. Bölümizde İngilizce aracılığıyla anlatılan dersleri anlayabiliyor musunuz?)
3. Sizce İngilizce eğitim sayesinde alanınızla ilgili akademik bilgileri edinebildiniz mi? [Derslerinizin tümünün İngilizce olması akademik konuları (ya da ders içeriklerini) anlamınızı etkiliyor mu?]
4. Derslerde hocalarınız tarafından ne kadar Türkçe kullanımı olmaktadır? (Derslerinizin yüzde kaçında Türkçe kullanılabilir, kaç dersten kaç? Hocanız tarafından Türkçe kullanılan dersin yüzde kaçını İngilizce, yüzde kaçını Türkçe geçmektedir?) Detaylı bir şekilde açıklayabilirsiniz.
5. Derslerde Türkçe kullanılması ders başarınızı ya da sınav notlarınızı düşürüyor mu? [olumlu-olumsuz etkiliyor mu?]
6. Ders içerisinde kullanılan slayt, kitap, yardımcı kaynaklar, ders materyallerini vb. anlayabiliyor musunuz?
7. İngilizce anlatılan dersleri anlamakta sıkıntı çekiyorsanız ne tür desteklere başvuruyorsunuz (başka kaynak kullanmak, sözlük kullanmak, internetten Türkçe versiyonunu araştırmak, hocaya sormak, arkadaşlarınıza sormak vb.)
8. Dersi dinlerken sınıf içerisinde kullandığınız stratejiler nelerdir? (hocaya sormak, arkadaşına sormak, sözlük kullanmak, iletişimden kaçınmak, en ön sırada oturmak).
9. Sizce İngilizce dil seviyeniz İngilizce anlatılan dersleri anlamada yeterli mi? Değilse ne kadar daha İngilizce çalışmaya, eğitime, öğrenmeye ihtiyacınız var?
10. Dersleri İngilizce alırken yaşadığınız temel zorluklar ve sıkıntılar nelerdir?
11. Özellikle okuma, yazma, dinleme ve konuşma becerilerinde ayrı yaşadığınız zorluklar nelerdir?
Okuma:
Yazma:
Dinleme:
Konuşma:
Diğer:
12. Teknik kelime veya alanınızla ilgili akademik kelime kullanımı ile ilgili ya da sizin bu konudaki kelime dağarcığınızla ilgili yaşadığınız zorluklar nelerdir?
13. İngilizce eğitim ile ilgili yaşadığınız zorluklara dair sizin önerebileceğiniz bir çözüm var ise iletiniz lütfen. (Mesela dersler Türkçe olsaydı derslerde daha aktif olur muydunuz?)
14. Hazırlık sınıfında aldığınız derslerin sonraki yıllarda aldığınız ana dersleri anlamınıza ya da başarınıza bir katkısı oldu mu?
15. İngilizce verilen alan (bölüm) derslerinizden yeterince verim aldığınızı düşünüyor musunuz?
16. Alanınızda diğer/başka derslerin verilmesini ister miydiniz?
17. Türkçe eğitim ile karşılaştırıldığında, dersleriniz Türkçe anlatılsaydı daha iyi anlar mıydınız?
18. Özellikle Türkçe anlatılmasını istediğiniz dersler var mı? [Neden bu dersler?]
19. İngilizce eğitim veren bir program tercih etmenizin ana sebebi nedir?

20. İngilizce eğitim veren bir programın size ne gibi katkıları olacağını düşünüyorsunuz?
21. Alan derslerinize çalışırken en büyük motivasyonunuz nedir?
22. Mezun olduktan sonra yurt dışı planlarınız var mı? (eğitim, iş vb.)
23. İngilizce eğitim sunan bir programda öğrenim görmüş olmak ileride iş bulmanıza katkı sağlayacak mı?
24. Eklemek istediğiniz bir şey var mı?

Appendix G2 - Focus Group Interview Questions

1. Can you talk about yourself? (e.g., high school experience (EMI/TMI), overseas experience, EMI courses having recently been taken or still being taken, etc.)
2. Can you understand the lessons taught through English in your program?
3. Do you think you have been able to get academic information about your field thanks to the education in English? (Does taking all the courses in English affect the extent to which you understand academic subjects or course contents?)
4. Do your lecturers use Turkish during the lessons? (What is the percentage of Turkish used when you consider the number of courses you take? How much Turkish and English are used during a lesson? Please explain in detail.
5. Does the use of Turkish during the lessons affect your success and exam grades in a negative or positive way?
6. Can you understand the course materials such as slides, books, and additional resources used in the classroom?
7. If you have difficulty in understanding the lessons taught in English, what kind of support do you apply for (e.g., using other sources, using a dictionary, searching the Turkish version on the internet, asking the lecturer, and asking a friend)?
8. What are the strategies you use in the classroom while listening to the lesson? (e.g., asking the lecturer, asking a friend, using a dictionary, avoiding communication, and sitting in the front row)
9. Do you think your English language level is sufficient to understand the lessons taught in English? If not, how much English do you need to learn and study more?
10. What are the main difficulties you experience while taking courses in English?
11. What are the difficulties you experience particularly in reading, writing, listening and speaking skills separately?

Reading:

Writing:

Listening:

Speaking:

1. What are the difficulties you face with the use of technical and academic vocabulary related to your field or your lexical repertoire in this area?
2. If there is a solution you can suggest regarding the difficulties faced with education in English, please explain it. (e.g., if the lessons were in Turkish, would you be more active in the lessons?)
3. Did the courses you took at the preparatory school contribute to your understanding of the main courses you have taken over the following years or to your success in general?
4. Do you think you get enough efficiency from your field courses?
5. Would you like other courses to be taught in your field?
6. Would you understand better if your lessons were taught in Turkish?
7. Are there any lessons you want to be taught especially in Turkish? If so, why?
8. What is the main reason for choosing an EMI program?

9. What kind of contribution do you think an EMI program will have to you?
10. What is your biggest motivation while studying for the departmental courses in English?
11. Do you have any plans abroad after graduation? (e.g., education, work, etc.)
12. Will having a degree in an EMI program help you find a job in the future?
13. Is there anything you would like to add?

© **British Council**

The British Council is the United Kingdom's international organisation for cultural relations and educational opportunities.

Quality of Instruction and Student Outcomes in English-medium Programs in Turkey

March 2021

A large, abstract graphic design in a darker shade of orange is positioned in the lower-left quadrant of the page. It consists of several thick, curved lines and a central vertical line, creating a stylized, geometric shape that resembles a partial wheel or a stylized letter 'R'.

Research Team

Rıfat Kamaşak

Yeditepe University, Turkey

Heath Rose

University of Oxford, UK

Kari Sahan

University of Oxford, UK

March 2021

Contents

Summary	207
What were the Main Aims of the Study?	207
How were Data Collected for the Study?	207
What did the Study Find?	207
What are the Main Recommendations of the Study?	207
Introduction	208
Literature Review	208
Main Issues Emerging from the Literature.....	208
Methods	210
Main Methods.....	210
Sample	211
EMI Teacher Demographics	211
EMI Student Demographics	212
Instrument Development.....	212
Data Analysis.....	213
Ethical Considerations	214
Findings	214
Survey Research Findings	214
Language-related Challenges	214
Main Findings.....	214
Learning Outcomes and Academic Success	215
Main Findings.....	215
Language Use in EMI Classes.....	217
Main Findings.....	217
Field Research Findings	218
Language-related Challenges	218
Main Findings.....	218
Content-related Challenges	219
Main Findings.....	219
Teaching Practices	220
Main Findings.....	220
Language Use in EMI Classes	221
Main Findings.....	221
Summary of findings	222
Educational Outcomes.....	222
Content Teaching	223
Conclusions anR recommendations.....	224
Main Recommendations.....	224
References	226
APPENDIX	228
Appendix A: EMI Teacher Questionnaire Participants Demographics	228
Appendix B: EMI Student Questionnaire Participant Demographics.....	229
Figure 1 A multi-layered Research Design	211
Figure 2 EMI Teachers' Language Skills.....	215
Figure 3: Proportion of Language Use Reported by EMI Teachers and Students (range: 0-100)	217
Table 1: Coding Framework for Interviews and Focus Groups.....	213
Table 2: Student Difficulty in English	215
Table 3: Students' Reported Success in English and University Subjects	216

Summary

What were the Main Aims of the Study?

This study aimed to investigate the quality of EMI tertiary education by examining the effects of EMI on content learning, language learning, and EMI teaching. The study included a multi-layered, mixed-method approach at a case university to examine learning outcomes on EMI programs. The study offers several recommendations to improve the quality of EMI education in Turkey.

How were Data Collected for the Study?

Data were collected through questionnaires, interviews, focus groups, and classroom observations at the case university, a foundation (private) university in Istanbul. Questionnaire data were collected from EMI students (n=544) and teachers (n=118) across a variety of disciplines at the case university. To provide a more in-depth analysis of teaching and learning practices in EMI courses, *qualitative* data were collected through interviews (n=11) with teachers and focus groups (n=6) with students at a social sciences faculty of the university. Classroom observations (n=6) in the form of online recorded classes were also collected from the social sciences faculty.

What did the Study Find?

The results of this study offer insights into the learning outcomes of students enrolled on EMI programs.

- Data from both strands of this study found that students experienced the greatest language-related challenges with respect to speaking activities in English but had relatively less difficulty following lectures or reading course materials in English.
- This study found no correlation between gender, educational background, or English language test scores and success in EMI courses, as measured by students' GPA and class rank. However, students in the top 5% of their class were more likely to report higher levels of motivation and self-efficacy than students with lower class ranks.
- The EMI teachers at the case university were found to have high levels of English proficiency and expressed confidence in their ability to teach through English. However, they reported that issues with their students' English proficiency affected their ability to effectively convey content in English.
- With respect to language use, this study found that English was almost always used for course materials, lecture slides, and exams. Turkish was occasionally used for class discussions and by students to ask questions in class.

What are the Main Recommendations of the Study?

This report makes four main recommendations with respect to teaching and learning on EMI programs at universities across Turkey. These are:

1. To offer ongoing, discipline-specific language courses aimed at providing students with the opportunity to practice their productive English skills.
2. To provide support structures for first-year students to facilitate the transition to EMI departmental classes.
3. To encourage EMI teaching pedagogies that support student participation in English.

Quality of Instruction and Student Outcomes in English-medium Programmes in Turkey

Introduction

It is now well established that English medium instruction (EMI) is a global phenomenon. EMI is rapidly expanding in higher education institutions worldwide (Dearden, 2014; Macaro 2018; Macaro et al. 2018), as universities increasingly chose to internationalize through 'Englishisation' of the curriculum (Galloway, Numajiri, & Rees, 2020), and Turkey is no exception to this trend (Kirkgoz, 2009). Although the 'exact number of EMI programs and courses are unknown' (Karakas, 2019: 207), English and EMI play an increasingly important role in Turkish higher education (British Council & TEPAV, 2015).

The growth of EMI means that English has shifted from being taught as a subject, to becoming an important educational language for teaching and learning. However, the decision to teach through English requires more than 'simply switching the vehicle of communication and continuing as usual' (Bradford, 2016, p. 340). Studies have repeatedly found that EMI students experience language-related challenges (Evan & Morrison, 2011), and research is needed to evaluate the quality of learning in EMI programs.

Previous research on EMI in Turkey has largely approached the question of EMI quality through an investigation of stakeholders' beliefs (Kirkgöz, 2014; Macaro & Akincioglu, 2018). Lacking are direct measures of success with respect to content and language learning in EMI programs. This study aimed to address this need by investigating the quality of instruction and student outcomes in EMI programs at a Turkish university. In doing so, it aims to provide evidence of quality of learning outcomes based on direct measures, and thus offer recommendations grounded in empirical research to improve EMI teaching and learning in Turkey.

Literature Review

Main Issues Emerging from the Literature:

- Students find EMI challenging, even at high proficiency levels.
- Factors leading to success in EMI are complex and inconclusive, but may include high school background, language proficiency, and prior academic performance in language support classes and Turkish medium classes.
- There is a lack of research on EMI quality and instruction.

Forms of EMI vary greatly according to context; however, a commonly cited definition is:

The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English. (Macaro, 2018, p. 19)

This definition is relevant to the Turkish higher education context, where research has suggested that language-focused instruction rarely occurs in EMI content classes (Sahan, 2021). Alternative definitions of EMI align more closely with content and language integrated learning (CLIL), which view the objectives of EMI to include both the acquisition of academic content and the development of students' English language skills. This definition might more accurately align with national policy in Turkey, which states the aim of EMI is for students to 'gain foreign language competences related to their fields' (Article 5, Law No. 29662; see Sahan, 2021), as well as student motivations for enrolling to EMI programs (Kirkgöz, 2014).

Although language learning may be an implicit or assumed benefit of EMI, a recent systematic review concluded that there was insufficient evidence to suggest that EMI programs improve student proficiency (Macaro et al., 2018). More concerning, the growth of EMI has gone largely unmonitored in terms of the effects it may have on educational outcomes. Researchers have highlighted concerns over teachers' and students' English proficiency, which has impeded the successful implementation of EMI (Sert, 2008). One study in China (Hu et al., 2014) found that students' understanding of academic content in English was shallow compared to L1 (Chinese) medium classrooms. Other researchers have found that EMI students' insufficient English proficiency resulted in difficulty taking notes (Zok, 2010), comprehending lectures (Hellekjær, 2010), and understanding academic texts due to insufficient vocabulary knowledge (Kirkgöz, 2005).

Kamaşak et al. (2021) investigated the academic language-related challenges that students faced at an EMI university in Turkey. Their study found that students experienced the most difficulty writing and speaking in EMI classes. They also found significant differences in the challenges reported by students according to student background and prior EMI experience. In a similar study conducted in Hong Kong, Evans, and Morrison (2011) found that students experienced a number of writing-related challenges, including planning written assignments and expressing ideas in correct English. These studies suggest that students struggle with productive skills in English in EMI classes. Although Soruç and Griffiths (2018) found that students employ a range of strategies to overcome language-related challenges, they warn that 'many students are simply being set up to fail' (p. 46) their EMI content courses without adequate language support.

Research on educational outcomes in EMI programs is still rather limited, although a series of studies in the Japanese context have examined the effects of proficiency and other factors on students' success in EMI programs. Aizawa and Rose (2019) found that although students above a proficiency threshold of IELTS 6.5 experienced statistically fewer linguistic challenges, all students (even at the highest level) experienced difficulties studying in English. In another study investigating the content learning outcomes of 146 EMI business students in Japan, Rose et al. (2019) found that English proficiency was a predictor of success, operationalized as midterm and end-of-term exam scores. However, the study also found that performance in English support classes was a stronger predictor of success than general English proficiency alone, suggesting that targeted language support classes were vital to ensuring student success. Similarly, Aizawa et al. (2020) found that students' English language proficiency was a predictor of challenges in EMI programs, although no language proficiency threshold was observed with respect to ease of study.

In a Turkish university context, one study of 159 final-year students found that students' success in Turkish medium courses was a significant predictor of their success in EMI, leading to the conclusion that 'EMI success is better augmented by students taking some courses through their native language alongside EMI courses' (Curle, Yuksel, Soruç & Altay, 2020). The same study also found that general English proficiency was a poor indicator of success, concluding that preparatory courses needed to focus on language support in the form of English for Academic Purposes, and building up students' knowledge of academic vocabulary, rather than building general language proficiency.

In Turkey, language support for EMI students is provided through the preparatory year model (see Macaro, 2018), which allows universities to cater to a local student population with generally low levels of English proficiency (see British Council & TEPAV, 2015). More recently, this form of EMI has been classified as 'bridging EMI', where a 'preparatory or bridging course prepares students to transition to EMI' (Richards & Pun, 2021, p. 7). Within this model, students complete an intensive English preparatory program (EPP) before beginning their EMI departmental classes. Although the EPP is completed by most EMI students in Turkey (Kirkgöz, 2007), a recent systematic review concluded: 'In Turkey, the collective research picture is one of deep concern in terms of level of English in general and vocabulary knowledge in particular' (Macaro et al., 2018, p. 53). Given ongoing concerns about language proficiency, the question remains as to the effectiveness of EMI for teaching and learning.

Previous research in Turkey has explored teacher and student beliefs about EMI (Kirkgöz, 2014), aspects of EMI policy development (Kirkgöz, 2009; Selvi, 2014), and the use of the first language in EMI classrooms (Sahan, 2020). However, there is a lack of research on EMI quality, particularly with respect to quality of instruction and learning outcomes. This study aims to address this gap by investigating the effects of EMI on content learning, language learning, and EMI teaching at a university in Istanbul. In doing so, it aims to provide empirical evidence based on direct measures of EMI quality in the Turkish context.

Methods

Main Methods:

- Questionnaire data were collected from 544 students and 118 teachers at the case university.
- Interviews were conducted with 11 teachers.
- Six focus groups were conducted with a total of 24 students.
- Six classroom observations were collected from recorded online lessons.

This study investigated the effects of EMI on content learning, language learning, and EMI teaching. Data were collected through a questionnaire directed at teachers and students across disciplines and through fieldwork aimed at exploring EMI programs in one faculty. The study addressed the following research questions:

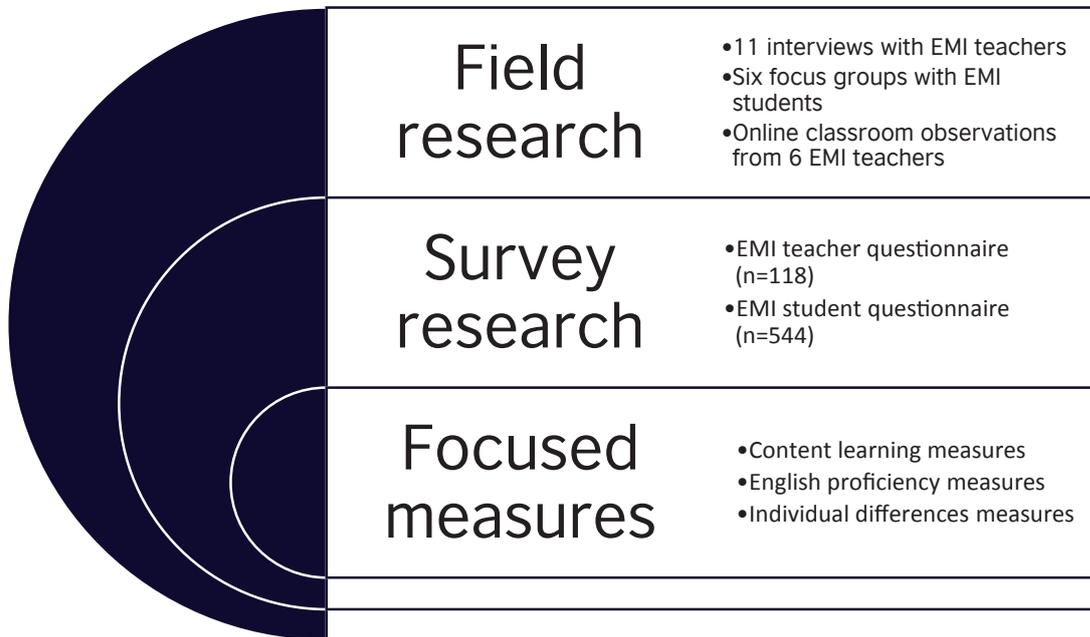
RQ1: What effect does EMI have on educational outcomes?

- What effect does EMI have on learners' language acquisition? What language-related challenges, if any, do EMI students face?
- What effect does EMI have on learners' content knowledge acquisition? What content-related learning challenges, if any, do EMI students face?
- What factors influence success in EMI?

RQ2: What effect does EMI have on teachers' ability to effectively convey content?

- What language-related challenges, if any, do EMI lecturers face?
- What content-related challenges, if any, do EMI lecturers face?
- How is language used in EMI classes?

The research questions were investigated through an in-depth case study at the research site: a foundation university in Istanbul which offers undergraduate EMI programs across a range of academic disciplines. The case study design allowed for a nested multi-faceted investigation of EMI practices within a contextualized institution. The research design for the study is illustrated in Figure 1. Field research aimed to explore EMI practices directly through observations, and indirectly via teacher interviews and student focus groups. This allowed the project to contextualise the findings of other layers of data collection. The survey research collected general information on EMI experiences of teachers and students. Finally, a focused battery of measures was incorporated into the student questionnaires to take targeted measures of student performance in content learning, English proficiency, challenges, and individual differences such as self-efficacy.

Figure 1. A multi-layered research design

Sample

The case study university was selected as a suitable research site because English is the official language of instruction at the university, and EMI programs are offered across disciplines. This provided a suitable context from which to recruit a sufficient number of participants for the quantitative strand of the study. Moreover, as a foundation (private) university in Istanbul, the case university represents a growing trend among private higher education institutions (HEIs) to offer EMI programs.

The field research (qualitative) strand of the study included 11 interviews with EMI teachers, 6 focus groups with EMI students, and 6 classroom observations (recordings of online lessons due to COVID-19 restrictions). The participants belonged to a social sciences faculty. The 11 teachers interviewed for this study included 7 females and 4 males. Nine of the teachers were local, Turkish teachers, and two were international teaching staff members. The teachers taught tourism, trade and management, finance, computer science, and logistics. Each focus group included four students, for a total of 24 students. The students were enrolled in classes taught in the social sciences faculty, and they consisted of 7 female and 14 male students.

During the survey (quantitative) strand of the study, two online questionnaires (an EMI student questionnaire and an EMI teacher questionnaire) were distributed to teachers and students through the university e-mailing system. Responses from 118 EMI teachers and 544 EMI students were collected and analyzed for this study. The participant demographics are summarized below:

EMI Teacher Demographics

A total of 184 teachers responded to the questionnaire. However, 66 of the respondents indicated that they taught English in the university's EPP. Because this is an intensive language program—in which English is the subject, rather than the language through which academic subjects are taught—we excluded these 66 teachers from our study. This resulted in a final sample of 118 EMI teachers from 9 faculties. The respondents included 55 male teachers (46.6%) and 61 female teachers (51.7%). Nearly all (n=111, 94.1%) of the teachers were Turkish. The full EMI teacher participant demographics are reported in Appendix A.

The EMI teachers were asked to report their current proficiency in English, from basic to very advanced. The majority of teachers (n=99, 83.9%) reported that their proficiency was advanced or very advanced. None of the respondents indicated that their English proficiency was at the basic level.

EMI Student Demographics

Questionnaire responses from 544 EMI students were included in this study. Nearly two-thirds (n=347, 63.8%) of the students were female, and 34.2% of the students were male (n=186). Students from more than 11 faculties responded to the questionnaire, and the majority of students spoke Turkish as their first language (n=508, 93.4%). Two-thirds of the students (n=369, 67.8%) encountered EMI for the first time at university, while the rest (n=175, 32.2%) had studied academic subjects in English in secondary school. The participant demographics for the EMI students are reported in Appendix B.

As a measure of academic content learning, students were asked to report their cumulative GPA (out of 4.00) and indicate their class rank according to GPA. For the class rank measure, students were asked to indicate whether they were in the top 5%, top 10%, top 20%, top 50%, or bottom 50% of their class. GPAs were provided by 70% (n = 383) of students, while 87% (n = 471) indicated their class rank. In order to maximize the number of participants included in the analyses with respect to content learning, we have used class rank to compare learning outcomes with respect to individual learner differences. To evaluate language proficiency, students were asked to evaluate their English skills. They were also asked whether they had taken an English language proficiency test. The average TOEFL score reported by the students was 88.65 (n = 26, SD = 18.59); the average score for IELTS was 7.08 (n = 47; SD = 0.99); and the average score for the School of Foreign Languages Placement Exam was 78.97 out of 100 (n = 80; SD = 10.41).

Instrument Development

The questionnaires were used to gather information related to experiences and challenges teaching and learning through English. The EMI student questionnaire was trailed in a previous study conducted in the Turkish context (Kamaşak et al., 2021), which formed the pilot study for this project. The questionnaires were administered online via a link distributed in December 2020, and a follow-up reminder was sent two weeks later. The link to the questionnaire was closed in February 2021.

In order to evaluate learning outcomes against a variety of factors, the student questionnaire included focused measures pertaining to academic success, English skills, motivation, and self-efficacy. These measures have been used in previous studies examined success in EMI (see Rose et al., 2019; Thompson et al., 2019). The questionnaire also included a measure of academic language-related challenges called the 'EMI Challenges Scale', which is a validated instrument that has been used in previous research conducted in the Japanese context (Aizawa & Rose, 2021) and which was originally adapted from a study examining students' language-related challenges at a university in Hong Kong (Evans & Morrison, 2011). The instrument was previously validated in a Japanese (Aizawa et al., 2020) and Turkish university context (Kamaşak et al., 2021).

To complement the quantitative findings, the field research component of the study provided an in-depth examination of a social sciences faculty within the university. The interviews and focus groups were conducted online via Zoom by one of the researchers. Teachers and students were invited to participate, and interviews and focus groups were scheduled at a convenient time for the participants. The interviews and focus groups were semi-structured in nature and lasted approximately 40 minutes. They followed a question guide that was similar for both the interviews and focus groups but allowed flexibility for the researcher to ask follow-up questions based on the participants' responses. Participants were invited to respond in the language of their choice (Turkish or English). All of the interviews were conducted in English, and five of the six focus groups were conducted in Turkish.

To gather data related to classroom practices, online class recordings were collected from 6 teachers within the social sciences faculty. Due to the COVID-19 pandemic, the university had moved to online education at the time of data collection. Online classes were conducted live with students and recorded by the teacher via a remote learning platform, as per university policy. The recordings were then shared with the research team. The classes were conducted in November 2020. A total of 13 hours of online class recordings were collected.

Data Analysis

Questionnaire responses were collected via Qualtrics and inputted to SPSS for analysis. Questionnaires were analysed using descriptive and inferential statistics. Focus groups and interviews were transcribed and analysed in NVivo. Each data source was analysed separately following the procedures for qualitative content analysis (Selvi, 2020). The analysis involved two rounds of coding to identify emergent themes. Table 1 shows the coding framework for interviews and focus groups. Classroom observations were used to supplement the findings from the questionnaires, interviews, and focus groups. Following the analysis of other data sources, the classroom observations were reviewed, and key events identified to understand language use in EMI classes.

Table 1: Coding framework for interviews and focus groups.

Main Themes	Teacher Sub-themes	Student Sub-themes
1. Language-related challenges	<ul style="list-style-type: none"> Students' language skills Students' English learning background Language challenges across year of study Students' motivation to improve their English 	<ul style="list-style-type: none"> Students' language skills Students' English learning background English learning in EMI Students' motivation to improve their English Practice using English
2. Content-related challenges	<ul style="list-style-type: none"> Subject-specific challenges Student motivation Students' study habits Heterogenous student background Reduced content teaching 	<ul style="list-style-type: none"> Subject-specific challenges Student motivation Students' study habits Online classes Mismatch between academic content and skills needed for career
3. Teaching practices	<ul style="list-style-type: none"> Assessment practices Classroom interaction Materials & resources Modifying language input Using examples or cases Building rapport 	<ul style="list-style-type: none"> Assessment practices Teacher attitude Modifying language input
4. Language use in EMI classes	<ul style="list-style-type: none"> Reasons for English use Reasons for Turkish use Turkish to supplement English instruction International students 	<ul style="list-style-type: none"> Reasons for English use Reasons for Turkish use Turkish to supplement English instruction International students Contextual factors Exams and assessments

Ethical Considerations

Ethical clearance was obtained from the case university's Research Ethics Committee prior to data collection. Participation in this study was voluntary, and participants were ensured of anonymity in their responses.

Findings

Survey Research Findings

To explore the effects of EMI on learning outcomes and teaching across disciplines, we first investigated the results from the EMI teacher and student questionnaires.

Language-related Challenges

Main Findings:

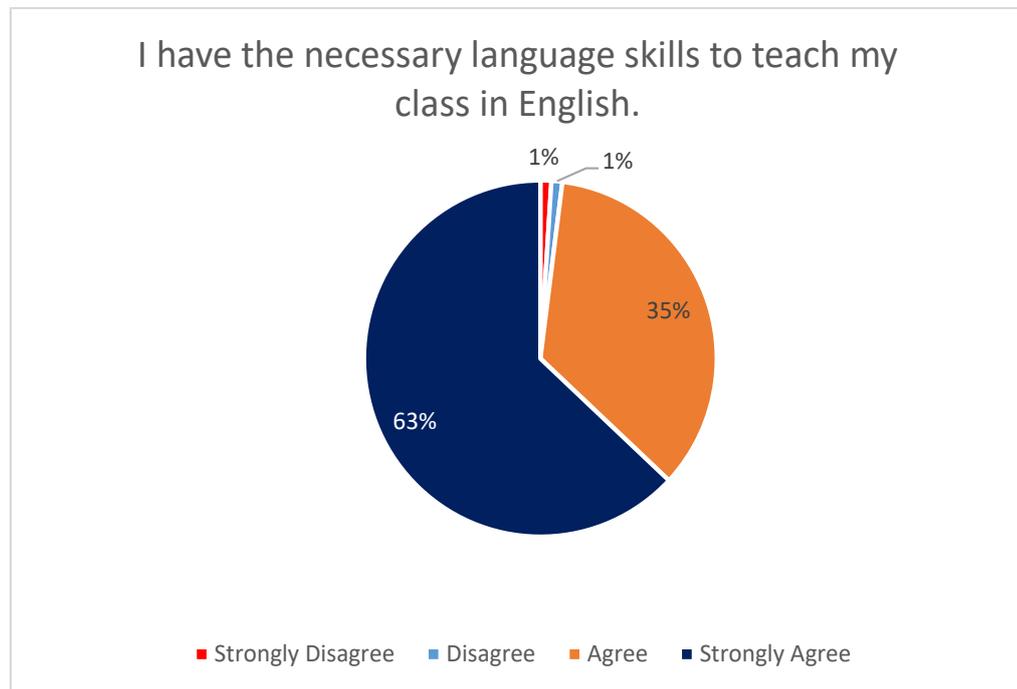
- Students reported the most difficulty speaking in English and found listening to be the easiest of the four skills.
- Teachers also reported that students had trouble participating in speaking activities in EMI classes.
- Nearly all teachers reported that they had the necessary language skills to teach in English.

To investigate what language-related challenges EMI students face, the students were asked to evaluate how difficult they found academic tasks related to reading, writing, speaking, and listening in English on a scale from 1 (very difficult) to 7 (very easy). The results indicate that EMI students had the most difficulty **speaking** in English, with the greatest difficulty reported for 'participating actively in discussion' (M = 4.24, SD = 1.910) and 'speaking accurately' (M = 4.30, SD = 1.793). In comparison, the students reported that 'using visual aids' (M = 5.26, SD = 1.491) and 'speaking from notes' (M = 5.19, SD = 1.663) were 'somewhat easy' to 'easy'. These findings suggest that students experienced the most difficulty speaking spontaneously in English but found speaking tasks easier when given time to prepare.

In contrast, students reported **listening** to be the easiest of the four skills and rated each item on average as 'somewhat easy' to 'easy.' Among the listening activities specified on the questionnaire, students rated 'understanding lecturers' accents' (M = 5.05, SD = 1.666) as the most difficult.

With respect to **writing** and **reading** tasks in English, students had the most difficulty 'using appropriate academic style' (M = 4.34, SD = 1.687) when writing and 'working out the meaning of difficult words' (M = 4.73, SD = 1.554) when reading.

According to the questionnaire results, EMI teachers at the case university generally did not perceive challenges related to their own English language proficiency. Overall, teachers strongly agreed that they had the necessary language skills to teach their classes in English (M = 3.60, SD = 0.57; Figure 2). Only 2% of teachers disagreed with this statement. Nonetheless, in open-ended responses, some teachers commented that they would like to improve their teaching skills through EMI-specific professional development activities: *'Still, I would have liked to receive some training such as teaching excellence for higher education.'*

Figure 2. EMI Teachers' language skills

Although the teachers rated their own English proficiency as adequate for EMI teaching, they reported that their students faced a variety of language-related challenges. The teachers were asked to assess the level of difficulty with which their students completed certain activities in English (Table 2). The results suggest that students experience the greatest difficulty participating in speaking activities ($M = 2.87$, $SD = 1.48$). Students had comparatively less difficulty engaging in listening activities ($M = 4.12$, $SD = 1.56$) or completing reading assignments ($M = 4.16$, $SD = 1.63$). These findings corroborate the language-related challenges reported by students in the student questionnaire and are supported by qualitative data collected through interviews and focus groups (See Field Research Section). Collectively, these findings suggest that students may benefit from additional language support classes focused on academic or discipline-specific communicative competencies.

Table 2: Student difficulty in English ('Please assess the level of difficulty with which your students do the follow activities in English,' 1 = very difficult, 7 = very easy)

	Mean	Std. Deviation
Complete written tasks (e.g. essays, reports)	3.71	1.63
Engage in listening activities (e.g. follow the lecture)	4.12	1.56
Complete reading assignments (e.g. textbook, articles)	4.16	1.63
Participate in speaking activities (e.g. discussions, asking questions)	2.87	1.48

Learning Outcomes and Academic Success

Main Findings:

- No correlation was found between students' GPA and their English proficiency test scores.
- Students in the top 5% of their class were more likely to agree that they were good at English, were working hard in their lessons, and were confident that they could complete assignments and tasks.

Students were asked to indicate on a sliding scale from 0 to 100 (strongly disagree to strongly agree) how successful their content and language learning was in EMI courses. The students reported that their learning of

content through EMI courses ($M = 75.44$, $SD = 24.71$) was more successful than the improvement in their English language skills ($M = 67.97$, $SD = 31.37$). These results question the effectiveness of EMI for language learning, although they suggest that EMI may not impede content knowledge acquisition.

However, students were also more likely to report doing well and receiving good marks in their English courses compared to their university subjects (Table 3), which may suggest that students find academic content more difficult to learning than English. In other words, this might mean that students encounter more challenges related to content than language in their EMI courses.

Table 3: Students' reported success in English and university subjects

English learning	M	SD	Content learning	M	SD
I have always done well in English.	5.15	1.76	I have always done well in my university subjects.	4.91	1.41
I usually get good marks in English.	5.57	1.56	I usually get good marks in my university subjects.	5.08	1.41
Compared to other students I am good at English.	5.34	1.67	Compared to other students I am good at my university subjects.	4.92	1.45
Studying English comes easy to me.	5.42	1.67	Studying my university subjects comes easy to me.	4.57	1.59

A Pearson correlation was used to investigate whether there was any significant relationship between students' English language exam scores and their GPA. The results indicated no significant correlation between students' GPA and their TOEFL scores, IELTS scores, or School of Foreign Languages Placement exam scores. These findings suggest that students with higher levels of English language proficiency did not necessarily perform better in the EMI subject classes.

To investigate other factors that may influence success in EMI, Pearson's Chi-Squared tests were conducted to examine the relationship between students' class rank with respect to GPA and the following factors:

- Gender
- Educational background
- English skills
- Motivation
- Self-efficacy

No significant relationship was found between gender and students' class rank. Similarly, no relationship was found between students' educational background and their GPA rank. In other words, students who had studied through English in secondary school were not more likely to have a higher GPA than students who encountered EMI for the first time at university.

With respect to English skills, students in the top 5% of their class were more likely to **strongly agree** that they were good at English compared to other students. However, no differences according to class rank were found in students' responses to the following statements: 'I have always done well in English', 'I usually get good marks in English' or 'Studying English comes easy to me.'

With respect to motivation, students in the top 5% of their class were more likely than students with lower class ranks to **strongly agree** that they were working hard in their lessons, prepared to put a lot of effort into their lessons, and spending lots of time studying for their lessons. Students in the top 5% and the top 10% were more likely to **strongly agree** that they were doing their best to perform well in their lessons compared to students in the lower percentiles.

In terms of the self-efficacy measures, students in the top 5% of their class were also more likely to be **very confident** that they could complete the assignments and tasks required for their EMI lessons, compared to students with lower class rank. However, no relationship was found between student groups according to class rank in terms of confidence participating in class discussions, understanding the textbook, understanding the lecture, or asking questions to the instructor.

Language use in EMI Classes

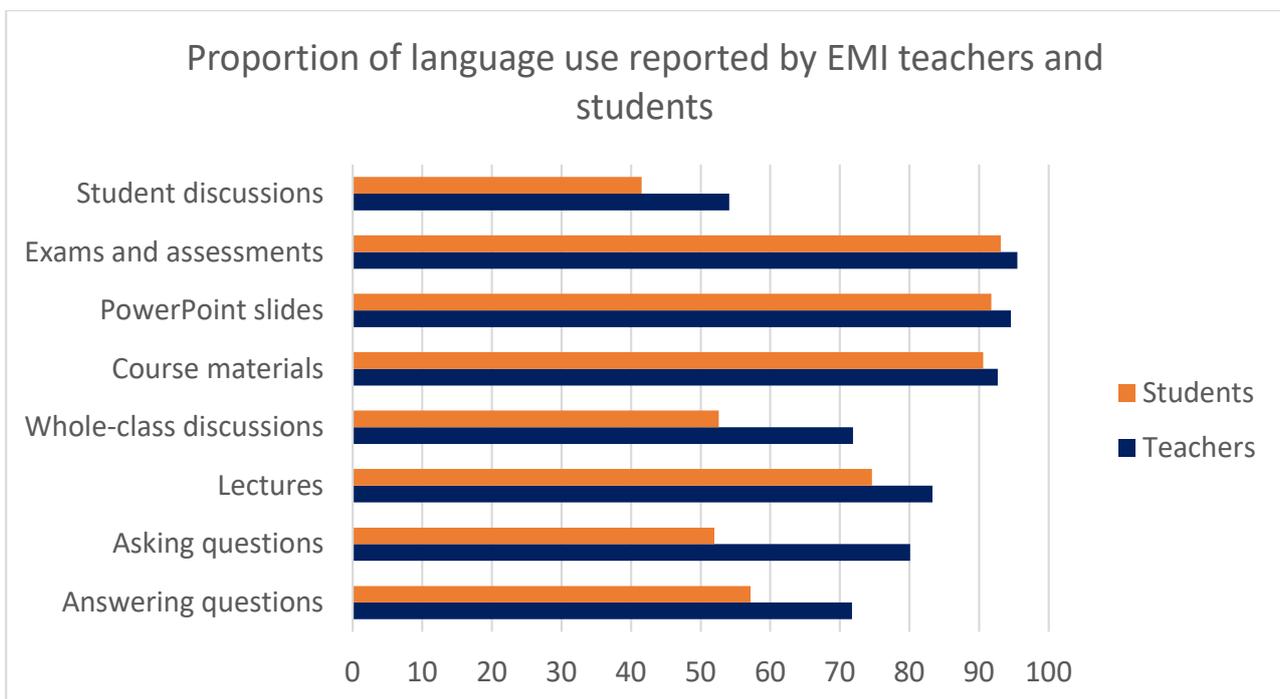
Main Findings:

- Both teachers and students reported that course materials, slides, and exams were nearly always conducted in English.
- Lower levels of English use were reported for student discussions.
- Students also reported lower levels of English use to ask and answer questions in EMI classes.

In both questionnaires, EMI teachers and students were asked to indicate on a sliding scale from 0 to 100 the proportion of English used in their classes for various activities (Figure 3). The mean scores of the teachers' responses indicated that course materials (M = 92.67, SD = 20.05), PowerPoint slides or other visuals (M = 94.57, SD = 17.68), and exams and assessments (M = 95.49, SD = 15.73) were nearly always in English, while student discussions (M = 54.08, SD = 30.26) were only conducted in English about half the time.

The students reported similar patterns of English language use: According to student responses, course materials (M = 90.57, SD = 19.05), PowerPoint slides and other visuals (M = 91.76, SD = 17.40), and exams and assessments (M = 93.09, SD = 16.43) were nearly always in English, with English used about half the time to discuss classwork with classmates (M = 41.50, SD = 32.78). However, compared to teachers, students reported lower levels of English use to ask (M = 51.94, SD = 29.43) and answer (M = 57.14, SD = 28.13) the teacher's questions and to take part in whole-class discussions (M = 52.58, SD = 29.65).

Figure 3. Proportion of language use reported by EMI teachers and students (range: 0-100)



These results suggest that it was relatively common for students to participate in English, a finding which is in line with the language challenges reported by teachers and students (See Language-related Challenges Section above). These results with respect to language use were also confirmed by the qualitative data set (See Field Research Section), including the classroom observations in which teachers used English slides and materials but occasionally switched to Turkish during class discussions lectures, and in which students commonly asked and answered questions in Turkish.

Field Research Findings

Four themes emerged from the analysis of interview and focus group data:

1. Language-related challenges
2. Content-related challenges
3. Teaching practices
4. Language use in EMI classes

Language-related Challenges

Main Findings:

- In focus groups, students reported that they had difficulty speaking in English and limited opportunities to practice English outside of class.
- Overall, the teachers expressed confidence in their own English abilities but noted challenges resulting from their students' English proficiency.
- Both teachers and students highlighted issues related to English language teaching at the secondary school level.

Language-related challenges were a major theme in the student focus groups. Students highlighted issues related to their **English language skills**, specifically speaking. The students noted that, while they often did not have trouble reading or writing in English, they struggled to speak in English, which negatively affected their ability to participate in EMI lectures (FG1; FG5; FG6). Across the six focus groups, students noted that they had limited opportunities to **practice using English** outside of class, which made it difficult to keep up their English skills after the EPP.

In terms of language acquisition through EMI, students in three focus groups (FG3, FG5, FG6) stated that they were **not learning English in EMI classes**. Students in one focus group stated that their English was not improving through EMI because *'there is no speaking [in my EMI classes]... I finished the prep program in 2019, and I haven't spoken English since then'* (Student 1, FG3). In FG5, the students stated that the EPP primarily emphasized reading and writing, which is why they faced few challenges related to these skills; however, they noted that it was difficult to continue developing their English skills through EMI classes because they received limited language support after the EPP. Students in four focus groups noted that their **motivation to improve their English** affected their language development, because they did not spend much time studying English for their EMI courses. One student stated that he had trouble speaking English in class but added, *'I don't think I worked very hard when it comes to English. Maybe if I studied, it would have been different... I have no problem understanding, but I lock up entirely when speaking because I don't know what to say'* (Student 4, FG1).

In interviews, the teachers expressed confidence in their own English abilities as well as the English proficiency of teaching staff in their faculty. None of the 11 teachers identified their own English proficiency as a challenge to teaching. This supports the findings from the EMI teacher questionnaire (See Survey Research Section) in which teachers strongly agreed that they possessed the requisite language skills to teach in English. Instead of highlighting issues related to their own language proficiency, the teachers emphasized language-related challenges faced by their students. All of the teachers highlighted issues with their **students' language skills** in terms of speaking (n=10), reading (n=1), writing (n=3), and listening (n=3). As with the questionnaire results, the teachers expressed the greatest concern with respect to their students' speaking skills. One teacher stated: *'They are afraid to speak up and ask questions in English. In class, they really do not want to ask any questions in English at all. That's a major problem'* (Teacher 6).

Four teachers also noted that many of their students lacked **motivation to improve their English** skills. One teacher explained that he used to offer a lunchtime English club but stopped the supplemental lessons due to lack of student participation (Teacher 9). In terms of **language challenges across year of study**, six teachers stated additional support was needed to help students transition to EMI content classes. One teacher suggested that, in the first year after the EPP, *'the lectures should be taught in smaller, if possible, in smaller classrooms, and the terminology of the first year's lectures--economics, mathematics, and humanities--should be given'* in concurrent English support classes (Teacher 8).

Students in some focus groups (FG2, FG3, FG4) stated that the language-related challenges they experienced were the results of their **English learning background** in secondary school, with one student noting that he 'started learning English from zero' at university (Student 2, FG3). As a result, although they praised the university's EPP, the students stated that one year was insufficient to prepare them for academic study in English (FG3). Similarly, the teachers interviewed for this study were generally positive about the university's EPP, stating *'there is a very good theoretical education in prep school'* (Teacher 8). However, several teachers (n=3) noted that students enter university with low levels of English proficiency due to shortcomings in their secondary school English education. One teacher described this as a *'fundamental problem in Turkey'* (Teacher 9) that cannot be solved with one year of English preparatory education. Commenting on her students' English education, one teacher stated that *'there is really a spectrum. Some of them are really good; some of them cannot follow anything, or they claim they cannot follow anything'* (Teacher 6).

Content-related Challenges

Main Findings:

- Students identified few content-related challenges in focus groups, although they reported that online classes presented obstacles to learning.
- Teachers noted subject-specific challenges to teaching, and some teachers suggested that EMI slowed down the pace of content instruction.
- Both teachers and students identified students' motivation and study habits as factors affecting success in EMI classes.

Across focus groups, the students did not generally perceive EMI as an obstacle to content learning. While language-related challenges were a major theme in the student focus groups, the students mentioned few content-related challenges in their EMI programs. The primary challenge identified by students with respect to content learning was the switch to **online classes**, which made participation more difficult (FG5) and negatively affected students' motivation (FG4). These findings were confirmed in the classroom observations, in which student participation was generally low. Only a small number of students actively contributed to online discussions, and the teachers had to call on students by name to draw out their participation.

One student explained that the difficulty of **the academic subject** affected her content learning, regardless of the language of instruction: *'The terms are hard to understand in English and also in Turkish. It is not the language; it is the topic'* (Student 1, FG6). In other focus groups (FG1, FG2, FG3), the students stated that studying in Turkish would be easier but that studying in English was more beneficial for their future careers. One student explained: *'Yes, [Turkish would be easier], but it doesn't help us in our department. In the future, when we graduate, we cannot work at an international firm if we do not know a foreign language'* (Student 2, FG1). The students also stated that their **motivation** to study the subject (FG1, FG3, FG6) and their **study habits**, such as memorizing for exams (FG5, FG6), affected their content knowledge acquisition.

Compared to students in focus groups, the EMI teachers emphasized content-related challenges more than English-language related challenges. Some teachers (n=4) stated that the nature of **the academic subject** caused challenges because it was difficult or highly technical, and this created problems for students regardless of language. Other teachers (n=2) argued that EMI caused more challenges for certain academic disciplines—such as the social sciences—because language was important for meaning making: *'Your English might be*

limited but you can do chemistry, and math, et cetera.... So, we have to separate the social sciences. [In business,] you have to know the different tones of red in order to be able to communicate, and negotiate, and convince people' (Teacher 9). Some teachers (n=4) discussed **reduced content teaching** as a challenge because lecturing in English slowed down the pace of instruction and limited the number of examples that could be covered in a single class session.

Other content-related challenges identified by teachers included low **student motivation** to study the subject (n=4), **heterogenous student backgrounds** in terms academic ability (n=8), and **students' study habits** (n=7). These themes are similar to the language-related challenges that teachers identified (See Language-related challenges above), and they suggest that students' individual differences with respect to academic ability may influence their content learning in EMI programs.

With respect to success in EMI, students in three focus groups (FG1, FG2; FG4) stated that it was important to define what it meant to be a successful EMI student. They stated that there was a **mismatch between academic content learning and the acquisition of skills needed for their careers**. Rather than measure success in terms of GPA, the students stated that soft skills, including communication skills in English, were necessary for a successful career, and they argued that the development of these skills often occurred independently from the marks they received in their academic courses.

Teaching Practices

Main Findings:

- Students reported that their teachers' attitudes were important in terms of building rapport in EMI classes.
- Some teachers stated that they could teach academic content more effectively in English than in Turkish. Nonetheless, teachers identified ways in which they adapted their teaching practices for EMI.

In addition to the factors mentioned above, students also stated that their lecturer's teaching styles affected their content learning. Across focus groups, the students emphasized the importance of their **teachers' attitudes** in terms of building rapport and creating a welcoming environment in class that encouraged class participation. In some focus groups, students stated they learned best when their teachers **modified their language input** (FG3, FG5), making it easier to follow the lecture, and were transparent about **assessment practices** (FG2, FG5).

In interviews, the teachers' varied in their responses on how EMI effected content teaching: some teachers (n=8) stated that they could convey content knowledge more effectively in English than Turkish, either because the subject material was more developed in English (*'You should understand how certain ideas are presented in English, and well, all finance is global,'* Teacher 6) or because they had studied the subject exclusively in English and therefore lacked knowledge of Turkish technical terminology. One teacher stated: *'in the academic arena, I read and write much better, I can express myself much better in English anyway. My accent might not be perfect, but my vocabulary in English is much better than my Turkish'* (Teacher 1). Several of the teachers (n=5) also expressed confidence in their English skills because they had attended English-medium schools from a young age. As such, many of the teachers interviewed stated that teaching in English positively affected their ability to teach their academic subjects.

Nonetheless, the teachers described ways in which they adapted their teaching practices for EMI, including changing their **assessment practices** (n=7), encouraging **classroom interaction** (n=5), selecting only English-language **resources and materials** (n=7), **modifying their language input** (n=2), and **using cases and examples** to teach (n=2). Two teachers also emphasized the importance of building rapport with students. One teacher explained: *'When [the students] are more comfortable, then they learn better. At the beginning of the semester, that's why I try to be funny'* (Teacher 4).

Language Use in EMI Classes

Main Findings:

- Both teachers and students stated that Turkish was used to summarize or clarify key concepts in class.
- Students reported that exams and assessments were almost always conducted in English.
- A common reason for Turkish use reported by both students and teachers was that students asked for Turkish explanations in class.
- Both teachers and students stated that the presence of international students resulted in more English-only instruction.

In focus groups, the students described classroom language use as depending on **contextual factors**, such as the academic subject and teacher preferences. They also noted that the presence of **international students** resulted in more English-only instruction: *'When there is a foreign student, the teachers speak more English but generally Turkish and English are mixed'* (Student 1, FG1). The students in this focus group agreed that they preferred 'mixed' language instruction because they benefitted from exposure to English while Turkish helped to clarify complex ideas. This was a common theme across focus groups, in which students described the ways in which **Turkish was used to supplement English instruction** during lectures and discussions. However, they noted that English was almost always used for **exams and assessments**, a finding which corroborates the results of the questionnaire (See Language use in EMI Section). One student explained how these language practices affected his study habits: *'The exams are in English, the books are in English, and the sample questions are in English. So even if the teacher explains something in Turkish, I prefer to study those terms in English in order to prepare for the exam'* (Student 2, FG4). However, another student noted that mixed language use could cause trouble for students with lower levels of English proficiency: *'The exams are in English, but we speak Turkish in the class. This might be the biggest problem sometimes. Maybe not for us but for the students who understand English less than we do. This might be the biggest problem for them'* (Student 1, FG6). In line with the language-related challenges reported across focus groups, one student stated: *'I don't think most students have a problem writing in English. Generally, we can write in English; we just need practice speaking. Because we do not have practice speaking, there is a disconnect conducting the classes in English. Otherwise, we can easily write in English for our exams and such'* (Student 3, FG4).

In terms of the **reasons for English use**, students in some focus groups (FG3, FG4, FG5) stated that they decided to enrol in this university because the language of instruction was English: *'If it were Turkish, I would not have chosen this department'* (Student 1, FG5). However, students in five of the six focus groups (FG1, FG2, FG3, FG5, FG6) stated that the students were the primary **reason for Turkish use** in class, either because the students' proficiency was low or because they preferred Turkish explanations. One student explained: *'Our teachers' English is very good, but when the majority of the class cannot understand English, they have to explain in Turkish'* (Student 4, FG5). Another student commented: *'Sometimes the teachers ask us at the beginning of the year, do you want me to teach in English, Turkish, or both? In this situation, most students want Turkish, so the teacher lectures in Turkish'* (Student 3, FG1). In another focus group (FG6), students stated that they felt pressure from their classmates not to speak English or ask the teacher to speak English because Turkish was 'easier' for the students to understand.

In interviews, teachers described similar patterns of language use: 10 of the 11 teachers stated that they used Turkish in their EMI lectures to some degree, and the eleventh teacher stated that, while she never used Turkish in class, her students occasionally asked questions in Turkish. These findings suggest that a range of flexible language practices are used in EMI classes, a finding that supports the questionnaire results (See Survey Research Section) and is in line with the literature (Kuteeva, 2020; Sahan, 2020).

The most common **reason for Turkish use** provided by the teachers (n=7) was that students asked for Turkish explanations. One teacher stated, *'Even in graduate classes, I'm experiencing some pressure that, 'please teacher, tell us this in Turkish, we couldn't get it'* (Teacher 10). Other teachers added that Turkish helped clarify explanations and draw students' attention in class. For these reasons, many teachers (n=9) preferred a 'hybrid model' (Teacher 10) of language use, by which **Turkish was used to supplement English instruction**. These teachers stated that the majority of their classes were conducted in English, but that they occasionally used Turkish to summarize or clarify key concepts.

Among the **reasons for English use**, the teachers (n=4) stated that it was important for students to develop their English language skills, which they emphasized were important for the students' future careers. One teacher explained: *'They may learn finance better, but would it be beneficial for them? I think their being exposed to English as much as they can be, is a great asset'* (Teacher 6). Another teacher stated that she had an obligation to teach in English because it was the university's policy: *'This is an ethical problem. [Our] university is a 100 percent English teaching university. Our teaching language is English, and we are responsible to the parents, to the students'* (Teacher 3). Finally, the teachers (n=9) stated that the presence of **international students** decreased the amount of Turkish used in class. One teacher described how her Turkish students refrained from speaking Turkish when an international student was present: *'When there is a foreigner in the class, students, they don't speak Turkish anymore. With their limited practice, they try to speak in English.... Even in the lessons, they don't speak Turkish because they want to integrate with [the international students]'* (Teacher 11). Because the presence of international students resulted in more English use, another teacher stated: *'Generally I hope, every semester I hope, I get foreign students. I do not care from where. Even if I just have one foreign student in my class, I know the course is going to be, is going to have to be 99 percent, 99.9 percent in English'* (Teacher 1).

The language practices reported by teachers and students were confirmed by the classroom observations. In each of the classroom observations analysed for this study, English was the primary language of instruction used for lectures, and the teachers presented their slides and course materials entirely in English. Turkish was occasionally used to support English explanations or encourage class discussions. For example, Teacher 3 encouraged participation by asking students to translate her questions from English to Turkish when they were reluctant to respond. While Teacher 3's lecture was in English, some students asked and answered questions in Turkish, which the teacher responded to in English. In a lecture on economic globalization, Teacher 5 provided a Turkish explanation of import substitution industrialization, a complex concept central to the lecture. The teachers also used Turkish to confirm that their students understood English explanations, as in the example below from a lecture on smart technologies:

Teacher 1: They try to reproduce these parameters in their own company so that they can become excellent like the leader in their sector. *Tamam mi?* [Okay?] That is what best practices means. *Anlatabildim mi arkadaşlar? Önemli biraz.* [Was I able to explain that friends? It is a little bit important]

Student: Yes.

Teacher 1: Is everybody okay with that *arkadaşlar* [friends]?

Teacher 1's question in Turkish (*Anlatabildim mi arkadaşlar?*) is notable because his explanation of 'best practices' was conducted entirely in English. A similar practice was observed in Teacher 5's class: after explaining a concept in English, the teacher asked in Turkish whether the students had any questions before moving on to a new topic. These examples demonstrate how English served as the language of teaching and learning but Turkish was drawn upon to support English explanations.

Summary of Findings

This study examined the effects of EMI on students' educational outcomes and teachers' ability to effectively convey content. Overall, this study confirms and extends the findings of previous research in the Turkish context which has found that EMI students experience difficulty speaking in English (Kamaşak et al., 2021; Kırkgöz, 2009; Sert, 2008). Data from both strands of this study revealed that students experienced the greatest difficulty speaking in class, although they had relatively less trouble following their lectures or reading course materials in English. In terms of learning outcomes, these findings suggest that students at the case university are able to follow their EMI courses, although they may struggle to participate in class discussions in English.

Educational Outcomes

This study found no correlation between gender, educational background, or English language test scores and success in EMI courses, as measured according to students' GPA and class rank. In other words, students who had studied academic subjects in English in secondary school were not more likely to succeed in university EMI programs than students who encountered EMI for the first time at the tertiary level. This result differs from the

findings of Aizawa and Rose (2020) in Japan, in which they found high school experiences of English medium instruction correlated with later ease of study at an EMI university. In our study, we found students with higher levels of English proficiency, as measured by their language test scores, were not found to have higher GPAs or class ranks than students with lower levels of English proficiency. These findings differ from those of studies conducted in the Japanese context (Rose et al., 2019; Thompson et al., 2020) which have found that language proficiency is a predictor of success in EMI programs, but they suggest that English proficiency alone may not be an indicator of success in EMI programs. The findings do concur with those by Curle et al (2020), which also found a lack of statistical significance on general English proficiency and EMI content course performance at another Turkish university.

Although no correlation was found between GPA and English language test scores, students in the top 5% of their class were more likely to agree that their English was better than their peers. They also reported higher levels of motivation and self-efficacy than students with lower class ranks. These findings suggest that factors such as motivation and confidence in one's ability to complete assignments in English might influence success in EMI programs, and they add to Thompson et al.'s (2019) findings that self-efficacy was a predictor of success in EMI programs.

While this study measured success in EMI according to students' GPA and class rank, in the focus groups, students questioned whether GPA or exams scores were the best indicators of success in EMI programs. Instead, they emphasized the importance of soft skills that would be necessary in their future careers. These skills included the ability to communicate effectively in English, and they implied that students in the social sciences faculty of the case university may be more oriented toward professional than academic goals. Similarly, students stated that EMI was a motivating factor in select their courses at the case university because they perceived English as necessary for their future careers.

Despite these motivations, the results of this study suggested that students' language acquisition through EMI may be limited. In questionnaire responses, students on EMI programs rated the improvement of their English language skills lower than their academic content learning. Students in focus groups reported that their language skills were not improving through EMI, in part due to a lack of opportunity to practice their productive English skills in EMI courses. These findings suggest that additional language support may be needed after the EPP to support students' ongoing language development in EMI programs.

Content Teaching

Overall, the EMI lecturers at the case university were found to have high levels of English proficiency and expressed confidence teaching in English. Many of the lecturers interviewed stated that they could teach their academic subjects better in English than in Turkish, suggesting that EMI might improve their ability to convey content. These findings contradict some previous reports in other contexts that have highlighted a lack of proficient lecturers as an obstacle to educational quality (e.g. Dearden, 2014). However, the majority of teachers in the field research proportion of the study had received some or all of their education through English, perhaps as the result of intentional hiring practices of our case university. Different results might be found in universities where recruited teachers have less experience learning through English, which might be more problematic in other universities that are less internationally oriented. Although they reported few language-related challenges with their own English proficiency, the EMI lecturers in interviews indicated that their students often struggled to communicate in English. Some teachers also noted that EMI resulted in reduced content teaching because lecturing in English slowed down the rate of instruction.

With respect to language use, this study found that EMI classes were characterized by flexible language practices involving both Turkish and English. This finding confirms those of other studies on EMI classroom language use in Turkey (Karakaş, 2019; Sahan, 2020) and globally (Jiang, Zhang, & May, 2019; Kuteeva, 2020). Notably, this study found that English was almost always used for course materials, lecture slides, and exams, while Turkish was sometimes used for class discussions—a finding that has been reported in other EMI contexts such as China and Japan (Galloway, Kriukow & Numajiri, 2017). These patterns of language use were reported across academic disciplines in the questionnaire responses and observed in the classroom observations from the social sciences faculty. Mixed language use appears to have encouraged student participation and advanced the content learning of local students. Nonetheless, in field research, teachers and students reported that their classes were more likely to be English-only when international students were present. Similar to research in other contexts (e.g., Kuteeva, 2020, in Sweden), these findings suggest that language use in EMI classrooms is determined by the contextual needs of teachers and students.

Conclusions and Recommendations

Main Recommendations:

- To offer ongoing, discipline-specific language courses aimed at providing students with the opportunity to practice their communicative English skills.
- To provide support structures for first-year students to facilitate the transition to EMI departmental classes.
- To encourage EMI teaching pedagogies that support student participation in English.
- To carry out future research into the effects of online education on EMI learning outcomes.

Based on the findings of this study, we have four primary recommendations. First, language support courses should be revised to meet the needs of EMI students in this specific context. The findings from multiple data sources suggest that students struggle to participate in speaking activities in class, such as joining class discussions or asking questions to the lecturer. These challenges could be addressed through targeted language support courses aimed at providing students with more opportunities to practice speaking English outside of their EMI classes. Additional language support courses would also address the issue of modest to no language development throughout EMI programs. Although language learning may not be an explicit aim of EMI, it is often cited as an implicit benefit of and motivation for EMI study (Galloway, Kriukow, & Numajiri, 2017; Jiang, et al., 2019; Kırkgöz, 2014), claims which are supported by the results of this study. This recommendation may require a large policy shift in the model of EMI provision in Turkey to move from a 'preparatory' model of EMI, where support is provided prior to undertaking EMI to a 'concurrent support model', where support is provided throughout the duration of the program (Macaro, 2018). There may be benefits to creating hybrid models of language support both prior to and while undertaking EMI.

A second recommendation concerns the transition from learning English as a subject to using English as a language for academic study. In interviews, teachers identified the transition to EMI courses as a challenge for first-year students. In addition to the language support courses recommended above, the structure of students' first year courses could be redesigned to provide support for both content and language learning. In line with suggestions proposed by teachers in this study, first-year content courses could be restructured to include smaller class sizes, which would encourage more student participation in English, and offered in collaboration with language instructors to provide discipline-specific language support. The approach could embody the characteristics of 'collaborative EMI', defined as situations where 'the content teacher and the English teacher collaborate in teaching content classes' (Richards & Pun, 2021, p. 7). This could lay the foundation for more active student participation in class and support the development of students' academic language throughout their four years of study and would answer calls for better integration of language teachers within EMI programs (see Galloway & Rose, 2021).

A third recommendation concerns EMI teaching pedagogy. To overcome language-related challenges—particularly with respect to speaking English—both teachers and students reported using Turkish in class discussions and to clarify explanations in English, often at the students' request. Although these flexible language practices may enhance student participation in EMI lectures composed primarily of domestic students, they raise questions about the effectiveness of such strategies in classes with international students. To address this need, professional development programs should encourage EMI teaching pedagogies that support student participation in English. Examples of such teaching strategies were found in this study, and they might form the basis for effective EMI pedagogy. This study also found that students reported less difficulty with prepared rather than spontaneous speech in English. Classroom activities that scaffolding students from prepared to spontaneous speech in English might address this challenge in EMI settings, although more research is needed to investigate the effects of such teaching strategies on learning outcomes. This recommendation is in line with a recent report.

Fourth, EMI programs might explore ways in which to overcome students' non-language related difficulties. The interview data with teachers revealed that some of the problems students encountered were related to the academic content (i.e. the topics being taught), rather than specific issues related to language. In other research in Turkey, Curle et al. (2020) found that performance in Turkish-medium classes was a strong predictor of success in EMI courses, offering 'evidence of the positive effect of offering some basic, introductory content courses through the L1 alongside EMI courses' (p. 8). This might point to the benefit of providing some content

through the medium of Turkish in partial EMI programs, to help lay a foundational knowledge of key concepts in the Turkish language to aid learning in English. This type of approach follows a 'transitional EMI' model, prevalent in China and Korea, in which some courses are initially taught in the home language, and later taught in English (Richards & Pun, 2021).

To conclude on an optimistic note, our study has revealed a number of positive aspects of EMI provision at our case university, that has challenged research findings elsewhere. First, we have found that, contrary to findings in many other countries, recruitment of highly proficient EMI teachers was not an issue at our case university. Second, our survey results and educational measures found little evidence that students at our case university are disadvantaged in their educational outcomes (GPA) due to factors such as gender, high school background and general English language proficiency. Thus, despite some of the issues around performance raised in the interviews and fieldwork, it appears that the English preparatory program may be successful in creating an even playing field for students entering the university from heterogeneous backgrounds. Finally, the teachers in our sample appeared to be highly cognizant and open to new ways to approach EMI to support students and promote participation in their classes, indicating fruitful grounds for future professional development to improve practices.

References

- Aizawa, I. & Rose, H. (2019). An analysis of Japan's English as medium of instruction initiatives within higher education: the gap between meso-level policy and micro-level practice, *Higher Education*, 77(6), 1125–1142.
- Aizawa, I., Rose, H., Thompson, G., & Curle, S. (2020). Beyond the threshold: Exploring English language proficiency, linguistic challenges, and academic language skills of Japanese students in an English medium instruction programme. *Language Teaching Research*, <https://doi.org/10.1177/1362168820965510>.
- Bradford, A. (2016). Toward a typology of implementation challenges facing English-medium instruction in higher education: Evidence from Japan. *Journal of Studies in International Education*, 20(4), 339–356.
- British Council & TEPAV (2015). The state of English in higher education in Turkey: A baseline study.
- Curle, S., Yuksel, D., Soruç, A., & Altay, M. (2020). Predictors of English Medium Instruction academic success: English proficiency versus first language medium. *System*, 95, 102378.
- Dearden, J. (2014). English as a medium of instruction—a growing global phenomenon. British Council.
- Evans, S., & Morrison, B. (2011). The student experience of English-medium higher education in Hong Kong. *Language and Education*, 25(2), 147-162.
- Galloway, N., Kriukow, J., & Numajiri, T. (2017). *Internationalisation, higher education, and the growing demand for English: An investigation into the English medium of instruction (EMI) movement in China and Japan*. British Council ELT Research Papers, 17(2).
- Galloway, N., Numajiri, T., & Rees, N. (2020). The 'internationalisation', or 'Englishisation', of higher education in East Asia. *Higher Education*, 80(3), 395-414.
- Galloway, N., & Rose, H. (2021). English medium instruction and the English language practitioner. *ELT Journal*, 75(1), pp. 33–41,
- Hu, G, Li, L & Lei, J (2014) English-medium instruction at a Chinese University: Rhetoric and reality. *Language Policy* 13(1), pp. 21–40.
- Hellekjær, G. O. 2010. 'Lecture comprehension in English-medium higher education.' *HERMES - Journal of Language and Communication in Business* 23(45): 11-34. doi: 10.7146/hjlc.v23i45.97343.
- Jiang, L., Zhang, L. J., & May, S. (2019). Implementing English-medium instruction (EMI) in China: teachers' practices and perceptions, and students' learning motivation and needs. *International Journal of Bilingual Education and Bilingualism*, 22(2), 107-119.
- Kamaşak, R., Sahan, K., & Rose, H. (2021) Academic language-related challenges at an English-medium university. *Journal of English for Academic Purposes*. <https://doi.org/10.1016/j.jeap.2020.100945>
- Karakaş, A. (2019). A Critical Look at the Phenomenon of 'A Mixed-Up Use of Turkish and English' in English-Medium Instruction Universities in Turkey. *Journal of Higher Education and Science*, 9(2), 205-215.
- Kirkgöz, Y. (2005). Motivation and student perception of studying in an English-medium university. *Journal of Language and Linguistic Studies*, 1(1), 101-123.
- Kirkgöz, Y. (2007). Language Planning and Implementation in Turkish Primary Schools. *Current Issues in Language Planning*, 8(2), 174-191.
- Kirkgöz, Y. (2009). Globalization and English Language Policy in Turkey. *Educational Policy*, 23(5), 663-684.
- Kirkgöz, Y. (2014). Students' perceptions of English language versus Turkish language used as the medium of instruction in higher education in Turkey. *Turkish Studies*, 9(12), 443-459.

- Kuteeva, M. (2020). Revisiting the 'E' in EMI: students' perceptions of standard English, lingua franca and translanguaging practices. *International Journal of Bilingual Education and Bilingualism*, 23(3), 287-300.
- Macaro, E. (2018). *English medium instruction: Content and language in policy and practice*. Oxford: Oxford UP.
- Macaro, E. & Akincioglu, M. (2018). Turkish university students' perceptions about English Medium Instruction: exploring year group, gender and university type as variables. *Journal of Multilingual and Multicultural Development*, 39(3), 256-270.
- Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36-76.
- Richards, J. C., & Pun, J. (2021). A Typology of English-Medium Instruction. *RELC Journal*, DOI: 10.1177/0033688220968584.
- Rose, H., Curle, S., Aizawa, I., & Thompson, G. (2019). What drives success in English medium taught courses? The interplay between language proficiency, academic skills, and motivation. *Studies in Higher Education*, DOI: 10.1080/03075079.2019.1590690
- Sahan, K., (2020). ELF interactions in English-medium engineering classrooms. *ELT Journal*. DOI: <https://doi.org/10.1093/elt/ccaa033>.
- Sahan, K. (2021). Implementing English-medium Instruction: Comparing Policy to Practice at a Turkish University. *Australian Review of Applied Linguistics*.
- Selvi, A. F. (2014). The medium-of-instruction debate in Turkey: oscillating between national ideas and bilingual ideals. *Current Issues in Language Planning*, 15(2), 133-152.
- Selvi, A. F. (2020). Qualitative content analysis. In J. McKinley & H. Rose (Eds.), *The Routledge handbook of research methods in applied linguistics* (pp. 440-452). London: Routledge.
- Sert, N. (2008). The language of instruction dilemma in the Turkish context. *System*, 36(2), 156-171.
- Soruç, A., & Griffiths, C. (2018). English as a medium of instruction: students' strategies. *ELT Journal*, 72(1), 38-48.
- Thompson, G., Aizawa, I., Curle, S., & Rose, H. (2019). Exploring the role of self-efficacy beliefs and learner success in English medium instruction. *International Journal of Bilingual Education and Bilingualism*, 1-14.
- Zok, D. (2010). Turkey's language revolution and the status of English today. *The English Languages: History, Diaspora, Culture*, 1(1), 1-14.

APPENDIX

Appendix A: EMI Teacher Questionnaire Participants Demographics

		Frequency	Percent
Gender	Male	55	46.6
	Female	61	51.7
Nationality	Turkish	111	94.1
	International	7	5.9
Age	20-30 years old	21	17.8
	31-40 years old	32	27.1
	41-50 years old	38	32.2
	51-60 years old	14	11.9
	61 or over	13	11.0
Faculty (academic discipline)	Arts and Sciences	27	22.9
	Commerce	23	19.5
	Economics and Administrative Sciences	19	16.1
	Engineering	13	11.0
	Education	9	7.6
	Health Sciences	9	7.6
	Pharmacy	9	7.6
	Fine Arts	4	3.4
	Communication	3	2.5
	More than one faculty	2	1.7
Level of English proficiency	Very Advanced (e.g. CEFR C2, IELTS 7.5+, TOEFL 96+/590+)	54	45.8
	Advanced (e.g. CEFR C1, IELTS 6.5, TOEFL 79/550)	45	38.1
	Upper Intermediate (e.g. CEFR B2, IELTS 5.0, TOEFL 53/477)	16	13.6
	Lower Intermediate (e.g. CEFR B1, IELTS 3.5, TOEFL 40/433)	3	2.5
	Basic (e.g. CEFR A1/A2, IELTS 2.5, TOEFL 19/347)	0	0
Students taught	1 st year undergraduate	52	44.1
	2 nd year undergraduate	65	55.1
	3 rd year undergraduate	77	65.3
	4 th year undergraduate	80	67.8
	Graduate students (masters/PhD)	74	62.7
Teaching experience	Less than 1 year	13	11.0
	1-4 years	29	24.6
	5-9 years	15	12.7
	10 years or more	61	51.7
PhD degree	From a university in Turkey	55	46.6
	From a university outside Turkey	37	31.4
	No PhD	26	22.0

Appendix B: EMI Student Questionnaire Participant Demographics

		Frequency	Percent
Gender	Male	186	34.2
	Female	347	63.8
	Prefer not to say	11	2.0
First language	Turkish	508	93.4
	Other	43	7.9
Faculty (academic discipline)	Arts and Sciences	115	21.1
	Commerce	104	19.1
	Education	82	15.1
	Engineering	55	10.1
	Medical Sciences	51	9.4
	Economics and Administrative Sciences	50	9.2
	Health Sciences	26	4.8
	Pharmacy	25	4.6
	Communication	9	1.7
	Fine Arts	4	0.7
	Architecture	1	0.2
	Other	22	4.0
	Year of study	1 st year undergraduate	172
2 nd year undergraduate		95	17.5
3 rd year undergraduate		110	20.2
4 th year undergraduate		130	23.9
Graduate students (masters/PhD)		13	2.4
Other (e.g. 5 th year undergraduate)		24	4.4
EMI in secondary school	Yes	175	32.2
	No	369	67.8
English language proficiency test	School of Foreign Languages Placement Exam	156	28.7
	TOEFL	39	7.2
	IELTS	57	10.5
	TOEIC	2	0.4
	Other	62	11.4
	None (I have not taken any of these tests.)	267	49.1

© **British Council**

The British Council is the United Kingdom's international organisation for cultural relations and educational opportunities.