

**STUDENTS' PERCEPTIONS OF ENGLISH-MEDIUM
INSTRUCTION AT HIGHER EDUCATION LEVEL IN
TURKEY**

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MASTER OF ARTS THESIS
Foreign Language Education
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İstanbul
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JÜRİ VE ENSTİTÜ ONAYI

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



ETİK İLKE VE KURALLARA UYUM BEYANI

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



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Sinem Derinbay

June, 2021

ÖZ

TÜRKİYE’DE ÜNİVERSİTE DÜZEYİNDEKİ ÖĞRENCİLERİN İNGİLİZCE ÖĞRETİM DİLİ HAKKINDAKİ ALGILARI

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Maltepe Üniversitesi Lisansüstü Eğitim Enstitüsü, 2021

Küreselleşme ve uluslararasılaşma sürecine ayak uydurmak amacıyla yüksek öğretim kurumları, uluslararası alanda eğitim uygulamalarını geliştirmeyi hedeflemektedir. Bu durumda, ortak dil olan İngilizce, eğitim aracı haline geldi ve sonuç olarak İngilizce eğitim veren (EMI) programların sayısı arttı. Bu nedenle, bu çalışma, derslerin İngilizce öğretilmesinin doğasını ortaya çıkarmayı ve öğrencilerin İngilizce eğitim uygulamasına ilişkin algıları ve İngilizce eğitimin, Türkiye'deki yükseköğretim düzeyinde dil yeterliliği ve içerik öğreniminde öğrenci başarısı üzerindeki etkilerini araştırmayı amaçlamaktadır. Katılımcıların alandaki deneyimlerine odaklanan verilerin toplanması için Doğu Üniversitesi'nde, İngilizce eğitim veren farklı programlardan 15 öğrenci ile kapalı ve açık uçlu sorulardan oluşan yarı yapılandırılmış bir anket uygulanmıştır. Nitel araştırma tasarımı benimsenmiş ve sonuçlar kodlanarak ve sınıflandırılarak analiz edilmiştir. Bulgular, katılımcıların İngilizce bilmeyi bir dünya vatandaşı olmanın ön koşulu olarak görmesine ve İngilizce eğitim uygulamalarını tercih etmesine rağmen, öğrencilerin İngilizce olarak verilen derslerde birçok zorlukla karşılaştıklarından, İngilizce eğitimin içerik öğrenimi ve akademik performans üzerinde olumsuz bir etkiye sahip olduğunu ortaya koymaktadır. Sonuçlar ayrıca, öğrencilerin fakülte derslerine önceden hazırlanabilmeleri için, hazırlık okulu müfredatının ve içeriğinin fakültelerin ihtiyaçları ile uyumlu olması gerektiğini ortaya koymaktadır.

Anahtar Sözcükler: Öğretim dili; İngilizce öğretim dili; öğrenci algıları; tutum ve algı.

ABSTRACT

STUDENTS' PERCEPTIONS OF ENGLISH-MEDIUM INSTRUCTION AT HIGHER EDUCATION LEVEL IN TURKEY

Sinem Derinbay

Master Thesis

Department Of Foreign Language Education

English Language Teaching Programme

Thesis Advisor: Asst. Prof. Hakan Dilman

Maltepe University Graduate School, 2021

Intending to keep up with the globalization and internationalisation process, higher education institutions aim to enhance their educational practices on international ground. This being the case, English, a *lingua franca*, has become the medium of instruction (EMI) and consequently, the number of EMI programmes has been increased. Therefore, the present study aims to find out the nature of EMI use and investigate the students' perceptions of EMI implementation as well as its effects on students' success at English language proficiency and content learning at the tertiary level in Turkey. In order to collect data, which necessarily focuses on the participants' experiences in the field, a semi-structured questionnaire consisting of close and open-ended questions has been conducted with 15 students from different EMI programmes at Doğuş University. A qualitative research design has been adopted and the results have been analysed by coding and categorising. The findings reveal that although the participants consider knowing English as a prerequisite for being a global citizen and favour EMI implementations, EMI has a negative impact on content learning and academic performance as students face a great deal of challenges in the lessons delivered in English. Results also present that the preparatory school curriculum and content should be aligned with the needs of faculties so that the students are able to prepare for the field of study in advance.

Keywords: Medium of instruction; English as a medium of instruction; students' perceptions; attitudes and perceptions.

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ABBREVIATIONS

EAP	:English for Academic Purposes
EFL	:English as a Foreign Language
EFL	:English as a Lingua Franca
EMI	:English as a Medium of Instruction
ESL	:English as a Second Language
ESP	:English for Specific Purposes
TEPAV	:Türkiye Ekonomi Politikaları Araştırma Vakfı
TMI	:Turkish as a Medium of Instruction
YÖK	: Yükseköğretim Kurulu (The Council of Higher Education)

CURRICULUM VITAE

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Foreign Language Education

Education:

2019 – 2021	MA	Maltepe University, Graduate School, Foreign Language Education, English Language Teaching
2004 – 2009	BA	Gazi University, Faculty of Education, Department of Language Teaching and Applied Linguistics, English Language Teaching Programme
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Work Experience:

2018 –	Education Manager / Level Coordinator Doğuş University <u>Responsibilities:</u> -Designing Curriculum and Syllabi in line with the objectives of CEFR -Designing Course Overviews and Weekly Schedules -Developing and Revising Materials taking the needs of students and relevant faculties into consideration -Organising Teaching and Meeting Schedules -Developing Extra Curricular Programmes -Quality Assurance Committee Member
2017 – 2018	TEFL Instructor Doğuş University
2016 – 2017	Vice Principle. Bahçeşehir Schools. <u>Responsibilities:</u> Assisting in the formulation of policies, organizational plans, goals and objectives in order to develop and maintain an educationally effective school of excellence.
2014 – 2016	Head of Foreign Language Department / English Teacher. Bahçeşehir Schools. <u>Responsibilities:</u> -Designing Yearly Plans and Weekly Schedules -Carrying out the Educational and Managerial Duties -Checking and Revising Daily Lesson Plans -Following students' performance and getting in contact with parents
2010 – 2014	English Teacher. Doğa Schools.

Conferences / Certificates:

- OTA (Oxford Teachers Academy), Oxford University Press, Doğuş University, İstanbul (2020)
- Quality in Language Provision – 3rd University Forum, Equals, Nile, Antalya (May, 2019)
- Curriculum and Syllabus Design Training by Simon Phipps, Cambridge University Press– Gordion Academy, (March-May, 2019)
- SEIRD (School Effectiveness and Improvement through Research and Development) by Deniz Kurtoğlu Eken Sabancı University, Oxford University Press, İzmir (January, 2019)
- FOCI-XVIII (Forum on Curricular Issues) Assessment From A Curriculum Developer's Perspective: The Who? What? When? And Why? Ege University, İzmir (December, 2018)
- FOCI-XVII (Forum On Curricular Issues) Action Research and Curriculum Development: Implications and Possibilities Istanbul Medipol University (May, 2018)
- Cambridge English Symposium, Cambridge University Press, Raddison Blu Otel, İstanbul (March, 2015)
- Positive & Multisensory Teaching Oxford University Press, İstanbul (2013)
- Motivation – Managing Stress, Doğa Schools, İstanbul (2013)
- Group Work & Communication, Doğa Schools, İstanbul (2013)
- Storytelling, Macenta, İstanbul (2012)
- Creativity & Creative Literacy for Young Learners' Classroom by Kathleen Shirley, Pearson, İstanbul (2012)
- Enriching Vocabulary Activities By Hardy Griffin, Oxford University Press, İstanbul (2011)
- Managing Conditions for The Best for All, Cambridge, İstanbul (2011)
- NLP Training, Gazi University, Ankara (2008)

IT Literacy:

Windows XP,7,8,10: Advanced User (Installation & troubleshooting.)
Microsoft Office (Word/Excel/PowerPoint): Advanced User

Skills and Attributes:

Perform well both as a team-player and individual
Constantly pursue personal and professional development.

CHAPTER 1. INTRODUCTION

This chapter presents the statement of the problem, the purpose of the study, along with the research questions and the significance of the study. The assumptions, limitations and definitions of key terms will be explained at the end of the chapter.

1.1. Statement of the Problem

As the literature suggests, when its use exceeded the use of French, the English language started to be seen as the common language for communication in most domains such as industry, business, science and education (Graddol, 2000; Crystal, 2003) in the mid-20th century, and it was avowed as the *lingua franca* throughout the world. Over time, the effects of English use have begun to be felt in numerous fields. Undoubtedly, the spread and necessity of using English in a number of sectors have also produced an inevitable impact on academic fields, which affects the teachers and university students. With this impact, English has become the medium of instruction (hereafter EMI) for academic texts used as lesson materials and international conferences. Besides, according to a study carried out among 19 European countries, it is reported that, in higher education level, 725 programmes using EMI were identified in 2002, 2.389 EMI programmes in 2007 and 8.089 EMI programmes were recorded in 2014 (Wächter and Maiworm, 2014, pp. 15-16). The results show the exponential growth and demand of using English language in various domains taught as school subjects. In other words, EMI, which is defined 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" (Dearden, 2014, p.2), has become the main language while teaching the content of other subjects, as well. Furthermore, it has started to be seen as that the universities are the global free market where students from all over the world can enrol in and receive an international education. Therefore, the number of students who want to receive education in English has raised, and universities have had to commence more programmes using EMI in order to meet this increasing demand (Coleman, 2006; Doiz et al., 2011; Macaro and Akıncioğlu, 2017). In line with the common-language instruction's effects, the status of the English language has made governments rearrange their education policies, which has fostered to more spread of the language. As it is stated "as global and national economies have changed and as new types of workers are needed,

educational reform is an imperative in the race to stay economically competitive” (Gopinathan, 2007, p. 56). Almost every country today has been dealing with implementing some strategies in their education systems to enhance the contributions they will make to their education system throughout the globalization process. For instance, Hungary, Switzerland, Spain, Czech Republic, Poland, Baltic States, Arab and Asian countries have reviewed their education policies to keep up with the changes and improvements in accordance with the English language spread (Graddol, 2000) In this respect, Turkey’s situation is no different from other countries where the official language is not English. Turkey has also made some arrangements in its education policy and planning over years. The adoption and change of foreign languages as the most preferred and prioritised ones in Turkey are presented in Table 1:

Table 1. Adoption And Change Of Foreign Languages In Turkey

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

Source: (Doğançay-Aktuna, 1998, p. 116)

As displayed in Table 1, teaching and learning a foreign language in the Turkish context is not a novel phenomenon. The table specifies that English has become the most prioritised and taught as the foreign language in Turkey after 1980s, which has nurtured the English language learning in Turkish education system, which has led to a growth in the English language use for instructional purposes. Therefore, many EMI programmes has been established over time so as to enable students to have a good command of the English language.

Obviously, reforming and reviewing the English language education policy has been seen as a requirement in Turkey and the other countries where the first or official language is not English because students living in non-English speaking countries search for education try to learn English as a foreign language (EFL hereafter) in order to make contributions to their future professional life by getting experience abroad and foreign education. Therefore, they mostly prefer the programmes in which the subject matter is

delivered in English (Gardt & Hüppauf, 2004) since it is the universal language. Along with the high demand, mobility among international students has augmented. Similarly, the students receiving education in their own countries prefer EMI programmes for the same reason, employability (Kılıçkaya, 2006). It is highly important for students to pay due attention to their career to become successful individuals.

On account of the internationalisation of education and English developing into the common language of communication, learning English becomes a necessity for students to have a successful and satisfactory life. Since it is a must for students to have a good knowledge of the English Language, using EMI becomes a subject of heated debates all over the world, and it also takes place on Turkey's agenda, as well. Contrary to students who use English as a second language (ESL) or are able to go to English-speaking countries, students who live in non-English speaking countries have the only chance to improve their language skills in the lessons since they are not exposed to the target language in everyday communication. To this end, it is revealed that EMI is considered as an unreal (unauthentic) setting where students are to communicate with each other and the content teacher in English since they hardly have opportunities to use English outside the school. However, when the current condition of Turkey is taken into consideration, as Başıbek et al. (2014) stated, communicating with each other and the content teacher through English might be the most plausible education system for students to practice and improve their English skills in Turkey where there are no other favourable circumstances.

Despite not being exposed to the target language, students are expected to have a good command of English in terms of both receptive and productive skills playing a pivotal role for them to develop into proficient English language users. However, the students have some hesitations in regard to using the target language in the class and have complaints as to how difficult the subject matter is when it is taught in the English language. In fact, students need to understand lectures by listening, to comprehend texts or books by reading, to take notes of lectures by writing, and to ask and answer questions or give presentations by speaking. Therefore, they need to have a proficient level in the English language. Nevertheless, according to the frequent reference in the literature, the students claim that the matter of subject becomes too challenging to follow when it is

delivered in English. Moreover, nor do students feel competent enough to comprehend the content of the subject, neither do content teachers see students as proficient enough to follow the content. This being the case, the concern of students' subject and language learning becomes more of an issue.

A comprehensive literature review is required so as to gain insight and a deep understanding of the history of EMI and the arisen problem in depth. In this regard, the processes of globalisation and internationalisation, which pave the way for discussions on EMI use in higher education globally, are reviewed. Then, internationalisation process and the role of English together with English as a *lingua franca* are explored. Finally, the effects of using EMI at the tertiary level both in the international and in the Turkish contexts are thoroughly examined by depending on the studies conducted in the literature review section.

1.2. Purpose and Research Questions

This study aims to shed light on the students' attitudes and perceptions of EMI implementation and its effects on their success at English language proficiency and content learning at the tertiary level in Turkey. So as to provide a clearer picture of the nature of using EMI, first, the present study aims to reveal students' viewpoints as they have the first-hand experience. Then it investigates to discover the suggestions of students to derive the maximum benefit from implementing EMI in the learning environment.

Considering the viewpoints and experiences of students at the tertiary level in Turkey, this study searches for answers to the questions below;

1. What are the attitudes of students towards using EMI in terms of;
 - a) English Language proficiency?
 - b) Content learning?
2. What are the students' suggestions to derive the maximum benefit from EMI implementation in the learning process in terms of;
 - a) English language proficiency?
 - b) Content Learning?

1.3. Significance

Since the mid-twenties, EMI has been a phenomenon that affects many countries' education systems throughout the world since its rapid growth generates questions about its use. Being *lingua franca* throughout the world, the English language has gained so much importance and has been admitted as the main language of communication in every area, including education. Therefore, the arising questions about the implementations and influences of EMI have gradually gained prominence in the education field, especially at the tertiary level in most countries throughout the world, and Turkey is not an exception.

Foreign language education is a field that has been consuming a huge amount of time and financial resources of both the government and individuals in our country for years (Özüdoğru & Dilman, 2014). Considering the fact that the English teaching and learning process is highly challenging, the influences and consequences of using EMI become more of an issue in terms of the students' language and content learning. This being the case, it is significant to put the emphasis on the pros and cons of EMI from students' viewpoints in Turkey.

With its nature, this qualitative research focuses on the underlying structures and the essence of the problem, namely, the effects of EMI implementations on the learning environment at the tertiary level. Even though several quantitative studies are analysing, assessing, criticising or supporting EMI, the present study aims to reveal first-hand experiences in order to define the nature of using EMI at the tertiary level in Turkey. Alongside exploring the perceptions and viewpoints of students towards EMI, this qualitative study also aims at finding out suggestions to develop various effective ways of EMI use and moving it ahead in the learning environment for future practices. In other words, this study will contribute to the field since it is to display the nature and the effects of the implementation of EMI at a private university in Turkey by detecting the perceptions of students. Besides, while gathering and presenting the suggestions for future practices, the present study makes room for further research to carry out on providing better practices to derive the maximum benefit from using EMI in Turkey.

Although in the reviewed literature there are frequent references to students dealing with the language use and comprehension issues related to the content given in

English, there are also some studies showing that using EMI is not always of little use in higher education. These ongoing two-sided discussions set the ground for carrying out a study in Turkey. To this end, students' views and suggestions are to be taken into account. In this respect, it is essential to research the attitudes and perceptions of students at the tertiary level towards using EMI implementation in order to reveal first-hand experiences in the Turkish context.

1.4. Assumptions

The study is based on the assumption that all the content teachers using EMI while teaching at their departments have a good command of English with a proficient level to deliver the departmental courses in English regarding language skills, academic competence and technical terms within the course. Therefore, the proficiency of the content teachers has not been questioned from the students' viewpoints. The reasoned acceptance, which is deemed to have a significant impact on the process and outcome of the current research, is debatable within particular limits. Wherefore, the English proficiency level and academic competency of content teachers have not been examined in the present study. However, this very assumption is specific to this study and might be questioned by making a hypothesis in another research if it also relates to other sought-after characteristics of the study.

1.5. Limitations

The findings of this study should be perceived in the light of two consequential limitations. This research has been carried out in the Covid-19 pandemic process; thus, teachers and students have been participating in the lessons through online mediums. Therefore, the accessibility of the participants has been affected negatively, and running the questionnaires face-to-face has not been possible. Whereas the questionnaire has been run with some participants online by asking closed and open-ended questions, it has been sent to some participants through emails. In this regard, it cannot be supervised whether the questions have been answered by the very same person to whom the email has been directed.

Another limitation is that despite randomly-selected participants, the present research has been conducted with a relatively limited number of participants and in one private university offering EMI in Istanbul. The collected data, as the outcome, has been generalised; and thus, the findings of this study should be carefully perceived by taking the population and sampling of the research within the context into account.

1.6. Definitions

English as a Lingua Franca (ELF): *Lingua franca*, the term itself comes from a real-world example and it is a language or a mixture of languages used as a medium of communication by people whose native languages are different. *Lingua franca* also go by names like trade languages, contact languages, or global languages.

In the study, the term English as a lingua franca refers to the teaching, learning, and use of the English language as a common means of communication (or contact language) for teachers and students whose native language is Turkish.

Medium of Instruction: The medium of instruction is the language used by the teacher to teach the educational content.

English as a Medium of Instruction (EMI): An English-medium education system is one that uses English as the primary contact language, particularly where English is not the mother tongue of the students. English is used in a course as the main language in class, and the teacher adapts the methodology to teach the content of the course and provides the students with the meanings of the terms in the course.

English as a Foreign Language (EFL): Learning the English language as a school subject in a non-English speaking countries.

English as a Second Language (ESL): Learning the English language in countries where it is an official language. English is a second language for the speakers of these nations as it is not only a school subject but also is used to communicate in daily life.

Content Teacher: Content teachers are the lecturers who focus primarily on helping students develop critical thinking skills by acquiring, synthesising, and applying subject matter other than the English language.



CHAPTER 2. REVIEW OF LITERATURE

This chapter presents the reviewed literature regarding the implementations of EMI in higher education throughout the world. Initially, in order to provide the conceptual framework, a general overview and the role of English are presented. Then, The English language's becoming the *lingua franca* has been explored. The last part presents the global status of EMI and some research conducted in the international and the Turkish contexts so as to find out the effects of EMI from students' viewpoints to provide a comprehensive discussion.

2.1. Globalisation and Internationalisation

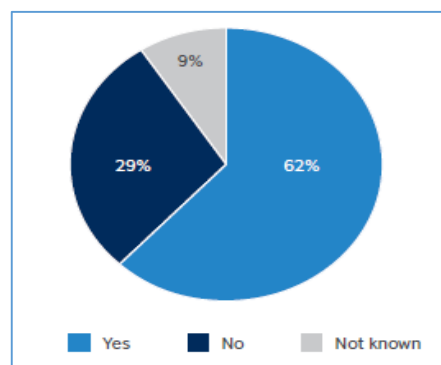
It is greatly essential to be aware of the similarities and differences between these two concepts, globalisation and internationalisation. In the reviewed literature, there are different definitions of the concept of globalisation. It is defined as "a concept which refers both to the compression of the world and the intensification of consciousness of the world as a whole" (Robertson, 1992, p. 8) and it is also defined as "the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa" (Giddens, 1990, p. 64). Even though there is no particular standard definition of the term, it can broadly be understood that it is the formation of the affiliation between the countries depending on the function of free markets.

While globalisation is a shared phenomenon with a long history, internationalisation is another concept that affects and is affected by globalisation. These two concepts can be seen as "two sides of the same coin" (Foskett and Maringe, 2010, p.1); however, they are the same with each other, even though they share several common aspects. These two notions are intricate as they reinforce each other. Globalisation involves the business, economic and trade activities between the nations with the aim of different countries having relatively same cultural and social aspects. Needless to say, there emerges an inevitable influence on the education system, as well. Internationalisation has become the key strategy to react to the effect of globalisation adopted by universities worldwide. It can mainly be described as "the integration of an international or intercultural dimension into the tripartite mission of teaching, research

and service functions of Higher Education" (Foskett and Maringe, 2010, p.1). In other words, the influence of globalisation has been so profound that the universities have had to create a tactical reaction to be known as internationalisation. This being the case, it is required to scrutinise the effects of these concepts on higher education as the educational amendments are thought to be essential to keep pace with the global educational changes which derive from globalisation.

To keep their education system updated, most countries reviewed and make some alterations in their teaching process. They attempted to provide the English language by means of the lessons delivered in faculties in countries where the first language of the population is not English. Figure 1 demonstrates the percentage of 55 countries which has had to change their education policies to deliver the lessons in English over the past ten years. With the aim of delivering subjects in English and increasing mobility among the students, improvements have directed many countries to make an effort to differentiate their education programmes, enhance the quality of their existing educational facilities (Dearden, 2014). That is, they have established EMI programmes in tertiary level.

Figure 1. Percentage of the 55 countries which reported that changes in policy had taken place over the past ten years



Source: (Dearden, 2014, p. 16)

As it is obviously seen in Figure 1, “policy makers consider EMI as a mechanism for internationalising their education offer, creating opportunities for students to join a global academic and business community” (Dearden, 2014, p.16). Some particular leading countries which are seen as a way to augment the English language proficiency enhance the student mobility. The prominent countries which are the most preferred by

the students are USA, UK, Germany, France and Australia. According to the report of British Council and Türkiye Ekonomi Politikaları Araştırma Vakfı (TEPAV) (2015), the numbers of the international students they have accepted are presented in Table 2;

Table 2. The numbers of international students in the five prominent countries

Countries	The number of International Students
USA	624.000
UK	336.000
Germany	246.000
France	243.000
Australia	231.000

Source: (British Council & TEPAV, 2015, p. 48)

The students who want to get educated abroad can benefit from many exchange programmes in collaboration with foreign universities. These programs include various organizations such as student exchange programmes led by the European Union. They conduct many training programmes such as “Socrates”, “Leonardo da Vinci” and “Erasmus,” as well as cause-programs with social objectives such as "Youth" (Demirbaş, 2010, as cited in Ünal, 2019). Turkey has also opened its doors to international students in the pre-Republic and the Republic period and support these students with scholarships as well as warranting a high quality education. As Ünal (2019) suggested, by means of the agreements signed with other states, the scholarships have been provided from 1960's.

However, the first systemised international students' policy, *the great student project*, initiated in 1992. Besides, students in Turkey can make use of the exchange programmes such as Erasmus, Mevlana, Farabi and many other private organisations. According to the report of British Council and TEPAV (2015), there are 24.551 international students from various countries such as Germany, Greece, Bulgaria and Ukraine. Whereas, in 2003, the number of the international students in Turkey were 13.304, in 2012 the total number has increased to 36.169. Besides, the number of Turkish students who complete their higher education abroad is quite many and Turkey is the fifth country which are the source of student export (see Table 3).

Table 3. The source countries of student mobility

Rank	Country	Number of Students
1	China	722.915
2	India	222.912
3	South Korea	138.601
4	Germany	131.781
5	Turkey	82.981

Source: (British Council & TEPAV, 2015, p. 49)

According to the student statistics of Turkish Higher Education Council (YÖK) (2020), there were 14.452 students who joined exchange programmes in 2018-2019 academic year, and 13.135 students in 2019-2020 academic year.

All numbers and percentages presented in the tables and figures obviously show that the mobility of students will keep its prominence for countries and higher education institutions to enhance their educational practices and internationalisation activities. The concepts of globalisation and internationalisation are inseparable from each other, so is the English Language, as it becomes the key concept which takes place in the middle of the process. Now that learning English has been gaining importance, the role of English in the process of higher education internationalisation needs to be scrutinised.

2.1.1. Higher Education Internationalisation and the role of English

Undoubtedly, the increasing speed of globalisation brings about the accelerated internationalisation activities within the universities. As mutually reinforcing ideas, globalisation provides an outer stimulus for the internationalisation of the institutions; meanwhile, internationalisation activities of the universities fortify globalisation. Hence, presuming the different perceptions of globalisation will affect the nature of internationalisation activities in various universities seems plausible (Foskett & Maringe, 2010). Indeed, higher education policies and the implementation of the procedures are to be planned by taking three main trends into account; the significance of change with its effects on education, the influence of globalisation, and the general objectives for the higher education process (Seddoh, 2002, as cited in Karaman, 2018). Although the ways to internalise used by different universities might vary, most universities are in the process of internationalisation, and these three trends seem to set a common ground for universities to advance their curricula, implementations and procedures to meet the needs

of the globalised education system. Moreover, there emerges an increasing interest of universities to prepare their students for the competitive nature of the globalised world. Thus, the students can be equipped with the required academic and strong communicative skills, which will enable them to take place on international grounds.

When the subject matter is internationalisation, English, the main language, gains importance. In order to define the extensive spreading of the English language domination on diverse fields, the phrase "snow-ball effect" is used by Myers-Scotton (2002) as a metaphor. "The more people learn a language, the more useful it becomes, and the more useful it is, the more people want to learn it" (Myers-Scotton, 2002, p. 80, as cited in Seidlhofer et al., 2006, p. 2). In view of this, English has gradually been promoted all over the world under the superiority of politics, a predominant force. Moreover, it has been deemed as a symbol of wealth and success in most cultures, in particular where it is used as a second language (Pennycook, 2017), in order for people to be fully involved in national and international domains. What is more, some areas in which the use of English is nationally and internationally prevalent are offered. These areas are constituted by economics, technology, science, trade, tourism, media, transportation and advertising (Graddol, 2000; Crystal, 1997, as cited in Kennedy, 2001, p. 26). Above all, as the main medium of communication for far-reaching countries, the Internet has also been promoting the English Language spread and use. Regardless of being the fourth language in the world considering the number of native users, English use has surmounted the first, second and third languages, which are respectively Mandarin, Hindi and Spanish, as it is used and learnt as the second or foreign language in most countries (Flowerdew & Peacock, 2001). That is, numerous people using English around the world are able to communicate, do business or reach out to each other without any language barrier. Thus, it might be deduced that it is not exceptional that English becomes the major language of communication due to its unifying function.

Being the main language of communication and above-mentioned areas across the world, inescapably, English has become the main language of science, academic research, flowing of information and education, as well. This being the case, in order to be internationalised, to keep up with the changes in the education field and develop their students into global citizens, the higher education institutions around the world have

established programmes in which the language of instruction is English. Therefore, it is not surprising that there are a lot of institutions in Europe and other countries using English as the main language of instruction (Jensen & Thogersen, 2011). Moreover, since the 1990s, the number of universities that offer EMI programmes has been increasing rapidly (Coleman, 2006), which is directly connected with the universities' realisation of the significance of being international. This awareness has gained momentum and becomes more popular amongst the universities after the Bologna Declaration as it calls for a standardised higher education for students.

In the joint declaration of the European Ministers of Education in Bologna, it is obviously specified that the greater goal is to "establish a more complete and far-reaching Europe, in particular, building upon and strengthening its intellectual, cultural, social and scientific and technological dimensions", and to "look at the objective of increasing the international competitiveness of the European Higher Education" (Bologna Declaration, 1999, par. 1-8). Therefore, the first aim of the universities has developed to make the undergraduates intellectually, culturally, socially, scientifically and technologically proficient enough to deal with the challenges arising from the competitive nature of international areas.

It is also stated that the Bologna Process, which aims to standardise higher education in Europe, makes higher education an open market for both European and non-European citizens (Wächter, 2008, as cited in Jensen & Thogersen, 2011, p. 16). While the universities are at the aim of graduating internationally-trained students, they have started providing them with programmes using EMI as well as the opportunities to go abroad. "Following the Bologna Declaration, higher education institutes throughout Europe have been working actively towards increased academic mobility" (Björkman, n.d., p.57); thus, the universities need to have the same standard and quality in education. Similarly, as another organisation managed by the European Commission, Erasmus programmes, exchange programmes for students, have boosted mobility. These policies not only allow the European and non-European students to visit countries other than their own but also make Europe an attractive destination for them (Doiz et al., 2011). Consequently, the students who visit other countries for their education have to be able

to speak a common language, English, as they are in need of communicating with their professors, classmates and other people in their daily life.

In addition to the above-mentioned outcomes of mobility over the importance of the English language, it also has become the main language of academic texts, research, published materials, textbooks and information flow in education (Dearden, 2014). On the one hand, the importance of English has been highlighted once again as its being the main language of science, the students have no chance but to know English, on the other. In other words, "the need to teach some subjects in English, rather than the national language, is well understood in the sciences" (Graddol, 2000, p. 45), considering the fact that research and lesson materials in English are more available than in other languages.

Likewise, universities prefer to implement EMI because it offers immense literature and diverse chances accessible solely for students who can speak English. In this respect, it stimulates the mobility of students internationally and provides students with varied opportunities to get employed after graduation. Namely, being proficient in English is an advantage for students who have future job-related goals (Jensen & Thøgersen, 2011).

Under these circumstances, it becomes inevitable to teach English for higher education institutions; that is the reason for the growing rate of implementing EMI in all their programmes. On the other side, it becomes a must to learn English and have a better proficiency level in the English language for students who go abroad and others who continue to get educated in their own countries. Consequently, there have been more and more people who can speak the same language even if they are from various nations. On that premise, as a *lingua franca*, the English language plays its role, and it enables speakers with different first languages to convey their messages to each other.

2.2. English as a *lingua franca*

The literature suggests that English has become the main language of communication as a result of globalisation process, and consequently, it has been avowed as the *lingua franca* (Coleman, 2006; Kerestecioğlu & Bayyurt, 2018). Being used as the common language in every aspect of life such as business, trade, education, science and

media, English provides people from different countries with a common ground to interact with each other. The notion, *lingua franca*, can basically be described as the vehicular language for speakers who do not share the same first language to communicate (Seidlhofer, 2005; Jenkins 2009; Björkman, 2013). On the subject of speaking a common language, as long as the speakers can convey their messages to each other and understand their messages, the linguistic features become the secondary priority, and the concept of English as a *lingua franca* (ELF hereafter) has arisen as a means of referring to communication (Seidlhofer, 2005). When the first goal is to communicate for all speakers who share neither the same mother tongue nor the same culture, English has been opted for as the "contact language" (Firth, 1996, p. 240; Seidlhofer, 2005).

On the other hand, the literature draws attention to the effects of globalisation and internationalisation. Being ELF is certainly an outcome of these processes. It is emphasised that there is a definite connection between the English language and the international viewpoints of the institutions (Flowerdew, 2013). Likewise, English is interlaced with the globalisation process since most people can interact with each other by means of this language; and thus, English must be embraced as extremely intercultural (Jenkins et al., 2011).

Nevertheless, this does not constitute any specific explanations for why the English language is preferred but not another one as the common language. To be able to grasp the meaning of the ELF phenomenon, there is a need to have a look at the past events which have led English to gain such global importance. By the end of the nineteenth century, Britain and its English-speaking communities, together with the trade-related initiatives, caused the decline of French use; consequently, diverse variations of English arose and were "partially standardised" (Graddol 1997, p. 7, as cited in Björkman, 2013, p.3). Meanwhile, its rising as a superpower and the most powerful industrialised country, the United States, which has the highest number of English native speakers, reinforced the English language's supremacy. As Björkman (2013) stated after World War II, together with the expansion of British colonies and the dominance of the US, the growth of English was so immense that it quickly took place in many domains in the world. In addition to this, there are other factors to consider, such as political developments and business that contributed to the growth of English. However, the

biggest factor was a need to communicate knowledge and share information. In the twentieth century, a common language for the dissemination of scientific and technical knowledge became a growing requirement as well as for the other areas just as Kachru (1985) suggested that English was the language that predominantly used by three groups of speakers; the people who speak English as their native language or second language and the people who learn English as a foreign language.

Today, in most countries, even if it is not the official language, English has been learnt and taught as it is highly prevalent in the international fields such as politics, business, communication, entertainment, media and education (Crystal, 2003). From another viewpoint, due to its being used commonly, English becomes the easiest language to learn, and thus, it has been able to penetrate every area so influentially (Kerestecioğlu & Bayyurt, 2018). Moreover, Graddol (2000) listed the domains in which English is used for communication and sharing information (p. 8):

1. International organisations and conferences
2. Scientific publication
3. International banking, economic affairs and trade
4. Advertising for global brands
5. Audio-visual cultural products, (e.g. film, TV, popular music)
6. International tourism
7. Tertiary education
8. International safety
9. International law
10. As a 'relay language' in interpretation and translation as a relay language
11. Technology transfer
12. Internet communication

Considering the status of English in the past and today, one can infer that the reason why the English language is chosen but not another one as the *lingua franca* is that it is being used extensively in various domains and kept learning and teaching as a second or foreign language all over the world. Owing to its function of bridging the communication between different communities, English seems to be the unifying language as a major group of speakers are able to speak it.

Indubitably, with the effect of the globalisation process English is in every single domain, and with the increasing internationalisation activities of universities, the English language is in education, particularly at the tertiary level, which gives rise to the growing attention to EMI and its implications all over the world. In this context, EMI might be the medium through which students can get the maximum profit from the internationalised higher education.

2.3. EMI in the World

The medium of instruction plays a key role for instructors and students since they use it as the tool through which they can convey their messages to each other. The students who get educated in a system in which EMI is used do not learn the English language as a subject matter; however, they are exposed to English as it is the medium of instruction. Similarly, the content teachers do not teach the language as the subject; however, they also expose to English while teaching the subject matter.

As it is the vehicular language in the field of education, English is used to explain the content of a course, accomplish the necessary tasks and carry out the communicative activities required in a lesson. While doing so, receptive and productive skills are used by students, respectively, to figure out the information and to produce the language. In the meantime, the instructors are using their linguistic skills to perform a profitable lesson for students to be able to derive maximum benefit from the course content, which is explained in English. This situation makes the instructors and students aware of the importance of English language use as well as content learning. The aim of EMI is to convey necessary information of the content with its relevant context instead of the grammatical forms of the language. Throughout the time, the students can develop their linguistic skills utilising EMI (Sert, 2008, as cited in Ekoç, 2018); thus, it can be deduced that a second or foreign language can be learned unconsciously through the medium of instruction.

With the acceleration of internationalisation activities of the higher education institutions, owing to the different social and economic factors, most universities have been implementing the English language in their programmes as the instructional medium (Macaro and Akıncioğlu, 2017). However, this has been becoming an issue for European

and non-European countries due to the fact that while English is developing into the only foreign language of education, some believe that other languages lose their value (Phillipson, 2003; Coleman, 2006; Doiz et al. 2011). In spite of some opposition, English preparatory programmes have been offered all over the world for students (Macaro and Akıncıoğlu, 2017) first, to improve themselves in terms of linguistic skills, then to be prepared for their future departments using EMI.

EMI becomes such a significant concern that researchers from various countries carry out studies on the implementation of EMI to take advantage of its prestigious practice. To exemplify, in Brazil, how EMI is experienced in other countries and how their education programmes can be modified to be used in the Brazilian education system at the tertiary level is investigated (Martinez, 2016). From another angle, the effects of EMI on the personalities of learners whose native tongue is not English is examined in Mexico (Torres-Olave, 2011). Similarly, in Asian countries, there is an escalating number of research on EMI practices. Along with the connection between politics and EMI, the motivations of higher education institutions to opt for EMI instead of Japanese is explored (Toh, 2016). In another study, the perceptions of Korean students who are in the middle of the internationalisation process toward EMI is inspected so as to reveal the experiences of EMI in the country and its consequences in the higher education system (Im & Kim, 2015). In another study, the course design and the applications of EMI, teaching strategies and techniques, also the implementation of EMI materials in the programmes is investigated in order to show how these practices are done in Taiwan (Tsou & Kao, 2017). It is evident that the desire to discover EMI practices plays a vital role in improving and effectuate its use. When the internationalisation process is taken into account, EMI gains so much importance for students to be active on international grounds.

Regarding the advantages of implementing EMI, many institutions are desirous of creating an international setting for their students. However, the number of EMI implementation-related issues has increased gradually. Even if the inquiries related to EMI might vary depending on the context, the growing number of questions in the literature is an evidential value showing that EMI is gradually turning into a noticeable issue in education. Over time, there have emerged other concerns about using EMI in various countries. Although EMI is considered as a requirement for the students to get

familiar with the international setting for job-related intentions (Jensen & Thøgersen, 2011; Osam et al., 2019), some believe that the growth of EMI sets the ground for a decrease in interaction in other languages (Coleman, 2006). In a similar vein, it is discussed that the mother language and national inheritance of Denmark may be under threat by the growth of the English language and that Danish might lose its prestige while relegating to the background in the serious business domains and other fields like education (Jensen & Thøgersen, 2011). Besides, whereas Qatari political decision-makers believe that adapting EMI into their educational practices will bring improvement and growth, many Qatari academicians have seen it as a threat to their national language and identity, which has no benefits for the students' academic achievement (Ellili-Cherif & Alkhateeb, 2015). An additional instance for the countries who resist using EMI programmes so as to sustain the prestige of their national language and active status in the global education market is Germany (Gardt & Hüppauf, 2004).

It is obvious that there is an appreciable quantity of research concerning EMI, not only in terms of political and governmental interests but also in terms of the effects on the students' linguistic and academic success. Therefore, from a different perspective, some other questionable aspects of EMI use, such as the adequateness of linguistic proficiency of the instructors, the disparity between the students' linguistic competence, or the content learning difficulties students face (Jensen & Thøgersen, 2011), have also become manifest. Similarly, according to some lecturers, using EMI is not always beneficial, and it leads to insufficient ability to comprehend concepts, inadequate knowledge on the studied subject and minimum participation in the lessons because of low-level of English proficiency (Vinke, 1995; Wächter & Maiworm, 2014) when the students' varied proficiency levels are taken into consideration.

EMI is not always welcomed and these discussions over EMI at the higher education level have been prevailing in most countries. These discussions pave the way for the necessity of revealing the attitudes of students towards EMI both in the international and Turkish contexts in terms of content learning and language skills.

2.3.1. Attitudes towards EMI: International Context

The literature indicates that the attitudes and perceptions of the teachers and students, as the individuals who have first-hand experiences, towards EMI at the tertiary level vary depending on various conditions. For instance, in Denmark "at a large internationalised Scandinavian university", it is found that the younger teachers and the teachers with higher teaching load tend to have more positive attitudes, whereas the ones who have lower teaching load are not likely to have positive attitudes towards using EMI. On the one hand, some teachers see their linguistic skills in English as proficient enough to teach the content in English; some, on the other, think that teaching in English is more challenging as it requires to be more prepared for the lesson and that it hinders the interaction since the exchange of views becomes more challenging (Jensen & Thøgersen, 2011, p. 29).

In order to find out how profitable using EMI in higher education institutions is, Dafouz et al. (2014) conducted an experimental study on the EMI courses and the same courses given in Spanish, aiming to compare the learning outcomes of using both languages in terms of language skills and performance of the undergraduate students studying at history, finance and accounting departments at a university in Madrid. In this study, it is reported that "EMI does not seem to negatively affect students' academic performance as evidenced in course work and final exam results" (p. 233). It can be inferred that using EMI is beneficial for the students, and there is a positive attitude towards EMI at the university.

With a similar perspective regarding the language skills of students and lecturers, a study has been carried out in Italy in order to see the difficulties related to weak linguistic skills and the impacts of EMI on the assessment and course content quality. The findings of the study present that students feel competent enough to deal with the necessities of the EMI programmes and are content with the benefits they gain despite the extra loads placed on their shoulders. Lecturers, likewise, feel positive about EMI courses due to the improvement both on students and themselves provided by EMI (Rowland & Murray, 2019).

In another research conducted at a higher education institution in Hong Kong, some insights into EMI have been presented by examining students' perceptions through several aspects. The positive impacts have been noted, and it is revealed that the students are satisfied with being in an internationalised university for their future career, which begins with being proficient in the English Language. Besides, being able to speak English is seen as an advantage for their migration intention to gain occupation in an international company (Tsui & Ngo, 2016). With this viewpoint, one can infer that students are willing to learn English as it has been perceived as the key factor to get a better seat in the business field on international grounds.

By the same token, the students in China at an EMI university in Macau are pleased with being in EMI programmes despite its extra burden, obstructions, challenges or disappointment they face in the transition process from the Chinese medium of instruction to English. According to the findings of the study, they all declared EMI is a necessity for being an internationalised individual. For the sake of that, they take numerous actions to meet the demands of EMI and cope with these struggles (Wang et al., 2017).

On the other side of the coin, contrary to these above-mentioned positive attitudes, there is a considerable amount of research of which the results show giving courses using EMI is not always an advantages tool that generates benefits for teachers or students. While on the subject of EMI, it might be considered as a tool to form a well-established class. However, the students might not be competent to use and understand the technical terms in the studied subject (Dearden, 2014), the required rapport might not be established due to the language barrier (Klaassen & de Graaff, 2001), the teachers might face with the challenges which stem from the varied proficiency level of teachers and students (Jensen & Thogersen, 2011). Consequently, a well-established class cannot be formed, and a low level of participation of students in the class might end with an academic and linguistic failure in terms of both parties.

In line with the concerns mentioned above, EMI and its consequences are discussed from another perspective. For a desired interactive class where students get the maximum benefit from the English course content, the students need to have sufficient skills to meet the demanding EMI requirements, comprehend the long lectures, perform

in discussions or other educational activities, and take notes in the courses. In Holland, aiming at getting attention to an effective class, Klaassen & de Graaff (2001) run a workshop for the lecturers complain about the interaction problems which derive from teaching the content in English with negative attitudes towards EMI and state:

The focus on language production influences the lecturers' didactical skills in the sense that they are less flexible in conveying the contents of the lecture material, resulting in long monologues, a lack of rapport with students, humour and interaction. (p. 282)

These problems necessitate a high level of English proficiency; and thus, when it comes to lack of interaction between lecturers and students, a diminished connection between them results in an inefficacious and boring learning atmosphere for students rather than the necessary fruitful and productive classroom environment.

Alongside the interaction issue, another research indicating that students' "struggling to learn subject matter due to their low-proficiency in English" and not having an idea related to the enormity of the task lead the students to become discouraged and unmotivated to use their language skills (Belhiah & Elhami, 2015, p. 3) has been conducted in order to explore the effectiveness of EMI at six universities in the Arabian/Persian Gulf. What is more, considerations have similarly been uttered at some universities in Italy on teaching and learning experiments with instruction in other than the native language to criticise the "falling standards of learning on account of poor language skills and even falling standards of English" (Mauranen et al., 2010, p. 187, as cited in Rowland & Murray, 2019, p. 2) by lecturers and students.

Likewise, Vu and Burns (2014) investigate the challenges teachers and students face in the practice of EMI. In this study carried out in an undergraduate programme in Vietnam, the results show that not only the students but also the lecturers are dealing with their own not enough linguistic skills. Additionally, the lecturers face difficulties related to students' different English proficiency levels and learning styles requiring diverse materials and activities, the lack of available resources and pedagogical problems.

Another similar example of the disadvantages of EMI, teachers' and students' having poor language skills. It is also possible to talk about the artificial environment, as it is a school-limited condition. Due to its classroom-based nature, target language can

only be used in an artificial and shortened environment. Hence, as the target language, English is unlikely to progress in all four language skills (listening, reading, speaking, writing), which are necessary for teachers and students to convey and understand the messages and the matter of subject. In a study carried out in Indonesian universities, it is found that students and teachers who are not sufficiently improved in the language are prone to struggle with academic, social and psychological challenges. As it is also stated, "The fact that the classroom speech consists of just one setting, particular language skills, certain language tasks, certain topics and a certain purpose of communication for both teachers and students" (Ibrahim, 2001, p. 127). This being the case, this school-limited condition certainly does not provide teachers or students with enough chances to advance their language skills required to communicate properly and productively.

In accordance with the frequent reference to the challenges of EMI, both concerns about the possible damaging effects of inadequate language skills of the lecturers and students in EMI programmes (Dearden and Macaro, 2016; Doiz et al., 2011) and the failure to attain adequate academic success due to the language barrier (Marsh, 2006) are nothing but recurrent issues in the field of education. In the reviewed literature, one can see that there are various discussions with different, even opposing results. In that regard, Turkey is not an exception; thus, the notion of EMI and its implementation should be scrutinised in the Turkish context, as well.

2.3.2. Attitudes towards EMI: Turkish Context

The amount of EMI programmes at the tertiary level is continuously increasing, and English is widely used and favoured in educational settings and various business areas in Turkey, despite not being an official or the second language (Osam et al., 2019; Kerestecioğlu & Bayyurt, 2018). Just as in other countries, English, the *lingua franca* of the world, has a vital role in Turkey as a non-English-speaking country. Inevitably, Turkish higher education has been influenced and advanced with the effects of globalisation, internationalisation, and academics' and students' mobility. Besides, Turkey's geographical position has contributed to its geopolitical and geostrategic significance, as well. Having a long-standing period of membership negotiation with the European Union and having been a member of the Bologna process since 2001, Turkey

has exponentially increased the number of higher education institutions and programmes offering EMI (Erdoğan, 2015).

In her research, Kırkgöz (2014) states the reason for this inevitable growth of programmes using EMI and points out the importance of English in Turkey:

An 'expanding circle country' (Kachru, 1992), and located in a strategically important pivotal zone, the intersection of Europe and Asia, Turkey has responded to the global influence of English in its higher education system through systematic foreign language policy and planning by adopting English as the medium of instruction. (p. 446)

Under these circumstances, with the Higher Education Act issued in 1984 by the Higher Education Council (YÖK), the macro policy regulations manifested in teaching English at the tertiary level and a policy favoured for the foreign-language medium education sustained (Kırkgöz, 2008). This 1984 policy document regulation ignited the spread of the English language among the universities in Turkey. The first list of criteria about a university or a department offering English as the medium of instruction was issued in 1996 by YÖK. The first criterion specified the necessity of enough number of content instructors with adequate knowledge of the foreign language. The second criterion stated there must be a foreign language center in the institution offering English for Academic Purposes (EAP) or English for Specific Purposes (ESP) to students whose proficiency level of English is inadequate to follow the EMI courses. According to the last criterion textbooks and the written materials printed in the foreign language on the subject matter should be accessible either in the department or the library of the university (Kırkgöz, 2008).

In the face of the exponential spread of the English language, YOK recommended that the departments should be chosen between EMI or Turkish-medium instruction (TMI), and in the departments where the subjects are delivered through TMI, students must receive a minimum of 60 hours of English lessons in their programme in order to enable them to have a sufficient command of English (Kırkgöz, 2005).

As it is highlighted, the rapid growth of EMI in Turkey has been imminent. In the circumstances, it is impossible to avoid EMI discussions among the individuals who

experience EMI in Turkey. In a similar vein, Başibek et al. (2014) describe the rationale behind the increased number of EMI programmes in Turkey:

Since the mid1980s, Turkey has increasingly been influenced by the forces of globalisation through the English language. For international communication (with a commonly known language to meet economic, social and cultural demands), English has become the most predominant means of interaction. With the effect of globalisation, English has had an increasing status in Turkey because it has become the lingua franca of the world. (p. 1820)

Turkish students need to be competent in English language skills mainly to be able to both follow their academic education efficiently and gain a better seat in the business world because English is not only a compulsory school subject, “but also a must” for most of the jobs in Turkey just as in most countries in the world (Doğançay-Aktuna, 1998, p. 33).

Many students with future career-related intentions prefer universities whose instruction of language is English (Kılıçkaya, 2006) as it is deemed to provide them with communicative skills to contact with other cultures (Kerestecioğlu & Bayyurt, 2018). In line with this, improving general English language skills within the subjects taught in English and gaining prestigious occupations in the future are the motivations for students to choose EMI programmes (Macaro and Akıncioğlu, 2018). Although EMI eases Turkish students to carry out academic research or work abroad, language instruction at the tertiary level has been an ongoing discussion in terms of positive and negative views on the enforcement and implementation process.

In regards to positive attitudes in Turkey, the findings of a study conducted in a private university in Ankara show that students find EMI advantageous and are content with getting educated through English despite some challenges they face. Also, it is found that there is a positive connection between their views on EMI and the level of English proficiency, considering their understanding of the subject (Atik, 2010). From a different perspective, in the research conducted on the lecturers' attitudes towards their own linguistic skills in English and students' proficiency level of English, it is shown that the lecturers teaching different subjects mainly have positive views regarding productive skills (Karakaş, 2016). Moreover, the results of a study administered to see students' perceptions toward learning through English and discover the problems generated by EMI

in Çukurova University show that the implementation of EMI is a motivation for students as it advances their competency level of English reading and writing skills within the course given in English. On the other hand, it is also stated that particular content learning challenges stem from EMI's demanding requirements (Kırkgöz, 2005).

In addition, Kahvecioğlu (2019) has contributed to the field by conducting research aiming at finding out the perceptions of students, content instructors and language instructors. The findings show that most participants are content with using EMI in programmes, and there is a considerable difference between the students' and content professors' perceptions of EMI. Furthermore, although academic success is impeded by EMI implementation, to be proficient in English with a high level of linguistic skills is deemed advantageous to gain a better seat in professional life. In line with the positive attitudes, it is also believed that "active use of English in the academic setting helps students improve the language skills they need to get better jobs or study abroad" (Sert, 2008, p. 166).

Quite contrary to the positive views towards EMI use, contrasting findings are very likely to be seen in the reviewed literature. Some studies conducted in higher education present a considerable amount of opposing views towards the implementation and benefits of EMI. By way of illustration, it is found that the TMI has been preferred by the Turkish instructors when students' participation and English proficiency level are taken into account. It is concluded that TMI can be more beneficial for the students' content learning in higher education, considering the challenges the students cope with (Kılıçkaya, 2006). According to the literature, the proficiency level of students, as well as teachers, is a prominent concern. As the lack of a necessary competency level in the English language will cause inadequate gaining of the subject matter covered in EMI (Kerestecioğlu & Bayyurt, 2018), the courses might end up with a failure in terms of the content learning and the objectives of the lesson. With a similar perspective, it is emphasised that although the students in Turkey are given regular English lessons in high school education or the preparatory programmes, they have different linguistics backgrounds in terms of English language skills because of various applications of English language teaching in different institutions. Therefore, most students start studying at EMI programmes with various competencies but mostly limited English proficiency

levels (Kırkgöz, 2007). In a similar vein, the importance of students' background knowledge is underlined as a negative effect on content learning in another study. Even though it is thought prestigious for one to get ready for professional life on international grounds, students' limited linguistic abilities and some lecturers' limited proficiency levels bring about ineffectual lessons (Karakaş, 2016; Ekoç, 2018). Another study exploring the perceptions about EMI shows that the students tend to speak Turkish when they participate in the lessons since the obstacles derived from their insufficient competency level in English prevent them from expressing their views well in English (Macaro et al., 2016).

Furthermore, Dearden (2014), in her study done in Turkey, puts the emphasis on some similar concerns expressed by the teachers:

The teachers believe that EMI reduces a student's ability to understand concepts and leads to low levels of knowledge of the subject studied. Teachers believe it takes too much time to teach the curriculum through EMI, that EMI causes feelings of alienation and separation and reduces student participation in class due to students' low level proficiency in English. (p. 15)

As for the study revolving around the effects of EMI at a university in North Cyprus, the researchers have run semi-structured interviews with the students and used videotaped materials from the lessons to analyse students' comprehensibility level. It is concluded that most students still deal with particular content learning difficulties despite the lecturers' struggles for students to advance their understanding throughout EMI lessons (Osam & Arkin, n.d., as cited in Dimova et al., 2015, p. 9). Moreover, some faculty members from the engineering and architecture departments at Anadolu University believe in the importance of teaching and learning English in terms of the materials related to the subject matter. They also think that in order for students to be successful in their departments, they had better start their language education earlier than the content learning in English, as the students' proficiency level is not satisfactory and they have comprehension difficulties due to insufficient English language skills. Moreover, it is revealed that although the faculty members prefer teaching in English, they need to teach the content both in Turkish and English (Somer, 2001).

According to another study aiming to seek stakeholders' perceptions and attitudes, EMI implementation may not always be useful or generate constructive results regarding

their readiness. It is also found that EMI has a negative effect on the students' academic success who are studying either in partial EMI or full EMI programmes, although the importance it deserves is given to English. Lecturers, similarly, express that EMI causes a weakened educational process with its detrimental impact on the students' content and language learning, which constitutes a challenge for both parties in the educational process (Karaman, 2018).

With due regard for the reviewed literature, one can infer that using EMI are found useful since it offers a professional career on international grounds and an opportunity to augment the possibilities for students to advance their skills for having a better understanding of the English language, as well as their ability of self-expression in English. On the other hand, the adverse effects of EMI on the learning atmosphere in terms of the challenges the students have faced; the lack of interaction, limited students' participation and content learning issues derived from insufficient and diverse proficiency levels of students are undeniable.

CHAPTER 3. RESEARCH METHOD

In this chapter, the methodology of the research is presented. At first, the overall design of the study is described. Setting and participants of the study have been clarified in the second section, which is followed by the third and fourth sections presenting the data collection tool and data analysis process, respectively.

3.1. Design of the Study

This study aims to investigate students' perceptions of EMI and its effects on the success of content learning and English language skills. Considering the viewpoints of the first-hand experienced individuals at the tertiary level in Turkey, this study searches for answers to the questions below;

1. What are the attitudes of students towards using EMI in terms of;
 - a) English Language proficiency?
 - b) Content learning?
2. What are the students' suggestions to derive the maximum benefit from EMI implementation in the learning process in terms of;
 - a) English Language proficiency?
 - b) Content learning?

The present study has been designed as an interpretative phenomenological approach (IPA) in order to reveal the first-hand experience and general attitude of the students toward using EMI. The phenomenological approach is one of the practices of conducting qualitative research and focuses on the shared aspects of a lived experience within a specific group. The ultimate objective of the approach is to reach a description of the nature of the particular phenomenon (Creswell, 2013). In other words, the very approach “seeks to disclose and elucidate the phenomena of behaviour as they manifest themselves in their perceived immediacy” (van Kaam, 1966, p. 15, as cited in Moustakas, 1994). Therefore, the present study focuses on the experiences of the stakeholders as the experience is the source of the knowledge one gains; what is more, to figure something out, it should be understood how it is experienced (Husserl, 2012). Moreover, IPA is interested in exploring the experiences of people and “how people make sense of their

major life experiences” (Smith et al., 2009, par. 2). In this sense, to obtain accurate and complete data and to get the description of the common problem amongst the stakeholders, this study is oriented toward patterns and commonalities within participants’ experience.

In that regard, so as to indicate the underlying structure and essential nature of using EMI from the students’ general viewpoints over the effect of using EMI in higher education on content learning and English language skills, and discover suggestions to derive the maximum benefit from EMI implementation, a semi-structured questionnaire consisting close and open-ended questions has been utilised to collect data which necessarily focuses on the participants’ experiences in the field.

3.2. Setting and Participants

As it is aimed to investigate students’ perception toward the effect of using EMI on content learning and language skills, it bears upon every undergraduate student using EMI at higher education institutions. The present study was carried out at Doğuş University, which offers EMI courses in all faculties, except for faculty of law. It is a private university consisting of four out of five faculties in which the English language is used as the instructional medium. In many departments, the faculties offering total EMI are “Economics and Administrative Sciences”, “Engineering”, “Arts and Design” and “Arts and Sciences”. At Doğuş University, all students who enrol in EMI programmes have to sit the proficiency exam and get 60 or above to be entitled to study in their departments. In the case that they fail to pass the exam, they have to study in the English Preparatory Programme for one or two semesters, depending on their proficiency levels, to be able to follow the subjects taught in English in their departments. After the preparatory programme, in two first two years, the students continue to take four-hour “Reading and Writing in English” and “English for Business” courses in their EMI programmes to improve academic English language skills as well as provide them with support for the subject matter.

The sample for the study was determined regarding some criteria. For the present study, the participants who would best help to understand the essence of the problem and address the research questions were purposefully selected (Creswell, 2013). First,

students who are taught the subject matter through EMI were targeted; therefore, the students studying in faculty of law and TMI programmes were excluded as the study aims to explore the students' experiences and perceptions about using EMI. The students studying at English Literature and Language department were not included in the study since the subject matter of the department is highly related to the English language. Thus, their perceptions and attitudes are likely to be affected. Besides, the students who are in the third and fourth grade were purposefully selected for the study as they are much more experienced in EMI courses in terms of language skills and academic content comparing the ones who are freshmen and sophomores in their departments. After this sampling, 15 students studying in various departments were selected randomly and 5 of the students were interviewed as they all are in a similar position with various experiences. As a result, the semi-structured questionnaire was answered by purposefully then randomly selected participants; namely, 15 students studying in various programmes offering EMI.

3.3. Data Collection

As the main objective of the study is to define the nature and effects of the phenomenon, EMI, a semi-structured questionnaire intentionally designed as four parts in line with the aim of pursuing the essence of the experiences and an individual interview protocol allowing the researcher to observe the participants' attitudes were utilised as the data collection tool. That is, two different protocols -a semi-structured questionnaire and one-on-one interviews- were applied in the study.

The semi-structured questionnaire, was the main data collection instrument and it consists of four sections: demographic questions, English language knowledge and skills, content learning and suggestions. In the first part, both close and open-ended demographic questions were asked to be associated with the questions related to both language and content learning in the following parts. The second, English language knowledge and skills part, was constituted by close-ended questions with four predetermined responses followed by an open-ended question in which the participants specified details for their answers. This section was designed to best help the researcher to gather the perceptions of students towards their language proficiency level and competency in terms of English knowledge and skills. In the third part, it was targeted to explore the attitudes towards content learning by asking open-ended opinion questions.

As for the last part, one open-ended question was posed to the participants regarding their suggestions about the other ways of implementing EMI to derive the maximum benefit in the learning environment and to provide the field with novel ideas to develop new practices in the future.

As it is mentioned above, the semi-structured questionnaire was administered to the participant students. All participants were informed about the confidentiality of the responses, and the related questionnaire was sent to the participants through emails just as the responses were collected through the same means. The distribution of the question types within the sections in the questionnaire is shown in *Table 4* below;

Table 4. Distribution of the question types and numbers in the questionnaire

Sections	Demographic Questions	English Language Knowledge and Skills	Content learning	Suggestions	Total
Question Types	Open-ended Close-ended	Close-ended	Open-ended	Open-ended	
Number of Questions	7	8	4	1	20

The interview comprises identical questions with the ones posed to students by means of the questionnaire so that the researcher could observe the natural attitudes of the students. As the present study adopted a qualitative research design, an observational method was employed through interviews which “may produce data inconsistent with how subjects experience, perceive or explain” their experiences (Dey, 1993, p. 104). To this end, an interview protocol was regarded as necessary to verify the data collection tool as the interview protocol would be supportive to confirm the value and reliability of the data sources (Creswell, 2014). Therefore, one-on-one interviews were conducted online, with five students from different departments in order to represent other participants. The interviews, which were recorded, transcribed and then translated into English, were administered in Turkish so that the students could freely explain themselves in their mother tongue without any hesitations.

3.4. Data Analysis

In this part, the general framework of the analysing process of the study is presented. The phenomenological approach comprises the experiences in order to gain

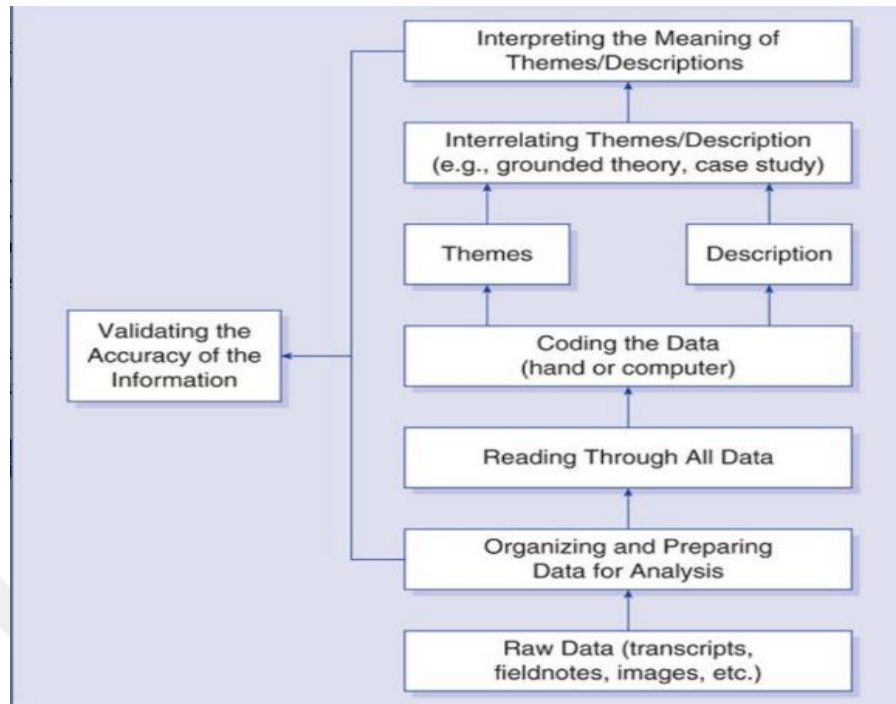
“comprehensive descriptions” which establish the ground for a “reflective structural analysis” that represents the essences of the experience. The researcher identifies the structures behind an experience by interpreting these experiences, which are original descriptions of the situation (Moustakas, 1994, p. 8). Therefore, this study adopts a descriptive and interpretative analysis procedure and it is based on finding commonalities and patterns within the respondents’ experiences. Giorgi (1985) lays out two stages for the description of the experience in the phenomenological approach:

Level I, the original data is comprised of naive descriptions obtained through open-ended questions and dialogue. On Level II, the researcher describes the structures of the experience based on reflective analysis and interpretation of the research participant’s account or story (p. 69).

To this end, the aim is to ascertain the meaning of an experience for the participants, who have had different experiences and are able to deliver a comprehensive description of it. In other words, deriving general meanings from these individual descriptions, the structures or essences of the problem -general attitudes and similarities and differences between the stakeholders’ perceptions- about varied EMI experiences are aimed to be disclosed by interpreting and describing the collected data.

So as to analyse and interpret the raw data, two different procedures were followed in the results section of the study. Collected data from the close-ended questions that aimed to reveal the participant students' perception about English language proficiency was displayed in the bar charts created through MS Excel to present the frequency of the responses. Secondly, the data obtained from the open-ended questions to find out the participants’ perceptions about content learning was classified and the illustration of the codes and categories related to the theme was demonstrated in tables. A hierarchical and linear approach was adopted to analyse the responses for the open-ended questions, as Creswell (2014) suggests.

Figure 2. Data analysis in qualitative research



Source: (Reprinted from Creswell, 2014, p. 197)

In this regard, first, the collected data from the demographic questions part of the questionnaire was presented in tables to be associated with the following sections. Then, in order to address the research questions, the general attitudes of students towards English proficiency and content learning were interpreted and displayed by means of bar charts in figures and tables, respectively. Finally, the suggestions collected from the respondents were presented in tables and interpreted by dividing them into two sections: English proficiency and content learning in the final section of the results part of the study.

CHAPTER 4. RESULTS

In this chapter, the results of the findings are presented. In order to address the research questions, the findings collected by means of the data collection tool will be analysed and interpreted. Initially, demographic information of the participants is presented. Then the data obtained from close-ended questions in the questionnaire are reported. Finally, findings from open-ended questions are reported and interpreted in detail.

4.1. Results of Demographic Questions

Beginning with the participants' demographic information is important to have an understanding of the profile and affiliate with the following responses of the questionnaire.

Table 5. Gender of participant students

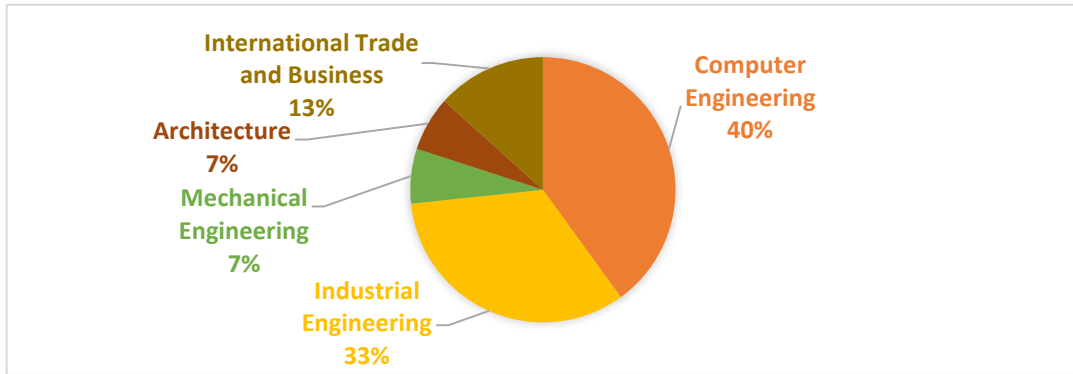
Female	8
Male	7

As shown in Table 5, 8 female and 7 male students out of 15 students participated in this study.

Table 6. Faculty and departments of participant students

Engineering	Computer Engineering	6
	Industrial Engineering	5
	Mechanical Engineering	1
Fine arts and Design	Architecture	1
Economics and Administrative Sciences	International Trade and Business	2

Figure 3. Faculty and departments of participant students



As presented in Table 6 and Figure 3, 12 students (80%) were students of the faculty of engineering. 6 students (40%) from computer engineering, 5 students (33%) from industrial engineering and 1 student (7%) from mechanical engineering department participated in the study. 2 students (13%) were students of the faculty of economics and administrative sciences from International Trade and Business department. 1 student (7%) out of 15 participants was the student of the faculty of fine arts and design architecture department.

Table 7. Grades of participant students

3 rd Grade	8
4 th Grade	7

According to the sampling of the present study, the students who are in the third and fourth grade were purposefully selected as they are much more experienced in EMI courses in terms of language skills and content learning comparing the ones who are freshmen and sophomores in their departments. As displayed in Table 7, out of 15 participants; 8 students were in the third grade and 7 students were the fourth graders.

Table 8. Total year of english study of participant students

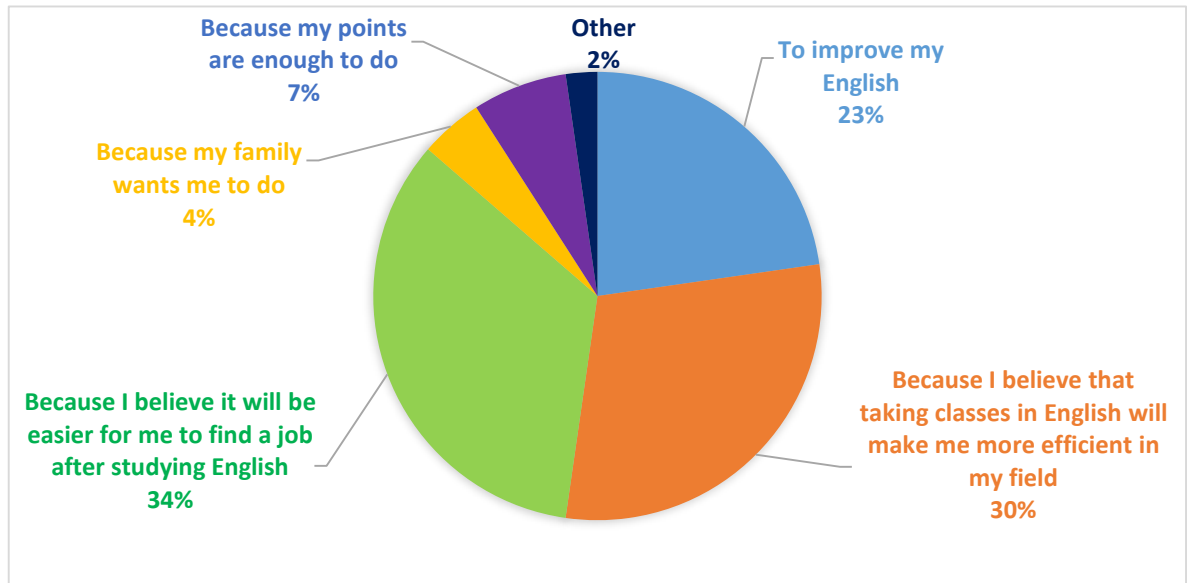
S1	13	S6	16	S11	6
S2	8	S7	9	S12	12
S3	11	S8	11	S13	13
S4	16	S9	10	S14	12
S5	7	S10	8	S15	12

Table 8 displays the total year of English study of each participant. The total year of English study vary among the participant students. While the minimum year of English study is six, the maximum is 16.

Table 9. Participants’ reasons for preferring EMI

To improve my English	10
Because I believe that taking classes in English will make me more efficient in my field	13
Because I believe it will be easier for me to find a job after studying English	15
Because my family wants me to do	2
Because my points are enough to do	3
Other	1

Figure 4. Participants’ reasons for preferring EMI



The participants were asked to choose their reasons for preferring EMI. They were allowed to choose more than one option. The frequency of the responses was presented in Table 9 and Figure 4. As illustrated in Table 9 and Figure 4, all the participants stated that the underlying reason for their EMI preference in their field of study is because they believe it will be easier for them to find a job after studying English. It can be inferred that with the largest percentage (34%) the students preferred EMI in relation to their future career targets. The belief of taking classes in English will make the students more efficient in their field follows the career-related concerns, with a percentage of 30%. Besides, as can be seen in the table and figure, the students desire to improve their English, which can be interpreted that they believe they will be more efficient in their fields which in turn they will have better job opportunities. Only S10 chose the “other” option by emphasising the importance of the English language in his profession and he

indicated that he decided to choose a university offering EMI as working abroad is one of his future targets. On the other hand, two students (4%) out of 15 participants stated that EMI was their parents' choice. Besides, three students (7%) point that they preferred their fields because their points are enough to do.

In the last question of the demographic part, the participant students were asked to evaluate their own English proficiency level in each skill. Therefore, the perceived English proficiency level was aimed to reveal.

Figure 5. Perceived proficiency level of reading skill

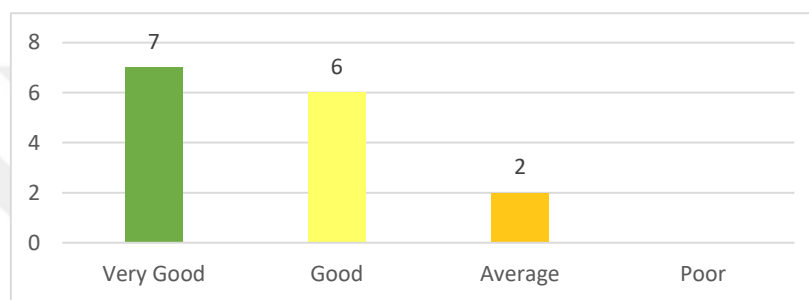


Figure 6. Perceived proficiency level of reading skill

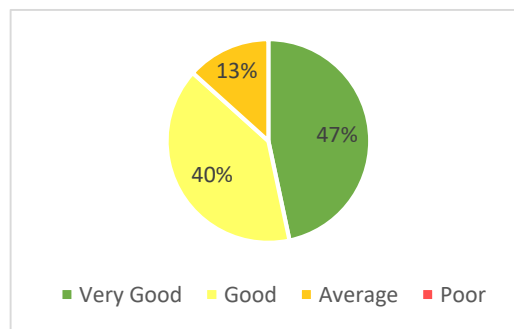


Figure 5 and 6 demonstrate that seven students (47%) perceive their reading skills as very good and six students (40%) consider their reading skill as good. On the other hand, two students (13%) think their reading skill is at the average. While 87% of the participant students think their reading skill is good and very good, according to none of the participants the perceived proficiency level in reading is poor.

Figure 7. Perceived proficiency level of listening skill

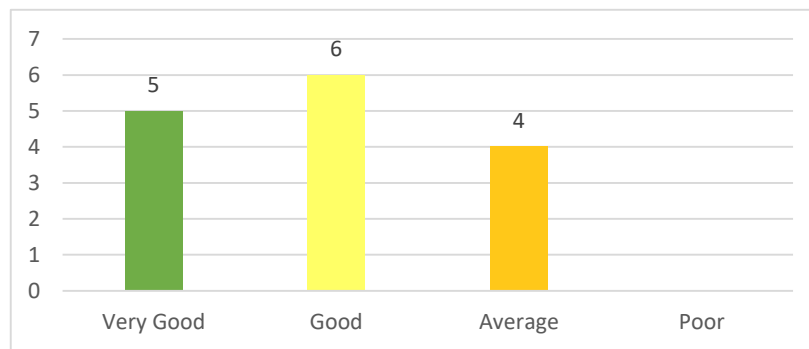


Figure 8. Perceived proficiency level of listening skill

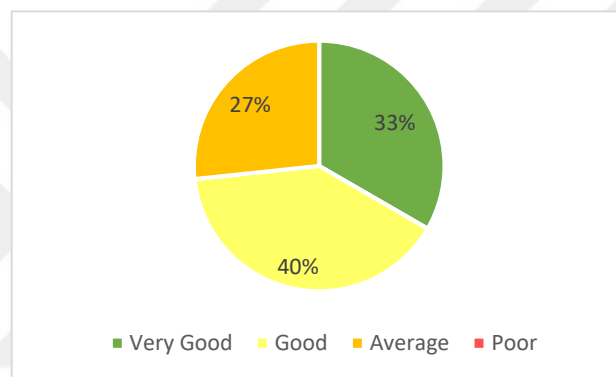


Figure 7 and 8 illustrate the perceptions of students' proficiency level in listening. According to five students (33%), their listening skill is very good and six of the participant students (40%) consider their listening proficiency as good. For four students (27%), their listening skill is at average, whereas there are not any students who perceive their listening proficiency level is poor.

Figure 9. Perceived proficiency level of speaking skill

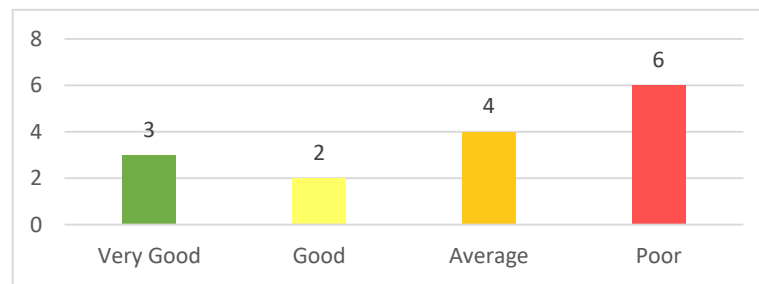
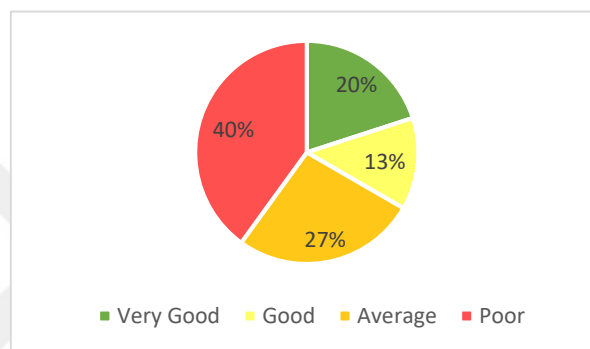


Figure 10. Perceived proficiency level of speaking skill



As presented in Figure 9 and 10, it seems that the results of perceived speaking skill proficiency differ from the students' perceived proficiency in other skills. Whereas three (20%) and two students (13%) think that their speaking skill is very good and good, respectively; four of the participants (27%) consider that their speaking skill is at average. On the other hand, six students (40%) out of 15 participants, which is the highest percentage, do not seem contented with their perceived proficiency level in speaking as poor.

Figure 11. Perceived proficiency level of writing skill

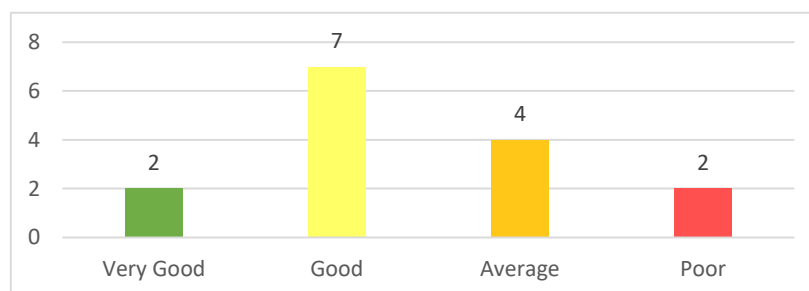
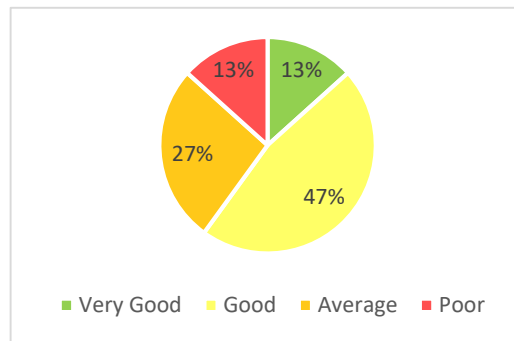


Figure 12. Perceived proficiency level of writing skill



As seen in Figures 11 and 12, not many students regard their proficiency level in writing as either very good or poor. Only two students evaluate their own competence as very good and poor (13%). The majority of the participants perceive their writing proficiency as good (7) and at average (4). According to 47% of the participants, their writing skill is perceived as good and 27% of the participant students consider their writing level is at average.

4.2. General Attitudes towards EMI

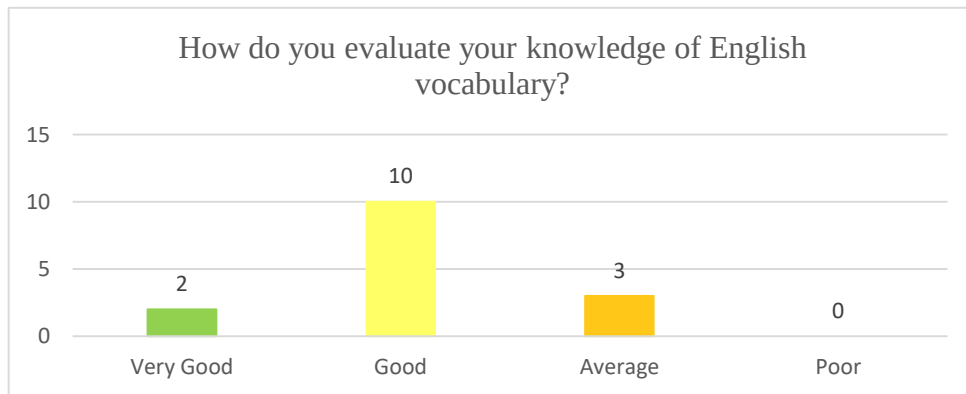
In this section, the collected data of the participants' perceptions towards the level of English language proficiency and content learning in the courses delivered through EMI were presented in the excel charts in the first place and analysed by means of categories and codes in the second part.

4.2.1. Students' Perceptions about English language proficiency

The findings obtained from the participant students through close-ended questions were presented in the excel bar charts to analyse the students' perceived self-competence of English language proficiency regarding the vocabulary, terminology, grammar and skills used to follow the courses delivered through EMI. Besides, further explanations of the responses stated by the students on the questionnaire were included in the analysis.

The first question posed to the students was about self-evaluation over the students' perceived vocabulary knowledge.

Figure 13. Students' perceived vocabulary knowledge



As can be seen in Figure 13, out of 15 students who participated in the present study, 10 students evaluate their vocabulary knowledge as good, two students perceive their vocabulary knowledge as very good and 3 of the students think that their vocabulary knowledge is average. On the other hand, none of the participants perceives their vocabulary knowledge as poor.

Figure 14. Students' perceived terminology knowledge

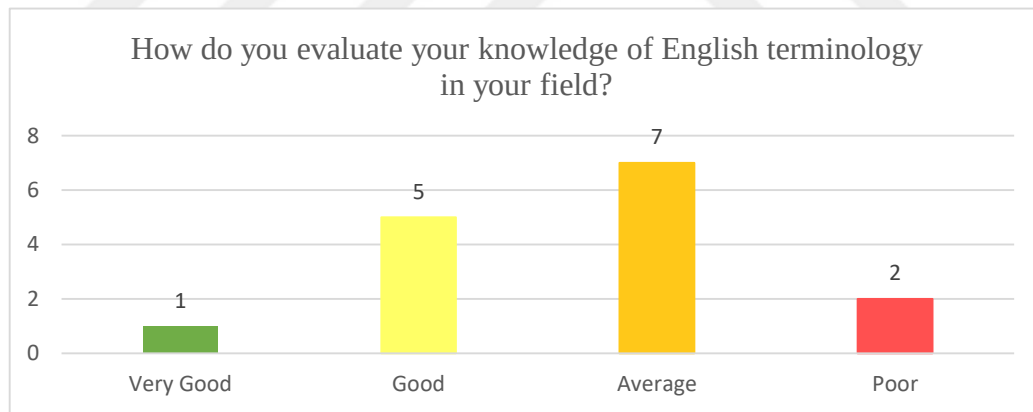
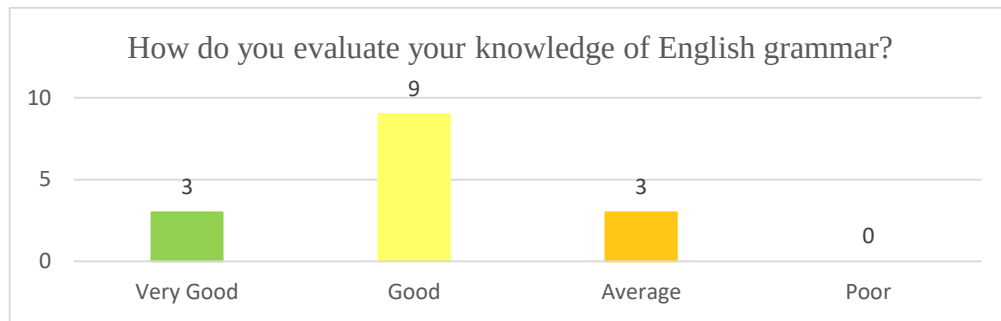


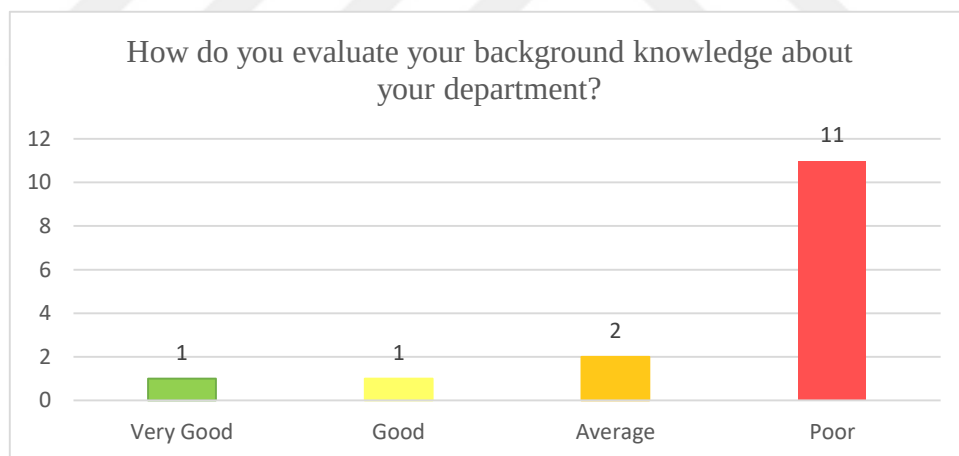
Figure 14 illustrates the perceptions of students regarding their terminology knowledge. For 5 of the students, their terminology knowledge is good. Similarly, 7 of the participants think that their knowledge of vocabulary is at an average level. Whereas 1 of the participants perceive his terminology knowledge as very good, 2 of them consider their knowledge of terminology as poor.

Figure 15. Students' perceived grammar knowledge



Students have similar perceptions considering their competence in vocabulary (Figure 13) and grammar (Figure 15). It was revealed that the participants who view their grammar and vocabulary knowledge as good have the highest frequency. While 9 out of 15 participants perceive their grammar knowledge as good, none of them feels that their grammar knowledge is poor. Most of the students seem to be satisfied with their grammar knowledge, as shown in Figure 15.

Figure 16. Students' background knowledge on their field of study

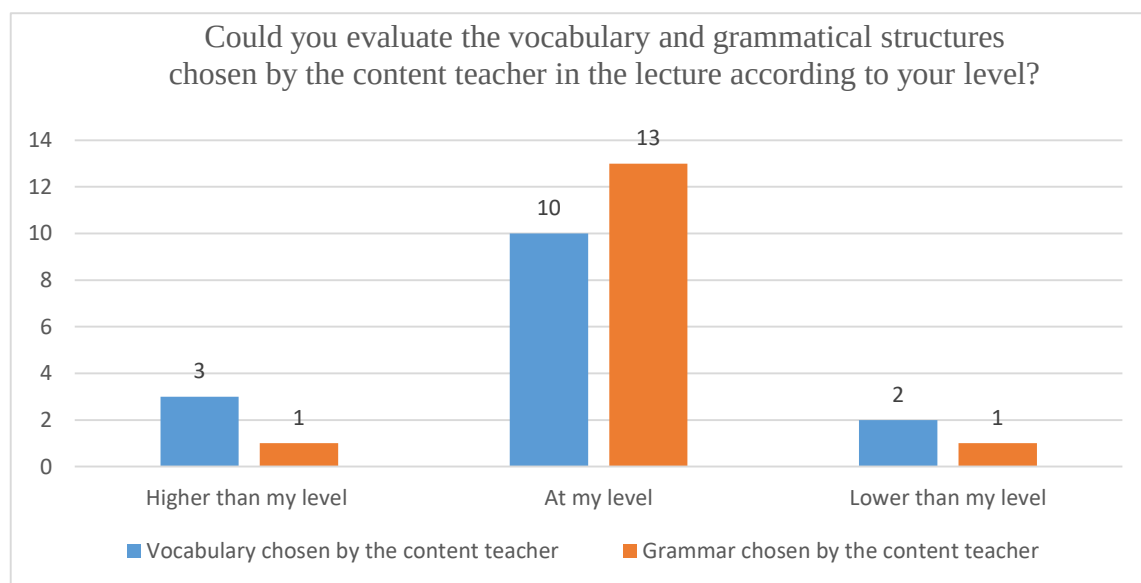


Gathering data about students' background knowledge on their field is essential as having some background knowledge might affect the students' learning process positively. However, most of the students stated that they start studying in their departments with limited or without background knowledge. As it is presented in Figure 16, 11 of the participants declare that their background knowledge is poor, while only 1 of the students view his knowledge as good and 2 of them think that they have an average level of background knowledge. Only 1 participant (S10) indicated that his background

knowledge is very good as he studied in a vocational high school and completed an associate degree education before starting his four-year bachelor.

Two consecutive items in the questionnaire were about whether students could understand and follow the content teachers' English in terms of preferred vocabulary and grammatical structures by the teachers while delivering the course through EMI.

Figure 17. Vocabulary and grammatical structures preference of the content teachers from students' perspective



As shown in Figure 17, the majority of the students are satisfied with their teachers' preferences as they feel that they comprehend the medium of instruction regarding chosen vocabulary and grammatical structures. For ten students, the vocabulary used while delivering the courses is at their level. 11 of the participants, similarly, state that the grammatical structures used in the course by the teacher are at their level. On the other hand, 3 students find the vocabulary preference of the teacher is higher than their level, and 1 student thinks the grammatical structures are higher than his level. Quite the contrary, 2 students suggest that the vocabulary used in the course is lower than their level and 1 of the participant, similarly, finds the grammatical structures as lower than their level.

The questions related to preferences of skills were posed to participant students in order to reveal the skills in which they feel competent. The participants were informed that they could choose more than one skill considering their preferences for following the lesson, language production and assignments.

Figure 18. Skill preference of the students to follow the lesson

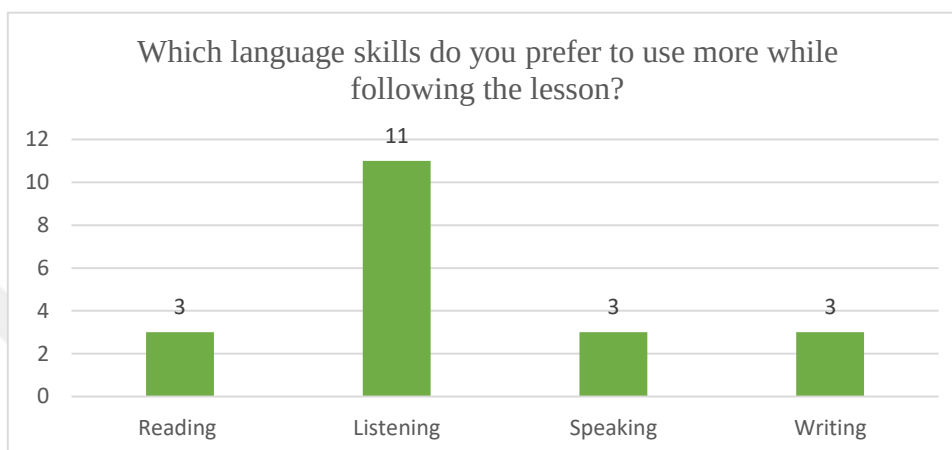


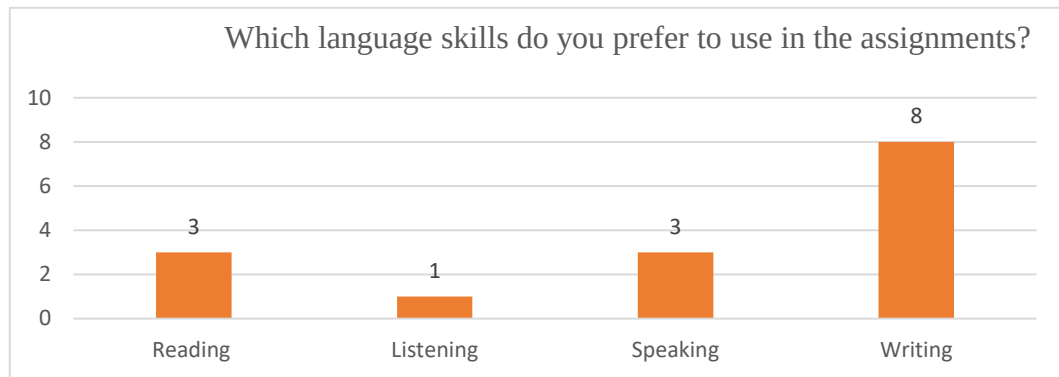
Table 10. Number of students who chose more than one skill

Number of students who chose more than one skill	The skills preferred
1	Reading & Writing
2	Listening & Writing
2	Listening & Speaking
1	Reading & Speaking
2	Reading & Listening

Figure 18 suggests that a more significant number of students prefer listening to the courses delivered in English. In other words, with a number of 11 preferences, listening skill is separated from the other options regarding the students' inclined skills.

Table 10 demonstrates the number of the participants who preferred more than one skill to follow the lesson. It is seen that listening skill has the highest percentage. It might be interpreted that it is reasonable as receptive skills are mainly required for following the lesson. However, the listening skill seems to be at the forefront for the students. Other skills have equally been opted by 3 participants.

Figure 19. Skill preference of the students for assignments



As it is demonstrated in Figure 19, participant students mostly prefer the writing skill for their assignments. The findings show that the students are more inclined to write when they need to produce the language compared to speak. Reading and speaking skills were the preferences of the three students equally.

The listening skill is the preference of only one student out of 15 participants as the student (S7) stated that he had a lack of listening and speaking practice. The majority of the students seem to feel competent in the writing skill while doing assignments; however, the students who chose the speaking skill were to improve their presentation and communicative skills, as they mentioned on the questionnaire. According to S1, S3 and S14, speaking skill is the first preference for doing assignments as they feel competent enough in speaking. Besides, S14 and S3 are the only participants who have lived in Poland and the USA for five months; therefore, one can infer that living in a country where the official language is English or communicating in only English for a long time has a positive effect on speaking skills.

Figure 20. Distribution of the most preferred skills to follow the lesson

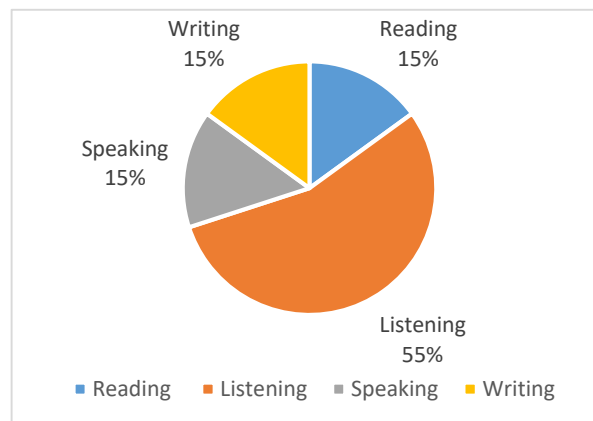
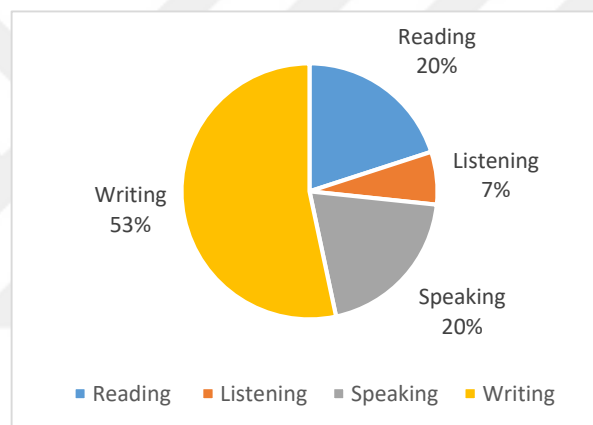


Figure 21. Distribution of the most preferred skills to do assignments



When the productive and receptive skills and students' inclines to use them are taken into consideration, as Figure 20 and 21 suggest, the students feel more competent in listening with the highest percentage of 55%; however, they do not seem willing to read with a lower percentage of 13%. Besides, when productive skills were compared, with a percentage of 60%, the participants' tendency to write surpasses speaking when the participants need to produce the language. Therefore, it can be interpreted that to improve themselves, the students need more help in reading than listening as receptive skills, while they need further assistance in speaking considering productive skills.

4.2.2. Students' Perceptions about content learning

In this section of the study, a hierarchical and linear approach was adopted to analyse the responses. The codes and categories derived from participants' responses to open-ended questions related to content learning were illustrated by means of codes and categories.

Under the theme of content learning, 43 codes and 5 categories emanated from the responses of the students who participated in the study were presented in table 11. The categories posed to the students through the open-ended questions helped analyse the responses. The raw data were analysed within the scope of these categories:

- 1) Attitudes towards EMI
- 2) Academic Success
- 3) Resources in English
- 4) Turkish Translation
- 5) Preparatory Education

Table 11. Codes and categories of the students' perceptions about content learning

Theme	Categories	Codes
Content Learning	Attitudes towards EMI	Important for business life Essential for international companies Beneficial and advantageous for future career Global / Universal language Much effort is needed Demanding at first, easier later An obligation for success EMI improves academic language
	Academic Success	Motivating Self-discipline is needed Challenging Negative effects on learning Disadvantageous Much time and effort is needed Disheartening Teachers' nonstandard accents and teaching styles Comprehension problems Self-study is needed Teachers' insufficient English No effect on learning

		Failure in understanding the exam questions Memorisation
	Resources in English	Challenging at first Extensive terminology Self-study is required Not too difficult Complicated structures are used High level of English is required Negative effects on learning Insufficient vocabulary knowledge to understand Turkish resources are limited and insufficient
	Turkish Translation	Necessary To summarise the lesson When revising the challenging parts For students having understanding difficulty To provide some support It shouldn't be done
	English Preparatory Education	Beneficial Supportive for general English Contributions to listening, grammar and comprehension General English is not enough Business English should be taught Introduction to business English is required No effect on departmental courses

1) Attitudes towards EMI

In conformity with the responses of the participants, it is evident that almost all the respondents met at a particular common point that English is necessary and essential for business life. All students acknowledged that having a better understanding and being competent with the English language is a requirement as it is the English language is the universal language. S10 from the computer engineering department, for example, viewed EMI as a chance and supported teaching departmental courses through English since it would lead the students to get profound information and be a global citizen:

S10: "I believe that the language of instruction being English is a great chance... Learning English takes you into a universal learning process, especially in professional terms. You can access more resources globally and get extensive information."

Likewise, S11 perceived EMI as something that should definitely be implemented and emphasised the profession-related opportunities, such as working abroad and becoming an international individual, provided by being competent in communicating in English.

Besides, S2 supported the use of English in the lessons despite its challenges brought about by its nature:

S11: “It is something that should definitely be because it allows you to go beyond certain rules in your profession. The work you do can be considered internationally valid, and you can work anywhere, but if you receive an education in Turkish, the opportunities such as working abroad or benefiting from resources will be limited.”

S2: “Although it is difficult for the students to understand and grasp the lessons at first, the future business life-related opportunities that it will provide should be considered and foreseen...”

For S12 concerning issues associated with the profession, EMI is highly essential to be able to interact with people in English. Besides, similar to S8, “My English has been improving in the academic field.”, the participant viewed the lessons taught through EMI as an appropriate way to learn and practice English:

S12: “Knowing English is a very important factor in finding a job today. For this reason, we have to know this language more or less. I think the best method to learn English is to use English consistently. Lessons are also a great solution for us to improve our language abilities. People will have to use the language constantly, thanks to the lessons.”

In another vein, S3, S4 and S5, from the faculty of engineering, discerned using English was a necessity, even an obligation, for their field to reach information. As S9 stated, “It is challenging but necessary.” although learning through English might be arduous for them, they mentioned its prominence on the resources:

S3: “It is good in terms of improving our English, being able to follow the field and many resources on the Internet. But it can be a little challenging when learning a difficult subject that you see for the first time.”

S4: “Since English is the universal language, it is naturally a must. However, it becomes an obligation rather than a preference for my department... Nevertheless, if there was a chance to get educated in languages other than English, at least for me, I would never prefer English.”

S5: “Since I study at the computer engineering department, the language of instruction had to be English, which is compulsory. Turkish resources on software languages are limited and insufficient.”

One can infer from the extracts of students' responses; although learning through EMI demands much effort from time to time, they share a positive attitude towards using EMI in the departmental courses, that is because it is the universal language leading them to international grounds in terms of the information and profession, due importance should be given to the English language.

2) Academic Success

Depending upon their experiences, students referred to both the positive and negative effects of EMI on their academic success. The analysis of the responses showed that whereas only 4 out of 15 respondents mentioned its positive effects, the rest of the students emphasised the adverse effects of EMI, which could be considered as disadvantageous. One particular issue most students agreed upon is that using EMI is more of a hindrance than a help as it has detrimental effects on respondents' academic success and learning process.

The advantages of EMI are mostly about future life and resources related issues. As S8 stated, "Although it is challenging, I know that it will be profitable for me.", either they were concerned about their business life about finding a lucrative job, or they highlighted the point that knowing English would ease to find numerous international course materials which led them to get information and learn more on the subject matter. For S10, "Being the lessons in English allows us to access more resources and within this framework, we can learn more". Similarly, S3 acknowledged that although it took much time, the participant favoured the importance of knowing English in terms of sources which has positive effects on her academic success:

S3: "I can find more resources on the Internet to learn the topics that I don't understand. But it takes more time to study something in English than to study Turkish."

When the resources are taken into consideration, the students seem to benefit from EMI in terms of learning new or different information connected with the subject matter. However, this small quantity of advantages cannot be inferred as EMI is profitable enough for students to be successful in their academic studies.

On the other hand, the participants indicating the disadvantages of EMI were outnumbering. Some of the damaging effects of implementing EMI on students' success

are much time and effort, memorisation, comprehension problems, the requirement of self-study, difficult exam questions and teacher-oriented issues. The respondents pointed out various disadvantageous issues to exemplify that EMI is of quite limitations. S5, for instance, alleged that EMI "...affects me negatively. If I got an education in Turkish, I would be more successful in the exams because I have to study for both the exam and English vocabulary." Just as S12 shared the same opinion by saying, "Honestly, it reduces my grades. I have difficulties in understanding the rationale as most of my lessons are in English" and specified the detrimental effect on his academic success and grades as well.

In a similar vein, it was evident regarding the students' utterances claiming that if they studied at the same department, but through TMI, they would be more successful in their academic studies:

S11: "It has a significant effect on our departmental courses. English decreases success; the reason is that exam questions are more difficult for students who study in English, and you can hear that students generally wish they would study in Turkish."

S12: "Actually, I can say that it affects negatively... I think I can be more successful because I can express myself better in the Turkish department and understand the lessons in a short time and comfortably."

EMI was also considered to lead the students to memorise the vocabulary, as S1 affirmed that "... memorising terminology that I have encountered for the first time can be tiring; therefore, I get disheartened and this situation prevents me from following the main subject". What's more, because of its demanding nature, exposure to EMI seemed to end up with tired and self-endeavoured students trying to comprehend the content on their own. S2 summarised her experience by stating that:

EMI doesn't bring complete success; on the contrary, it can be said to be a challenge most of the time. In addition, only when the students start to know their own studying style, after being able to follow the progress of the lessons and get used to the situation, then success comes along with the self-study discipline.

From a different viewpoint, exam-related issues were uttered. To exemplify, while S11 stating "English decreases the success, the reason is that exam questions are more difficult...", S4 agreed with the opinion and brought the teacher-oriented matter up for the discussion:

S4: “The fact that my department is in English has been damaging rather than beneficial for me. The main reason for this is that I cannot understand when I read the things written on the exam paper. Likewise, it is getting more and more difficult for us to understand the current lesson due to the teachers’ lack of English knowledge and the inability to make their voices heard. We can say that my school period extended for a year just because my department is in English.”

Similarly, S1 discussed the teacher impact by uttering her views akin to S4’s statement:

S1: “If it is used effectively and correctly and used by competent people, I am sure we would benefit greatly. I think that most of my professors at the department where I studied cannot use English effectively.”

On the other hand, two of the participants indicated that following EMI lessons is a challenge; however, in spite of the adverse effects of EMI, they preferred taking a neutral stance. While S8 claimed that EMI was “More challenging. I have a little difficulty in following the lessons, but I did not have much difficulty in learning”, S9 shared the same stance with S8 and similarly expressed that “Contrary to most of the lessons, I can say that it affects some of my lessons negatively. Generally, I don't think it has any noticeable effect, either negative or positive.”

In line with the responses of students, it can be interpreted that although the students are aware of English being the universal language and that it is of significant value, the negative impact of EMI remains on their success. In other words, even if they seem to embrace the demanding nature of EMI or treat these challenges as natural obstacles needed to be overcome, receiving an education in English is perceived as rather challenging, even disheartening and disadvantageous by students in regards to their academic success.

3) Resources in English

In accordance with the findings gathered from the responses to open-ended questions during the analysis process, it was discovered that the students with a high level of English proficiency were satisfied with using English course materials. In contrast, the students describing themselves as incompetent in English language skills were dissatisfied as they had difficulties in understanding these materials. Most students admittedly expressed that using resources in English was arduous for them, and they

needed to translate the lesson materials into Turkish so that they could comprehend the subject. It was remarkably evident in the findings that the students put the emphasis on the vocabulary-oriented issues.

While S8 stated “Sometimes. I have difficulties due to lack of vocabulary knowledge”, S12 agreed with the participant in terms of having lack of vocabulary and specified, “Yes, I have difficulties both in terms of grammar and vocabulary because I do not use my English much in daily life”. The respondents mainly acknowledged that their linguistic inadequacy generated comprehension problems. S5 claimed that she had challenges with the resources in English by uttering “Yes, I do. I have lack of grammar and vocabulary”, S4, similarly, admitted, “Yes, I do have difficulties. Because my level of English is average and the high level of English required in the sources and department courses; therefore, I am negatively affected”. For S13, the translation was a prerequisite for comprehending the content of the course to be able to continue her study and found her insufficient linguistic abilities guilty:

S13: “Of course, I have challenges. If the words I write on *Tur-Eng* translation website were visible, I would be dismissed. Or if there was no google translation, many students would drop out the school. The reason is that I think it is due to my insufficient vocabulary and grammar knowledge.”

Besides, S11 shared the same opinion with S13 in terms of the necessity of the translation by stating the vocabulary used in the old books varied from daily language “Translation is sometimes needed because the words used in old books are different”.

On the one hand, the course materials requiring a higher level of English competency than the students’ perceived English proficiency; on the other, the lack of terminology knowledge was another aspect that students emphasised. The findings regarding the students’ perception about the effects of English resources on their success and whether they had difficulties in comprehending the content revealed that having encountered the required but extensive terminology for the first time brought comprehension issues with itself. S9 alleged that “Sometimes I have problems with the resources. Because this is the first time, I have encountered most of the terms in the sources,” emphasising the difficulties he faced. With a similar approach, S1 and S10 claimed the common challenges emanated by the variety of the terms they encountered.

S1 expressed that “As the resources contain extended terminology, the materials in English can be difficult to understand” just as S10 uttered that he was not acquainted with the necessary terminology; “I would like to state that I have difficulty only in professional terms in English resources. This is because I am not familiar with professional terms”.

Quite the contrary, a small number of respondents stated they did not have any difficulties regarding resources in English. While S6 defined her level of English proficiency as enough to understand the course materials by expressing, “I do not have any difficulties. I have a necessary proficiency level of English for the sources”, S7, similarly, did not encounter the challenges as they had “... already gone over the materials in the lessons”.

In the process of response analysis, there emerged a different viewpoint towards the solution for comprehending difficulty encountered during studying for resources in English. S2 differently contextualised the matter and described the issue as a temporary process fading away gradually by exposing to the target language continuously:

S2: “ Since there are differences in speaking and reading, I had difficulties in understanding the literature at first. However, I think that the fact that the department is in English and constantly exposing to this language of instruction often facilitates understanding the resources.”

According to the findings obtained from the issues addressed, one can infer that most of the obstacles, such as comprehension problems, terminology and vocabulary drawbacks or the necessity of Turkish translation, originate from linguistic inefficiency.

4) Turkish translation

In regard to responses to the posed question related to the necessity of the translation in the courses, while there emerged one particular shared opinion with most of the participants, there were 3 opposing responses. The common belief was that the translation should be done for the incomprehensible subjects or for the students who could not grasp the essence of the subject. However, other responses completely opposed the idea of the translation.

S2 and S6 address the translation issue from their perspective and they did not find translating the content into Turkish profitable for the students. Besides, they supported the idea that they had chosen their departments beforehand by knowing the fact that the education they would receive in English. While S2 believed that the challenges would lead her to success, S6 argued that the language had to be stable and persistent for a better understanding:

S2: “When I was in the first grade, I usually thought that it should be done. On the other hand, once I taste that ease, I think that it can lead the students to laziness in learning the language and understanding the lesson. I argued that having difficulties brings effective learning; therefore, the translation should not be done.”

S6: “I think it would not be effective to do Turkish translation in a field or course in which English is chosen. Whatever the language of instruction is, it should be continued. This provides a better grasp of the language as it takes effort to understand.”

For 13, translating the content of the subject did not seem correct as it would not be fair to the international students, although she admitted that they were sometimes in need of the translation:

S13: “Actually, I do not find it very correct, because we are making this choice at the very beginning. At the same time, we study with international students. In this case, I think it would be unfair to them. Nevertheless, I do not want to ignore the fact that we all look in the eyes of our professors to get a Turkish explanation in the lessons

All the other responses were similar to each other concerning translating the subjects for the students who required a little push to understand the content. S7, for instance, highlighted that she got discouraged when she could not comprehend the subject, “It should be done where necessary or explained with a simple language. Because when I don't understand, I get discouraged”. Similarly, S8, S9, S10, S11 and S12 favoured the translation in terms of the situations in which the students way more struggled with the comprehension of the subject matter than necessary:

S8: “Sometimes the translation should be done. I have difficulties due to lack of vocabulary knowledge.”

S9: “It should be done when necessary; to exemplify, if a sentence contains too many technical terms, the translation becomes necessary.”,

S10: “The contents of the course can sometimes make it difficult to understand, so Turkish translation can be done when the students get stuck. However, it should not become a habit.”

S11: “It should be done for incomprehensible subjects. It is improbable that the student will search for it later, the instant translation may be more useful.”

S12: “It should be done to a certain extent. Because most of the students do not revise at home, at least they can learn something by comparing Turkish with English in the lesson.”

On the other hand, S1, concerning her classmates who had difficulties in grasping the essence of the subject, supported the translation, although she did not have the necessity of using Turkish:

S1: “I do not need any translations in the lessons; however, there may be students who do not understand. The department may be in English, but it never bothers me to translate the content for those classmates.”

The translation was regarded as the necessity for the summary of the content by S3. She approached the matter with a different point of view and stated that “At the end of the lesson, the summary of the lesson can be explained in Turkish so that we can learn the truth if there is something we misunderstand or do not understand”. While S5, in a similar manner, favoured the translation by supporting the idea of the content becoming effective, S4 acknowledged that translating the subject matter into Turkish should necessarily be done within the lesson for students who always requested the teacher to explain the content at the end of the lesson:

S4: “ Yes, it necessarily should be done. Because most students do not understand the lesson. A few friends always want the subject matter to be explained in Turkish after the teacher finishes the lecture. If this translation is done in the first place, this problem will also disappear.”

The students are of the idea that the lessons should be delivered in English as the target language; however, they feel the necessity of the translation for several reasons, such as the topics that cannot be thoroughly comprehended, a summary of the lesson or for the students with difficulty in understanding. Yet still, this requirement seems to stem from the lack of linguistic abilities in terms of terminology and vocabulary knowledge or comprehension abilities originating from being unfamiliar with the subject and lack of terminology knowledge. It seems that the students define a subject as incomprehensible when they do not have the knowledge of terminology or adequate linguistic skills. It can

be inferred that if students have been familiar with the vocabulary, content and structures in advance, they might not need the translation or describe the subject as incomprehensible as they can comprehend it.

5) English Preparatory Education

In keeping with the findings collected from the responses, only one prevailing viewpoint was manifest. The students alleged that the education given in preparatory school was satisfactory regarding the linguistic abilities in terms of vocabulary and grammatical structures of general English; however, they discussed that the content of the preparatory programme was needed to be revised as it was not supportive for the students to understand the content to be studied in the faculties.

Having a lack of preparedness for the required terminology which was put forward by most of the students was introduced as the prominent issue regarding the content delivered in preparatory school. Besides, general English having no impact on the subject matter taught in the departments was mostly the concern of the participants. S1, S4 and S9 stated that although they were satisfied with the general English education they received was beneficial as it supported their language skills, they took a negative stance as they preferred to have learned more departmental vocabulary:

S1: “The time I spent in the preparatory programme was a golden year for me in the English field. However, knowing and speaking English does not help me much in the engineering department as it is academic rather than being social. I am grateful to the preparatory year to use it effectively in daily life with my friends.”

S4: “The English lessons I received in preparatory school generally improved my level, but it did not affect my department lessons. Because the English language I received is completely different from the English language required in the departmental courses.”

S9: “. I got the benefit of English taught in prep programme, especially in understanding the lessons. However, since the English I was taught was everyday English, I had a hard time getting used to language in the department.”

With the same approach, for S2, some related terminology should have been introduced in the preparatory school. S6 and S13, likewise, declared that instead of general English lessons, receiving a terminology-oriented English study would be more

effective in order to prepare the English language required in the departmental course content:

S2: “I would like to say that I have been surprised in the past about this. I am not saying that the education I received in the prep programme is insufficient, but I think that the required terminology and structures should be introduced to students, at least.”

S6: “The English education we received in the prep programme was based on general grammar. Since the English language, we encounter in the lessons is an academic language, I think it differs from the language education we receive in preparation and requires a different study.”

S13: “I don't think it's sufficient. When our departmental lessons started, we were all felt like a fish out of water. I think this is because we do not know the terms related to our departments.”

On the other side, 6 out of 15 students were pleased with the education given in the preparatory programme. The supporting effect of the general English on the understanding of participants' departmental course content was mainly highlighted. Some of the prominent effects were in listening and understanding, ability to express themselves, following the lectures and using grammatical structures correctly. In line with these mentioned effects, for S8, English taught in preparatory was “...so profitable in terms of listening and comprehension”, just as S7 stated, “I think I have learned every required detail about grammatical structures in prep programme”.

S3, S10, S11 and S12 believed that thanks to general English they learned and practised through the preparatory year, they were able to continue their faculty life regarding following the lectures, expressing themselves, studying habits and understanding the lecturers:

S3: “. I think it has a lot of contribution. Without English preparatory education, I would have had a hard time in the field lessons. In this way, I can both understand the lessons better and study better.”

S10: “The English education I received in the preparatory programme had a positive effect not only on my lessons but also on my social life, my ability to express myself, my ability to gain competence in my profession, my imagination and even learning about new cultures.”

S11: “I could have repeated the first year if I hadn't not studied in the preparatory programme. You will likely pass the first year with a very low average without English preparatory education.”

S12: “It has lots of contributions. Although I have studied for English for many years, I had the chance to bridge the gaps in prep education. Therefore, I can study in this department.”

Considering the findings, taking the interpretation from a two-sided perspective would not be wrong. English preparatory education equipping the students with all essential language skills is evident; however, it lacks in terms of delivering the requisite terminology in order for students to be prepared for departmental courses. Although the students seem to be grateful for general English taught in the preparatory programme as their English improved in terms of daily conversations, they defined the English language as insufficient for them to keep up with the content and terminology in the faculties. One can infer that the content, structures and vocabulary in the preparatory programme should be revised and aligned with the needs of faculty content for students to be prepared for their fields of study. Therefore, the students can feel more efficient in their fields and achieve the requirement of the lessons.

4.3. Participants’ suggestions

Possible solutions, suggestions and strategies for the EMI implementations to derive the maximum benefit from the learning environment obtained from the responses were presented in this section. As the relevant question was open-ended, the responses analysed by coding and categorising in regard to the theme of ‘suggestions’ and demonstrated in the tables in order to address the research question.

In accordance with the theme of suggestions, 11 codes and 2 categories derived from the responses of the participants were presented in table 12. The findings were analysed within the scope of two categories, namely, the suggestions for Language Skills and Content Learning.

Table 12. Codes, categories and theme for the suggestions

Theme	Categories	Codes
Suggestions for better EMI implementations	Language Skills	Interactive activities in class Speaking and listening activities Reading English books Vocabulary activities Continuous learning and practice Conversational learning environment
	Content learning	Departmental courses-oriented education First term-general English / second term-specific English in the preparatory programme Projects and assignments Academic English lessons in departments Terminology lessons

4.3.1. Suggestions for English Language Proficiency

Considering the responses given as suggestions, the students mostly favoured implementing various activities to the lessons in order to help them with their linguistic competency in terms of language skills. The participants' initial concern was about the activities done in the classroom.

S13 suggested speaking activities to improve their speaking ability for their presentations by stating, "I also wish there were more speaking lessons. I think this would be beneficial for our presentations." S12, similarly, showed a supportive stance to S13 and put forward the continuous practice was necessary; however, the students got used to memorising the vocabulary to pass the exams and did not use the language for actual purposes. There should be created a conversational learning atmosphere in which the students could use the vocabulary and grammatical structures rather than memory-driven ones:

S12: "I think, in order to learn a language, continuity must be a part of your life so that it is not forgotten. Besides, you have to use that language somewhere in your life. I think the reason why language education in schools is not enough is that students do not use this language enough; they just memorize this language to solve the examples at the end of the units. On the contrary, there should be conversational learning environments that offer opportunities for students to talk and do speaking practice by using the vocabulary and grammatical structures they have learned."

In the same manner, S5 urged that “Turkish language shouldn’t be spoken in the classroom, and speaking practice should be done.” S2 and S3, on the other hand, agreed with S5 in terms of the necessity of the speaking activity to turn the learning environment into an interactive atmosphere where students could express themselves in English. While S2 indicating, “...students should be supported with more interactive studies”, S3 supported her by enumerating her suggestions “...trying to talk by doing activities with each student...asking students to prepare and present a play in English...not using the book only in all classes...doing more listening activities.”

S10, with a slightly different approach, seemed to find the solution in skills practice based on self-study to improve his linguistic abilities and believed studying hard to make contributions to his departmental courses:

S10: “I believe that reading English books is significant. Doing lots of research, watching movies, listening to music, and even making a friend with whom we can speak English contribute to better learning of the department lessons.”

S11, on the other hand, claimed to give much importance to grammar was useless when one had limited vocabulary knowledge. Therefore he brought up the necessity of vocabulary studies:

S11: “The grammar issue seems to be very important for us, when you make a mistake, it is thought as if the world is over. I don't think too much of grammar while talking, somehow it happens spontaneously. I think the main thing students should know is vocabulary. It is nice to master grammar, but knowing them without knowing the words is useless. I think a person who has an extended vocabulary knowledge is always more advantageous. Studies should be done to improve the vocabulary in the lessons.”

As it is evident, the concern of the participant students was primarily related to communicative skills. It seems that the students feel competent in writing, listening and reading skills, while they bring up the speaking issue. They mostly hesitate to speak due to the fear of making mistakes or the lack of speaking practice. Although they consider themselves competent in grammar and are able to write with the correct grammatical structures, they avoid speaking because they neither want to make mistakes nor view their vocabulary knowledge as sufficient enough to speak. It might generate from the lack of terminology knowledge taught in the prep programme. It can be inferred that the students need more speaking practices, especially related to their fields of study. Therefore, the

practices applied in the language classrooms should diversify and language skills should be integrated for enhancing the speaking and communicative activities especially on the topics related to students' subject fields.

4.3.2. Suggestions for Content Learning

While analysing the suggestions, the need for participants over preparation for the terminology and academic structures conspicuously drew attention in terms of content learning. The most prominent suggestion as to how to be prepared for the academic terminology was to revise the curriculum of the preparatory programme and aligning it with the students' needs, considering the courses in the departments.

According to S1, as the preparatory programme was the initial step, English education in the preparatory programme could be redesigned according to students' departments and departmental needs. The education for general English could be given in the first term; then specific English could be implemented in the second.

S1: "I believe that the prep programme is the touchstone in this sense. Instead of mixed classes, the specific courses containing the terms can be taught according to students' departments. The students can be prepared for the terminology and structures that they will encounter in the department. Since I benefit from being in a mixed class socially, the first semester may be mixed, but at least in the second semester, I think everyone should be prepared for their department."

S6 recommended, with a similar perspective, that:

S6: "I recommend that students be given English language training in the academic field in the department or prep programme. Thus, they can adapt more easily when they start studying in their faculties."

Besides, S13 showed that she has a parallel thought by uttering that:

S13: "Although it might not seem possible when you think about it, I would like to have learned the terms related to my department beforehand, at least a little in the preparatory school. It would be of great help to me now."

By drawing attention to a slightly different strategy, S10 put the emphasis on better improvement by means of the projects given in the departments. He mentioned that the assignments and projects were of vital importance for self-improvement by saying that:

S10: “...Especially the assignments and projects given in the department courses are significant. In these assignments and projects, it is definitely necessary to do a lot of research to improve ourselves better...”

The suggestions from the students are of great value as they have experienced the advantages and disadvantages of EMI implementations. As can be interpreted, it seems necessary to diversify and improve language skill-based activities to create an interactive learning atmosphere. In addition, it seems essential to equip the students with terminology required for the departmental course contents as most of the participant students consider that their inefficacy in the departments stems from the lack of vocabulary used in their fields.



CHAPTER 5. DISCUSSION, CONCLUSION AND SUGGESTIONS

This chapter reviews the research questions along with an overview of the study. The discussion of major findings is presented by addressing the research questions. Finally, the chapter presents the conclusion and suggestions for further studies.

5.1. Overview of the Study

The present study aimed to reveal the students' perceptions of EMI implementation, its perceived effects on students' English language skills and content learning, and students' suggestions for better EMI practices at the tertiary level in Turkey. The analyses were performed after carrying out a semi-structured data collection tool consisting of closed and open-ended questions to gather qualitative data.

Regarding the collected data from the participant students, this study sought answers for the questions below;

1. What are the perceptions of students about using EMI in terms of;
 - a) English Language proficiency?
 - b) Content learning?
2. What are the students' suggestions to derive the maximum benefit from EMI implementation in the learning process in terms of;
 - c) English language proficiency?
 - d) Content Learning?

5.2. Discussion of Major Findings

The discussion of the significant findings of the present study is presented in this chapter. In order to address the research questions, perceptions about EMI in language learning in terms of English language proficiency, perceptions about using EMI in content learning and the suggestions of the participants are discussed.

5.2.1. Perceptions about English language proficiency

The findings obtained from the participant students to address the first sub-question of the first main research question through the second part of the data collection tool consisting of close-ended questions were specifically divided into three categories within itself. In the first category, the questions focused on the students' self-awareness about their vocabulary, terminology, grammar and background knowledge in the field of study. Second, students' opinions about the content teachers' choice of grammar and vocabulary were aimed to collect, and finally, the students' skill preferences were discovered in terms of receptive and productive skills to have an insight into their tendency.

The findings regarding students' own perception about vocabulary and grammatical structures demonstrated that students seemed satisfied with their general vocabulary knowledge and grammar as most of the participant students evaluated their level of knowledge on vocabulary as good and very good. This situation might also be associated with the students' year of study. Most participants have been studying for the English Language for over six years. Contrary to vocabulary and grammar knowledge, a high frequency was observed on the students' perceived terminology knowledge; however, most students considered their knowledge about vocabulary required in their field of study as average or poor. The students do not perceive their terminology as efficient to comprehend the subject matters in their departments. The findings on perceptions about vocabulary, grammar and terminology were consistent with the findings collected from the open-ended questions. In other words, most students mentioned the same issue and stated that they had learned nearly everything related to general vocabulary and grammatical structures in the preparatory class but not the terminology required in their fields. The students who evaluated their terminology as good stated that they had to overstudy or memorize the necessary vocabulary within the years because they were the 3rd or 4th-grade students. One might arrive at a conclusion that the students must be provided with practices that fortify learning terminology before they proceed to the faculties, as YÖK offered in the Higher Education Act regulation in 1984.

Gathering data about students' background knowledge on their fields is vital as having some background knowledge might have some positive effects on the students' learning process. Only one of the participant students had experience in the field before university. The participant not only assessed his terminology knowledge as very good but also indicated that he managed to be successful in the departmental courses thanks to his former experience. The findings regarding students' background knowledge indicate that there is a positive correlation between having experience in a particular field and being competent in the field. Therefore, it might be rewarding for students to be trained by taking their faculties' needs into account.

The findings were obtained from the students' answers to the items in relation to whether students could understand and follow the content teachers' English in terms of preferred vocabulary and grammatical structures while delivering the course through EMI revealed that students seemed content with the language used in the lessons. In other words, most participant students indicated that their content teachers' preferences of vocabulary and grammatical structures were at their level. However, even if they were the minority, some participants claimed that the vocabulary and grammar choices of the teachers were higher or lower than their level. Besides, a correlation between close-ended questions' responses and the responses given to the open-ended questions was observed. Regarding the participants' statements, one can infer that the content teachers' accent, pronunciation, pace and the choice of grammatical structures and vocabulary while giving lectures through EMI has an impact on the students' comprehension of the language in the learning process. These findings appear to be consistent with the previous research conducted by Karaman (2018) regarding the perceived effectiveness of EMI, and one of the findings revealed the influence of the content teachers' choices on the students' learning process through EMI.

The underlying rationale for discovering the students' skill preferences was to reveal the tendency of using skills in which they feel competent and whether they are linguistically ready to have a sufficient grasp of the language used in EMI courses. The findings showed that over half of the participants preferred to be passive listeners in the lectures instead of speaking or actively participating in the lesson. When it comes to the production of the language, most of the students are more inclined to write rather than

giving oral presentations as they feel more competent in writing. It seems there is a self-confident issue in speaking. The students feel more self-esteem in writing as they have a chance to correct their mistakes while writing whereas they think that they do not have an opportunity to correct themselves while speaking. As they avoid making mistakes, they avoid speaking, as well. The students should be encouraged to speak whether they make mistakes or not, and supported required vocabulary and terminology so that they can feel confident and have a voice in their field of study. There found conformity with the given answers to the question in the demographic part. Most students considered their speaking skills as average or poor, while they evaluated the other skills as good or very good. In addition, their comments in the open-ended questions are in line with these findings. Therefore, it can be interpreted that due to the lack of adequate practice in speaking, the students hesitate to give answers or explain their opinions, which affects their motivation and attitudes towards the courses. Although the only skill that the students identify themselves with being poor is speaking skill, according to the findings obtained from the open-ended questions, they need further assistance in the improvement of all skills. Given that they feel incompetent to understand the questions in exams, the terminology used for the subject matter and academic resources related to the subject, the students need to be equipped with the required abilities by providing more practice in reading, listening and academic writing related to their fields of study.

5.2.2. Perceptions about content learning

The third part of the data collection tool of the study aimed to shed light on the students' perceptions about the effects of using EMI on content learning. In order to address the second sub-question of the first main research question, open-ended questions were posed to the participant students.

In conformity with the responses of the participants, it is evident that almost all the respondents met at a particular common point that English is necessary and essential for business life. All students participating in the study acknowledged that having a better understanding and being competent in the English language is a requirement as it is the English language is the universal language. In other words, the participants' general attitudes disclosed that having a good deal of proficiency in the English language is regarded to be a prerequisite for being a global citizen. All participant students

highlighted the advantages of English proficiency regarding the opportunities such as working abroad or gaining a better seat on international grounds. Being the lingua franca among people around the world, the English language is considered prestigious by all the participant students.

Learning the subject matter through EMI was viewed as an opportunity by 9 out of 15 respondents as it would lead the students to learn and practice English in the way of being global citizens. Even some students who mentioned the challenges of EMI emphasised the cruciality of English for their fields. That is to say, although learning the content through English might be arduous for them, most participants seem to be aware of the prominence of being proficient in the English language.

According to the findings related to the effects of EMI on the students' academic success, there were positive and negative attitudes. However, only 4 out of 15 participants, who indicated that there are advantages generated from using EMI, highlighted the future life and career-related issues rather than their success. Besides, although they found using EMI advantageous for business life, they acknowledged that learning the content through EMI takes much time and is challenging. In other words, either they were concerned about their business life about finding a lucrative job, or they emphasised the point that knowing English would ease to find numerous international resources, which led them to get information and learn more on the subject matter. On the other hand, the effects of EMI on the students' success were perceived as disadvantageous by the rest of the participants. The outnumbered participants referred to adverse effects of EMI implementation on their success due to the following drawbacks: much time and effort, memorisation, comprehension problems, the requirement of self-study, difficult exam questions and teacher-oriented issues. Some students who stated the detrimental effects of EMI on their academic success and grades believed they would be more successful in their fields if their medium of instruction were Turkish. Moreover, as they need to memorise the terminology and overstudy while trying to internalize the language and the content, the students feel overwhelmed and disheartened from time to time. On the basis of participants' arguments about the requirements of the learning process through EMI, it can be regarded as arduous for students. Moreover, considering these findings, it might be an appropriate interpretation that due to its demanding nature,

exposure to EMI implementation seems to end up with tired and self-endeavoured students trying to comprehend the content on their own. These findings show consistency with the previous study conducted by Kahvecioğlu (2019), Karaman (2018) and Atik (2010). In these studies, EMI was also found arduous and challenging for students to internalize the academic language and content; thus EMI has a negative effect on students' academic success.

Nevertheless, it is surprising that the number of students who claim the EMI is arduous and have positive attitudes toward EMI learning is almost equal. That is, one can infer that despite the challenges brought about by EMI implementation itself, the students seem to be contented with learning the content through EMI as they strongly believe knowing English has a vital role on international grounds in terms of professional life.

In accordance with the findings gathered from the responses related to academic resources in English, it was revealed that the students with a high level of perceived English proficiency were fulfilled with using English course materials. In contrast, the students describing themselves as incompetent to deal with the demands of the English language were dissatisfied as they had difficulties in understanding these materials. Most students admittedly expressed that using English resources was demanding for them, and they needed to translate the lesson materials into Turkish so that they could comprehend the subject. It was remarkably evident in the findings that the students put the emphasis on the vocabulary-oriented, specifically terminology issues. In many cases, the translation seemed to be a prerequisite for students to comprehend the terminology and, in turn, the content of the course. Moreover, the inefficacy in the linguistic abilities was attributed since most of the participants perceived their language proficiency as insufficient to understand the resources in their fields of study. It seems that the comprehension problems are directly related to the linguistic abilities of the students. While they can understand the daily speech in English, they can not comprehend the lessons properly as they haven't been familiar with the necessary content or terminology in advance as they are taught general English in the prep programme. The problem might be handled in the preparatory programme by providing students with the listening and reading materials related to the study field which in turn can help the students be equipped with the

necessary structures and terminology which they will need to use and understand in the faculties.

Although one participant student described the matter as a temporary process fading away gradually by exposing to the target language continuously, the majority is to be taken into consideration. In regard to the acknowledgments of the most participant students, one can infer that first, the inadequate terminology knowledge causes various difficulties the students have to face. Therefore, before proceeding to their faculties, the students need to be equipped with the necessary terminology knowledge. Second, the linguistic barriers giving rise to the necessity of Turkish translation and comprehension problems are of vital importance.

In regard to responses to the question about whether there is a necessity of the translation in the courses or not, there emerged one particular shared opinion with most of the participants. The common belief was that the translation should be done only for the subjects relatively challenging to comprehend or for the students who could not grasp the essence of the subject. While the students seem to contend with the lessons' being delivered in English, they also accept that some students need Turkish translation in some parts of the lessons. However, the translation was regarded as detrimental to the students' linguistic comprehension. It is also found that neither is it beneficial nor effective. Besides, some participants think that the challenge leads them to succeed if they persist in using the language they have chosen before starting their education. On the other hand, some students seem to be concerned about the classmates who cannot grasp the subject matter as they are discouraged when the content could not be comprehended. The translation was regarded as the necessity for summarizing the lesson for the students who always requested the teacher to explain the content at the end of the lesson.

Although the participant students do not favor the translation, their statements imply some classmates require the translation. Considering the participant students' responses, it can be an accurate interpretation that there is a considerable amount of students who are in need of Turkish translation to apprehend the content. The translation need might be associated with the students' lack of terminology knowledge and perceived language competence.

The question about the English Preparatory programme was posed to students with the aim of finding out if there is a positive correlation between the education given in prep and the content taught in students' departments. All participant students studied in the preparatory programme before they proceeded to their departments. Students' opinions put forward a prevailing viewpoint: education given in preparatory school is beneficial in terms of general English vocabulary and grammatical structures; however, it lacks the terminology and content required in faculties. Therefore, the content and the curriculum of the preparatory programme can be revised and aligned with the faculties' needs. Having a lack of preparedness for the required terminology, which was alleged by most of the students, was introduced as the prominent issue regarding the content delivered in preparatory school. The primary concern of the participants is knowing general English has a minor impact on the subject matter given in their faculties. Some of the participants have a positive attitude toward the general English education they received in the prep school as they reap the benefits of linguistic skills as well as grammar and vocabulary; nevertheless, all took a negative stance as they preferred to have learned more departmental vocabulary in advance.

Students' further opinions maintain valuable English language learning practices in the preparatory school in terms of all linguistic skills but not sufficient for them to overcome the challenges of subject matter in their faculties. They all declared that instead of general English lessons, receiving a terminology-oriented English study would be more efficient in order to prepare the requirements of the departmental course content. On the basis of these findings, it can be interpreted that it is evident English preparatory education equips the students with all essential language skills; however, it lacks in terms of delivering the requisite terminology in order for students to be prepared for the needs of the departmental course content.

5.2.3. Students' suggestions to derive the maximum benefit from EMI practices

The second main question of the present research is posed to reveal the better practice suggestions of students for driving maximum benefit of EMI implementation. In regard to the findings, all participants shared a common opinion, which urges for the requirement of learning terminology and academic structures as acquiring the subject

matter in the departments needs that kind of preparedness. The first and foremost suggestion of the participants is that the curriculum of the preparatory programmes at the university level can be revised and reconstructed to meet the departmental courses' needs. Almost all the participants indicate that the reason behind the challenges they face in the EMI process is linked with their insufficient linguistic abilities required in their field of study. One of the suggestions was; as the preparatory programme is the first step, it can be extended to two years or three semesters and while general English is taught in the first year, terminology and academic structures related to the subject matter can be taught in the second year.

Considering the other responses given as suggestions, the students mostly favoured implementing various interactive activities in the course practices in order to help them with their linguistic competency in terms of language skills, especially speaking. The participants' initial concern was about the activities done in the classroom. They showed a supportive stance for practicing speaking and put forward the continuous practice was necessary; however, the students seem to get used to memorising the vocabulary to pass the exams and do not use the language for actual purposes. There should be created a conversational learning atmosphere in which the students could use the vocabulary and grammatical structures rather than memory-driven ones. Besides, speaking activities were favoured to improve the students' speaking ability for the presentations they give in the classes. As can be interpreted, it seems highly essential to support the students with vocational studies required for the subject matter before they proceed to the faculties, as all of the participant students indicate that their inefficacy in the departmental courses generates from the lack of terminology used in their field of study. Additionally, it seems necessary to diversify and improve language skill-based activities to create an interactive learning atmosphere.

5.3. Conclusion

The purpose of the present study was to reveal the nature of EMI and discover students' perceptions about EMI implementation and its effects on their English language proficiency and content learning at the tertiary level in Turkey. A phenomenological approach, which was one of the qualitative research designs, was adopted in the study and a semi-structured questionnaire was utilised in order to collect data. In order to

address the research questions, the data gathered from the close-ended and open-ended questions were analysed. Findings were demonstrated in the tables and figures, then finally discussed by associating with the aim of the study in the related sections.

In conformity with the findings obtained from the qualitative analyses, it can be concluded that students have positive perceptions about EMI implementation as being proficient in the English language is regarded as a prerequisite for being a global individual. The students seem to be aware of the significance of English in the modern world, where English is the common language for most domains, from industry to education. The findings can be explained by the fact that being the lingua franca among people around the world, the English language is considered prestigious by all the students as it will help them gain better seats on international grounds. Therefore, the students are content with being in such an education system and being exposed to the English language that they desire to be competent. The positive attitudes of students towards EMI implementation can be inferred that their appreciation generates from the requirement of the English language in their fields of study.

On the other hand, the findings reveal that in spite of students' appreciation of the notion of EMI, the impact of EMI on the students' English language proficiency and content learning is negative. The use of EMI seems to be more of a hindrance than a help in terms of content learning. The students seem to deal with a considerable amount of challenges in content learning and actively participating in the lesson. The difficulties that students encounter have detrimental effects on the content learning due to the following drawbacks of EMI: much time and effort, memorisation, comprehension problems, the requirement of self-study, difficult exam questions and teacher-oriented issues. Moreover, according to the findings, it can be concluded that mostly the students with comprehension problems avoid participating in the lesson. Thus, their success has been affected adversely. The extra burden which comes along with the EMI itself leads the students to memorise and overstudy, which ends up with overwhelmed individuals who have to focus on internalising the language and terminology rather than content comprehension.

So as to meet the students' immediate needs of content comprehension and eliminate the language barrier, the first and foremost suggestion is that the curriculum of

the preparatory schools can be redesigned according to the faculties' needs. Besides, the placement of the students should be changed. The students are placed in the classes based on their general English levels; thus, the students from different fields are obliged to study for the same English content and vocabulary. However, there should be an arrangement while placing the students in the classes by taking the students' fields of study into consideration. Therefore, the curriculum and content can be redesigned and the vocational courses or EAP and ESP designs can be adopted in the preparatory schools for the students to be familiar with the terminology and content in advance. Instead of teaching general English in the preparatory year, the curriculum can be designed by implementing the course materials related to the technical terminology and content for students to take advantage of them when they proceed to their faculties. Besides, more interactive practices can be implemented so that the students can do away with the hesitation of speaking. Students necessitate more speaking-integrated practices in the courses to feel more competent and self-esteem. With these alterations, the students' needs might be met and they can be equipped with the required abilities in order to be active participants in the entire process of EMI; therefore, they can endeavour to internalise the content.

To conclude, it can be inferred that the nature of the problem mostly generates from the different practices applied in the prep programmes and the faculties in terms of the aim of the English language use. While, in the preparatory programmes, English is taught to students as a language itself by placing the students on the basis of their general English level; in the faculties, it is used as a medium of instruction to learn different subjects. Due to being unfamiliar with the required terminology and academic structures related to the subject, the students have to face plenty of challenges in the faculty lessons and deal with the comprehension problems affecting the students' success negatively.

5.4. Suggestions for further research

The present study investigated the students' perceptions about EMI in terms of English language proficiency and content learning in a private university in Turkey. For further research, the content teachers' and students' perceptions can be compared to find out whether there is a considerable difference between them. The comparison of private university students' and state university students' attitudes toward EMI can be a subject of another research. In addition, the perceptions and attitudes of stakeholders who lived

and experienced EMI implementation in another country for over a year where the official language is English can be investigated to discover if there is any difference in the viewpoints with the stakeholders who live in Turkey. Finally, this qualitative research was conducted with 15 students in the Covid-19 pandemic process with the limited resources in terms of collecting data, yet a study carried out with a higher amount of students could lead the researcher to obtain more holistic findings with a wider perspective.



APPENDICES

Appendix A: Questionnaire

Dear Student,

The aim of the present scientific study is to investigate your perceptions about teaching in English (English-Medium of Instruction). The data collection tool of the study consists of close and open-ended interview questions. Your responses will be kept confidential and used only in the scope of the research. For this reason, I kindly ask you to answer the questions sincerely.

Thank you very much for your contribution.

Sinem DERİNBAY

MA. Maltepe University / English Language Teaching
Instructor at Doğuş University

PART I: DEMOGRAPHIC QUESTIONS

1. Gender: ☐ F ☐ M

2. Faculty / Department:

3. Grade (Year of Study):

4. How many years have you been studied for English?

5. What is your reason for choosing a department offering English-medium of instruction?

(You may choose more than one option)

_____ To improve my English

_____ Because I believe that taking classes in English will make me more efficient in my field

_____ Because I believe it will be easier for me to find a job after studying English

_____ Because my family wants me to do

_____ Because my points are enough to do

_____ Other:

6. Could you indicate your level of proficiency in English language skills by putting an "X" in the table below?

	Very Good	Good	Average	Poor
Reading				
Listening				
Speaking				
Writing				

7. Have you ever been to an English-speaking country? ____Yes ____No

If "Yes";

To which country have you been:

How long have you been:

For what purpose:

Which language skills did you mainly use in this process: (Please put an "X" below)

____Reading	____Listening	____Speaking	____Writing
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PART II: ENGLISH PROFICIENCY LEVEL – KNOWLEDGE & SKILLS

1. How do you evaluate your knowledge of English vocabulary?

☐ Very good ☐ Good ☐ Average ☐ Poor

Please explain your response in more detail;

.....

2. How do you evaluate your knowledge of English terminology in your field?

☐ Very good ☐ Good ☐ Average ☐ Poor

Please explain your response in more detail;

.....

3. How do you evaluate your knowledge of English grammar?

☐ Very good ☐ Good ☐ Average ☐ Poor

Please explain your response in more detail;

.....

4. How do you evaluate your background knowledge about your department?

☐ Very good ☐ Good ☐ Average ☐ Poor

Please explain your response in more detail;

.....

5. Could you evaluate the vocabulary chosen by the content teacher in the lecture according to your level?

☐ Higher than my level
☐ At my level
☐ Lower than my level

Please explain your response in more detail;

.....

6. Could you evaluate the grammatical structures chosen by the content teacher in the lecture according to your level?

☐ Higher than my level
☐ At my level
☐ Lower than my level

Please explain your response in more detail;

.....

7. Which language skills do you prefer to use more while following the lesson?

☐ Reading ☐ Listening ☐ Speaking ☐ Writing

Why?

8. Which language skill do you prefer to use in the assignments?

☐ Reading ☐ Listening ☐ Speaking ☐ Writing

Why?

PART III: SUBJECT LEARNING

1. What is your general attitude towards English-medium of instruction?
2. How does the English-medium of instruction affect your academic success?
3. Do you have difficulties in understanding the sources in English?
4. Should translation be done during the course? Why?
5. Could you evaluate the effect of the English preparatory programme on the courses given in the department?

PART IV: SUGGESTIONS

What are your suggestions for further implementations for students to learn the courses given in English better?

ARAŞTIRMA SORULARI

Değerli Öğrencimiz,

Bu araştırma, öğretimin İngilizce yapılması ile ilgili görüşlerinizi ortaya çıkartmak amacıyla yapılmaktadır. Çalışmanın bilgi toplama aracı, yönlendirici ve açık uçlu olarak hazırlanan mülakat sorularından oluşmaktadır. Cevaplarınız gizli tutulacak ve yalnızca araştırma kapsamında kullanılacaktır. Bu sebeple, sorulara içtenlikle cevap vermenizi rica ederim.

Katkılarınız için çok teşekkürler.

Sinem DERİNBAY

MA. Maltepe University / English Language Teaching

Instructor at Doğuş University

I. BÖLÜM : KİŞİSEL BİLGİLER

1. Cinsiyetiniz: ☐ K ☐ E

2. Fakülte / Bölümünüz:

3. Sınıfınız:

4. Kaç yıldır İngilizce dersi alıyorsunuz?:

5. Okuduğunuz bölümde, eğitimi İngilizce olarak veren bir üniversiteyi seçme nedeniniz nedir?

(Birden fazla seçenek işaretleyebilirsiniz)

_____ İngilizcemi geliştirmek için

_____ Dersleri İngilizce almanın, alanımda beni daha etkin kılacağına inandığım için

_____ İngilizce eğitim aldıktan sonra iş bulmamın daha kolay olacağına inandığım için

_____ Ailem istediği için

_____ Puanım yettiği için

_____ Diğer (lütfen belirtiniz):

6. İngilizce dil becerilerinde, kendi yeterlik düzeyinizi, aşağıdaki tabloda “X” koyarak belirtir misiniz?

	Çok İyi	İyi	Orta	Zayıf
Okuma				
Dinleme				
Konuşma				
Yazma				

7. Daha önce İngilizce konuşulan bir ülkede bulundunuzmu? ____Evet ____Hayır

Cevabınız evet ise;

Hangi ülkede bulundunuz:

Ne kadar süre bulundunuz:

Hangi amaçla bulundunuz:

Bu süreçte ağırlıklı olarak hangi dil becerinizi kullandınız: (Aşağıdaki tabloyu

“X” ile işaretleyiniz)

____Okuma	____Dinleme	____Konuşma	____Yazma
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II. BÖLÜM: İNGİLİZCE YETERLİK – BİLGİ ve BECERİ

1. Dersleri anlamada İngilizce genel kelime bilginizi nasıl değerlendiriyorsunuz?

☐ Çok İyi ☐ İyi ☐ Orta ☐ Zayıf

Ekleme istedikleriniz;

2. Dersleri anlamada kendi alanınıza ait İngilizce terminoloji bilginizi nasıl değerlendiriyorsunuz?

☐ Çok İyi ☐ İyi ☐ Orta ☐ Zayıf

Ekleme istedikleriniz;

3. Dersleri anlamada İngilizce dilbilgisi yeterliğinizi nasıl değerlendiriyorsunuz?

☐ Çok İyi ☐ İyi ☐ Orta ☐ Zayıf

Ekleme istedikleriniz;

4. Bölümünüzle ilgili geçmiş bilgi birikiminizi nasıl değerlendiriyorsunuz?
(Dersleri almaya başlamadan önce seçtiğiniz alan ile ilgili bilginiz ne düzeydeydi?)

☐ Çok İyi ☐ İyi ☐ Orta ☐ Zayıf

Ekleme istedikleriniz;

5. Öğretim görevlisinin, ders anlatımında seçtiği kelimeleri kendi düzeyinize göre değerlendirir misiniz?

- ☐ Benim düzeyimden yüksek
☐ Benim düzeyimde
☐ Benim düzeyimden aşağıda

Ekleme istedikleriniz;

6. Öğretim görevlisinin, ders anlatımında seçtiği dilbilgisi yapılarını kendi düzeyinize göre değerlendirir misiniz?

- ☐ Benim düzeyimden yüksek
☐ Benim düzeyimde
☐ Benim düzeyimden aşağıda

Ekleme istedikleriniz;

7. Dersi takip etme aşamasında hangi dil becerilerinizi daha çok kullanmayı tercih ediyorsunuz?

☐ Okuma ☐ Dinleme ☐ Konuşma ☐ Yazma

Neden? (lütfen belirtiniz):

8. Sizden istenen ödevlerde hangi dil becerinizi kullanmayı tercih edersiniz?

☐ Okuma ☐ Dinleme ☐ Konuşma ☐ Yazma

Neden? (lütfen belirtiniz):

III. BÖLÜM: ALAN DERSLERİNİN ÖĞRENİLMESİ

1. Öğretim dilinin İngilizce olması ile ilgili genel düşünceniz nedir?
2. Öğretim dilinin İngilizce olması derslerdeki başarıınızı ne yönde etkiliyor?
3. İngilizce ders kaynaklarını anlamakta zorluk yaşıyor musunuz? Neden?
4. Ders esnasında Türkçe çeviri yapılmalı mı? Neden?
5. Hazırlıkta aldığınız İngilizce eğitiminin alan derslerine etkisini değerlendirir misiniz?

IV. BÖLÜM: ÖNERİLERİNİZ

Öğrencilerin, İngilizce olarak verilen bölüm derslerini daha iyi öğrenebilmesi için yapılabilecek uygulamalara önerileriniz nelerdir?

Appendix B: The Responses of Participants

Student 1

I. BÖLÜM : KİŞİSEL BİLGİLER

1. Cinsiyetiniz: ☒ K ☐ E
2. Okuduğunuz Fakülte / Bölüm: Mühendislik / Bilgisayar mühendisliği
3. Sınıfınız: 4
4. Kaç yıldır İngilizce dersi alıyorsunuz?: 13
5. Okuduğunuz bölümde, eğitimi İngilizce olarak veren bir üniversiteyi seçme nedeniniz nedir?

(Birden fazla seçenek işaretleyebilirsiniz)

☐ İngilizcemi geliştirmek için

☒ Dersleri İngilizce almanın, alanımda beni daha etkin kılacağına inandığım için

☒ İngilizce eğitim aldıktan sonra iş bulmamın daha kolay olacağına inandığım için

☒ Ailem istediği için

☒ Puanım yettiği için

☐ Diğer (lütfen belirtiniz):

6. İngilizce dil becerilerinde, kendi yeterlik düzeyinizi, aşağıdaki tabloda “X” koyarak belirtir misiniz?

	Çok İyi	İyi	Orta	Zayıf
Okuma	x			
Dinleme	x			
Konuşma	x			
Yazma		X		

7. Daha önce başka bir ülkede yaşadınız mı? ☐ Evet ☒ Hayır

Cevabınız evet ise;

Hangi ülkede bulundunuz:

Ne kadar süre bulundunuz:

Hangi amaçla bulundunuz:

Bu süreçte ağırlıklı olarak hangi dil becerinizi kullandınız: (Aşağıdaki tabloyu “X” ile işaretleyiniz)

☐ Okuma	☐ Dinleme	☐ Konuşma	☐ Yazma
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II. BÖLÜM: İNGİLİZCE YETERLİK – BİLGİ ve BECERİ

1. Dersleri anlamada İngilizce genel kelime bilginizi nasıl değerlendiriyorsunuz?

☐ Çok İyi ☒ İyi ☐ Orta ☐ Zayıf

Eklemek istedikleriniz;

2. Dersleri anlamada kendi alanınıza ait İngilizce terminoloji bilginizi nasıl değerlendiriyorsunuz?

☐ Çok İyi ☐ İyi ☒ Orta ☐ Zayıf

Eklemek istedikleriniz; maalesef terim anlamında çok iyi bir düzeyde değilim .

3. Dersleri anlamada İngilizce dilbilgisi yeterliğinizi nasıl değerlendiriyorsunuz?

☐ Çok İyi ☒ İyi ☐ Orta ☐ Zayıf

Ekleme istedikleriniz; Aslında eksik denebilecek düzeyde ama öğretmenlerin de bariz bir dil sıkıntısı olduğu için çok fazla terim ve derse has kelimeler kullanılmıyor.

4. Bölümünüzle ilgili geçmiş bilgi birikiminizi nasıl değerlendiriyorsunuz? (Dersleri almaya başlamadan önce seçtiğiniz alan ile ilgili bilginiz ne düzeydeydi?)

☐ Çok İyi ☒ İyi ☐ Orta ☐ Zayıf

Ekleme istedikleriniz;

5. Öğretim görevlisinin, ders anlatımında seçtiği kelimeleri kendi düzeyinize göre değerlendirir misiniz?

☐ Benim düzeyimden yüksek

☐ Benim düzeyimde

☒ Benim düzeyimden aşağıda

Ekleme istedikleriniz; Ayrıca çok önemli olduğunu düşündüğüm ve hazırlıkta da birkaç ders üstünde durduğumuz ;konuşurken duraklama, belli sesler çıkarma (eeee, ıııı) gibi pek çok verim düşürücü unsur yaşanıyor derslerde.

6. Öğretim görevlisinin, ders anlatımında seçtiği dilbilgisi yapılarını kendi düzeyinize göre değerlendirir misiniz?

☐ Benim düzeyimden yüksek

☐ Benim düzeyimde

☒ Benim düzeyimden aşağıda

Ekleme istedikleriniz; Hatalı dil kuralları ve tonlama hataları dersten verim almamızı zorlaştırıyor.

7. Dersi takip etme aşamasında hangi dil becerilerinizi daha çok kullanmayı tercih ediyorsunuz?

☐ Okuma ☐ Dinleme ☒ Konuşma ☐ Yazma

Neden? (lütfen belirtiniz): Konuyu önce okuyup evde kendi kendime anlatarak daha iyi verim alıyorum. Kendi kelimelerimle daha akılda kalıcı olduğunu düşünüyorum.

8. Sizden istenen ödevlerde hangi dil becerinizi kullanmayı tercih edersiniz?

☐ Okuma ☐ Dinleme ☒ Konuşma ☐ Yazma

Neden? (lütfen belirtiniz):

Özellikle sunum veya ders içi tartışmalarda kendimi ve ne anlatmak istediğimi daha iyi belirttiğimi düşünüyorum.

III. BÖLÜM: ALAN DERSLERİNİN ÖĞRENİLMESİ

1. Öğretim dilinin İngilizce olması ile ilgili genel düşünceniz nedir?

Etkili ve doğru kullanılırsa ve yetkin kişiler tarafından kullanılırsa eminim ki çok faydasını göürdük. Çoğu eğitim aldığım bölüm hocamın İngilizceyi etkin kullanmadıklarını düşünüyorum.

2. Öğretim dilinin İngilizce olması derslerdeki başarınızı ne yönde etkiliyor?

Sevdiğim bir dil olması beni motive ediyor. Ancak hazırlıkta bölümlerimize hazırlık olarak terim içeren kelimeler görmediğimiz için ilk defa karşılaştığım terimleri ezberlemek yorucu ve ana konudan koparıcı olabiliyor.

3. İngilizce ders kaynaklarını anlamakta zorluk yaşıyor musunuz? Neden?

Evet. Ağır terimler içerdikleri için yorucu olabiliyor.

4. Ders esnasında Türkçe çeviri yapılmalı mı? Neden?

Ben çeviriye ihtiyaç duymuyorum ama anlamayan öğrenciler olabiliyor. Bölüm İngilizce olabilir ancak anlaşılmayan yerlerde o arkadaşlarımız için çevirmeleri beni asla rahatsız etmez.

5. Hazırlıkta aldığınız İngilizce eğitiminin alan derslerine etkisini değerlendirir misiniz? Hazırlık, İngilizce alanında benim için altın bir yıldır. Ancak İngilizceyi bilmek ve konuşmak, mühendislik gibi pek de sosyal olmayan bir bölümde pek yardımcı olamıyor bana. Günlük hayatta etkin olarak arkadaşlarımla kullanmak adına hazırlık yılına minnettarım. Ancak güncel öğretmenlerim ve onların kendilerine has İngilizceleri bana fayda sağlamıyor. Aksine dersten daha da soğumama sebep oluyor.

IV. BÖLÜM: ÖNERİLERİNİZ

Öğrencilerin, İngilizce olarak verilen bölüm derslerini daha iyi öğrenebilmesi için yapılabilecek uygulamalara önerileriniz nelerdir?

Hazırlığın bu anlamda mihenk taşı olduğuna inanıyorum. Hazırlıkta karma sınıflar yerine alanları belli olan öğrencilere terimler içeren dersler verilebilir. Nelerle karşılaşacakları önden gösterilebilir. Sosyal anlamda karma sınıfta olmanın çok faydasını gördüğüm için ilk dönem belki bölümler karışık olabilir ama en azından ikinci dönem herkesin bölümüne hazırlanması gerektiğini düşünüyorum.

Student 2

I. BÖLÜM : KİŞİSEL BİLGİLER

1. Cinsiyetiniz: ☒ K ☐ E
2. Okuduğunuz Fakülte / Bölüm: Sanat ve Tasarım Fakültesi / Mimarlık
3. Sınıfınız: 3. Sınıf
4. Kaç yıldır İngilizce dersi alıyorsunuz?: 8
5. Okuduğunuz bölümde, eğitimi İngilizce olarak veren bir üniversiteyi seçme nedeniniz nedir?

(Birden fazla seçenek işaretleyebilirsiniz)

- ☐ İngilizcemi geliştirmek için
- ☒ Dersleri İngilizce almanın, alanımda beni daha etkin kılacağına inandığım için
- ☒ İngilizce eğitim aldıktan sonra iş bulmamın daha kolay olacağına inandığım için

☐ Ailem istediği için

☐ Puanım yettiği için

☐ Diğer (lütfen belirtiniz):

6. İngilizce dil becerilerinde, kendi yeterli düzeyinizi, aşağıdaki tabloda "X" koyarak belirtir misiniz?

	Çok İyi	İyi	Orta	Zayıf
Okuma		X		
Dinleme		X		
Konuşma		X		
Yazma		X		

7. Daha önce başka bir ülkede yaşadınız mı? ☐ Evet ☒ Hayır

Cevabınız evet ise;

Hangi ülkede bulundunuz:

Ne kadar süre bulundunuz:

Hangi amaçla bulundunuz:

Bu süreçte ağırlıklı olarak hangi dil becerinizi kullandınız: (Aşağıdaki tabloyu “X” ile işaretleyiniz)

___Okuma	___Dinleme	___Konuşma	___Yazma
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II. BÖLÜM: İNGİLİZCE YETERLİK – BİLGİ ve BECERİ

1. Dersleri anlamada İngilizce genel kelime bilginizi nasıl değerlendiriyorsunuz?

___Çok İyi ___X___İyi ___Orta ___Zayıf

Eklemek istedikleriniz;

2. Dersleri anlamada kendi alanınıza ait İngilizce terminoloji bilginizi nasıl değerlendiriyorsunuz?

___Çok İyi ___İyi ___X___Orta ___Zayıf

Eklemek istedikleriniz; maalesef terim anlamında çok iyi bir düzeyde değilim .

3. Dersleri anlamada İngilizce dilbilgisi yeterliğinizi nasıl değerlendiriyorsunuz?

___Çok İyi ___X___İyi ___Orta ___Zayıf

Eklemek istedikleriniz;

4. Bölümünüzle ilgili geçmiş bilgi birikiminizi nasıl değerlendiriyorsunuz?

___Çok İyi ___İyi ___Orta ___x___Zayıf

Eklemek istedikleriniz;

5. Öğretim görevlisinin, ders anlatımında seçtiği kelimeleri kendi düzeyinize göre değerlendirir misiniz?

___Benim düzeyimden yüksek

___X___Benim düzeyimde

___Benim düzeyimden aşağıda

Eklemek istedikleriniz;

6. Öğretim görevlisinin, ders anlatımında seçtiği dilbilgisi yapılarını kendi düzeyinize göre değerlendirir misiniz?

___Benim düzeyimden yüksek

___X___Benim düzeyimde

___Benim düzeyimden aşağıda

7. Dersi takip etme aşamasında hangi dil becerilerinizi daha çok kullanmayı tercih ediyorsunuz?

___Okuma ___X___Dinleme ___Konuşma ___Yazma

Neden? (lütfen belirtiniz):

Dinlerken anlatım şekline ve anlatılan konuya daha fazla odaklanabiliyorum.

8. Sizden istenen ödevlerde hangi dil becerinizi kullanmayı tercih edersiniz?

___Okuma ___Dinleme ___Konuşma ___X___Yazma

Neden? (lütfen belirtiniz):

Ödev denildiğinde kavramsal olarak akla daha çok dökümanlarla oluşturulan veya anlatılmak istenen konu gelir, o nedenle yazmayı tercih ederim ancak ödev için tek bir yolun seçilmemesi gerekir diye düşünüp diğerleriyle de desteklemeye çalışırım.

III. BÖLÜM: ALAN DERSLERİNİN ÖĞRENİLMESİ

1. Öğretim dilinin İngilizce olması ile ilgili genel düşünceniz nedir?

Başta öğrenciyi dersleri anlamada ve kavramada zorlasa da ilerideki meslek hayatında sağlayacağı kolaylıklar, etkin çalışma olanakları öngörülmesi, öngörülemiyorsa öğrenci yönlendirilmeli ve desteklenmelidir. Üniversiteye kadar tamamıyla İngilizce anlatımların içinde bulunmadığından birinci sınıfta duruma alışıp dersleri anlamak için fazladan çalışmam gerektiği gerçeği var. Bu disiplini sağladığımda ancak sonraki yıllarda olumlu etkisini gördüm.

2. Öğretim dilinin İngilizce olması derslerdeki başarınızı ne yönde etkiliyor?

Tam olarak ciddi bir başarı getirdiği söylenemez hatta yerine göre zorluyor da denebilir fakat derslerin işleyişini takip edebildikten, duruma alışıldıktan sonra öğrenci de kendini tanımaya başladığında başarı da, o zamanki çalışma disiplinine bağlı kalır.

3. İngilizce ders kaynaklarını anlamakta zorluk yaşıyor musunuz? Neden?

Konuşma ile okumada farklılıklar olduğu için literatürü anlamada başlar sıkıntılar yaşadım. Ancak bölümün İngilizce olması, sürekli olarak bu öğretim dilinin içinde kalınması kaynakları anlama da genellikle kolaylık sağladığını düşünüyorum.

4. Ders esnasında Türkçe çeviri yapılmalı mı? Neden?

İlk sınıftayken genellikle içimden yapılmalı diye düşünürdüm ancak bir yandan da o kolaylığı bir defa tattım mı durumun bir öğrenci için dili öğrenmede, dersi anlamada tembelliğe doğru gidebileceğini düşündüğümde zorlanmanın iyi öğrenmeyi getirdiğini ve çeviri yapılmaması gerektiğini savurdum.

5. Hazırlıkta aldığınız İngilizce eğitiminin alan derslerine etkisini değerlendirir misiniz?

Bu konuda geçmişte şaşkınlık yaşadığımı söylemek isterim. Hazırlıkta gördüğüm eğitim yetersiz demiyorum ama bu dönemde mesleki İngilizceye hiç yoktan biraz giriş yapıp tanıtılması gerektiğini düşünüyorum.

IV. BÖLÜM: ÖNERİLERİNİZ

1. Öğrencilerin, İngilizce olarak verilen bölüm derslerini daha iyi öğrenebilmesi için yapılabilecek uygulamalara önerileriniz nelerdir?

İngilizce yazılışı ve okunuşu aynı olmayan bir dil olmasından dolayı hocalar hem aksanlarını hem yazımlarını daha anlaşılabilir kılmalı ve buna ek olarak daha fazla interaktif çalışmalarla öğrenciler desteklenmeli.

Student 3

I. BÖLÜM : KİŞİSEL BİLGİLER

1. Cinsiyetiniz: ☒ K ☐ E

2. Okuduğunuz Bölüm: Bilgisayar Mühendisliği

3. Sınıfınız: 4

4. Kaç yıldır İngilizce dersi alıyorsunuz?: 11

5. Okuduğunuz bölümde, eğitimi İngilizce olarak veren bir üniversiteyi seçme nedeniniz nedir?

(Birden fazla seçenek işaretleyebilirsiniz)

☒ İngilizcemi geliştirmek için

☒ Dersleri İngilizce almanın, alanımda beni daha etkin kılacağına inandığım için

- ☒ X İngilizce eğitim aldıktan sonra iş bulmamın daha kolay olacağına inandığım için
☐ Ailem istediği için
☐ Puanım yettiği için
☐ Diğer (lutfen belirtiniz):

6. İngilizce dil becerilerinde, kendi yeterlik düzeyinizi, aşağıdaki tabloda “X” koyarak belirtir misiniz?

	Çok İyi	İyi	Orta	Zayıf
Okuma	X			
Dinleme		X		
Konuşma	X			
Yazma	X			

7. Daha önce başka bir ülkede yaşadınız mı? ☒ X Evet ☐ Hayır

Cevabınız evet ise;

Hangi ülkede bulundunuz: Polonya

Ne kadar süre bulundunuz: 5 ay

Hangi amaçla bulundunuz: Erasmus

Bu süreçte ağırlıklı olarak hangi dil becerinizi kullandınız: (Aşağıdaki tabloyu “X” ile işaretleyiniz)

☐ Okuma	☒ <u>X</u> Dinleme	☒ <u>X</u> Konuşma	☐ Yazma
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II. BÖLÜM: İNGİLİZCE YETERLİK – BİLGİ ve BECERİ

1. Dersleri anlamada İngilizce genel kelime bilginizi nasıl değerlendiriyorsunuz?

☒ X Çok İyi ☐ İyi ☐ Orta ☐ Zayıf

Ekleme istedikleriniz;

2. Dersleri anlamada kendi alanınıza ait İngilizce terminoloji bilginizi nasıl değerlendiriyorsunuz?

☐ Çok İyi ☒ X İyi ☐ Orta ☐ Zayıf

Ekleme istedikleriniz;

3. Dersleri anlamada İngilizce dilbilgisi yeterliğinizi nasıl değerlendiriyorsunuz?

☒ X Çok İyi ☐ İyi ☐ Orta ☐ Zayıf

Ekleme istedikleriniz

4. Bölümünüzle ilgili geçmiş bilgi birikiminizi nasıl değerlendiriyorsunuz?

(Dersleri almaya başlamadan önce seçtiğiniz alan ile ilgili bilginiz ne düzeydeydi?)

☐ Çok İyi ☐ İyi ☐ Orta ☒ X Zayıf

Ekleme istedikleriniz;

5. Öğretim görevlisinin, ders anlatımında seçtiği kelimeleri kendi düzeyinize göre değerlendirir misiniz?

☐ Benim düzeyimden yüksek

☒ X Benim düzeyimde

☐ Benim düzeyimden aşağıda

Ekleme istedikleriniz;

6. Öğretim görevlisinin, ders anlatımında seçtiği dilbilgisi yapılarını kendi düzeyinize göre değerlendirir misiniz?

☐ Benim düzeyimden yüksek
☒ Benim düzeyimde
☐ Benim düzeyimden aşağıda

Ekleme istedikleriniz;

7. Dersi takip etme aşamasında hangi dil becerilerinizi daha çok kullanmayı tercih ediyorsunuz?

☒ Okuma ☒ Dinleme ☐ Konuşma ☐ Yazma

Neden? (lütfen belirtiniz): *Çünkü ders esnasında hocalar ingilizce konuşuyor ve sonrasında okuyarak çalışıyorum.*

8. Sizden istenen ödevlerde hangi dil becerinizi kullanmayı tercih edersiniz?

☒ Okuma ☒ Dinleme ☐ Konuşma ☒ Yazma

Neden? (lütfen belirtiniz): *Araştırma ve öğrendiklerimi somutlaştırma açısından bu ikisini daha çok tercih ederim.*

III. BÖLÜM: ALAN DERSLERİNİN ÖĞRENİLMESİ

1. Öğretim dilinin İngilizce olması ile ilgili genel düşünceniz nedir?

İngilizcemizi geliştirmek, sektörü takip edebilmek ve internetteki pek çok kaynağın İngilizce olması açılarından iyi.

Ama ilk defa gördüğün zor bir konuyu öğrenirken biraz zorlayıcı olabiliyor.

2. Öğretim dilinin İngilizce olması derslerdeki başarınızı ne yönde etkiliyor?

Öğrenmek için veya anlamadığım konularda internette daha fazla kaynak bulabiliyorum. Ama bir şeyi İngilizce çalışmak Türkçe çalışmaktan daha fazla vakit alıyor.

3. İngilizce ders kaynaklarını anlamakta zorluk yaşıyor musunuz? Neden?

Genellikle hayır ama bazen çok ağır bir dil kullanıldığında zorlandığım oluyor.

4. Ders esnasında Türkçe çeviri yapılmalı mı? Neden?

Ders sonunda Türkçe dersin özeti geçilebilir ki anlamadığımız ya da yanlış anladığımız bir yer olmuşsa doğrusunu öğrenebilelim.

5. Hazırlıkta aldığınız İngilizce eğitiminin alan derslerine etkisini değerlendirir misiniz?

Çok fazla katkısı olduğunu düşünüyorum. Hazırlıktaki İngilizce eğitimi olmasa alan derslerinde çok zorlanırdım. Bu sayede dersleri hem daha iyi anlayabiliyor hem de daha iyi çalışabiliyorum.

IV. BÖLÜM: ÖNERİLERİNİZ

Öğrencilerin, İngilizce olarak verilen bölüm derslerini daha iyi öğrenebilmesi için yapılabilecek uygulamalara önerileriniz nelerdir?

Her bir öğrenciyle etkinlikler yaparak konuşmaya çalışmak.

Öğrencilerden İngilizce piyes hazırlayıp sunmalarını istemek.

Tüm derslerde kitaptan gitmemek.

Daha fazla dinleme etkinliği

Student 4

I. BÖLÜM : KİŞİSEL BİLGİLER

1. Cinsiyetiniz: ____K ____x__ E
2. Okuduğunuz Bölüm: Bilgisayar Mühendisliği
3. Sınıfınız: 4. Sınıf
4. Kaç yıldır İngilizce dersi alıyorsunuz?: İlkokuldan beri alıyorum. Galiba 16 yıl oluyor.
5. Okuduğunuz bölümde, eğitimi İngilizce olarak veren bir üniversiteyi seçme nedeniniz nedir?

(Birden fazla seçenek işaretleyebilirsiniz)

- ____X__ İngilizcemi geliştirmek için
____ Dersleri İngilizce almanın, alanımda beni daha etkin kılacağına inandığım için
____X__ İngilizce eğitim aldıktan sonra iş bulmamın daha kolay olacağına inandığım için
____ Ailem istediği için
____ Puanım yettiği için
____ Diğer (lütfen belirtiniz):

6. İngilizce dil becerilerinde, kendi yeterlik düzeyinizi, aşağıdaki tabloda “X” koyarak belirtir misiniz?

	Çok İyi	İyi	Orta	Zayıf
Okuma		X		
Dinleme		X		
Konuşma				X
Yazma			X	

7. Daha önce başka bir ülkede yaşadınız mı? ____Evet ____X__Hayır

Cevabınız evet ise;

Hangi ülkede bulundunuz:

Ne kadar süre bulundunuz:

Hangi amaçla bulundunuz:

Bu süreçte ağırlıklı olarak hangi dil becerinizi kullandınız: (Aşağıdaki tabloyu “X” ile işaretleyiniz)

____Okuma	____Dinleme	____Konuşma	____Yazma
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II. BÖLÜM: İNGİLİZCE YETERLİK – BİLGİ ve BECERİ

1. Dersleri anlamada İngilizce genel kelime bilginizi nasıl değerlendiriyorsunuz?
____Çok İyi ____İyi ____x__Orta ____Zayıf
Eklemek istedikleriniz;
2. Dersleri anlamada kendi alanınıza ait İngilizce terminoloji bilginizi nasıl değerlendiriyorsunuz?
____Çok İyi ____İyi ____Orta ____x__Zayıf
Eklemek istedikleriniz;
3. Dersleri anlamada İngilizce dilbilgisi yeterliğinizi nasıl değerlendiriyorsunuz?
____Çok İyi ____İyi ____x__Orta ____Zayıf

Ekleme istedikleriniz;

4. Bölümünüzle ilgili geçmiş bilgi birikiminizi nasıl değerlendiriyorsunuz?

(Dersleri almaya başlamadan önce seçtiğiniz alan ile ilgili bilginiz ne düzeydeydi?)

☐ Çok İyi ☐ İyi ☐ Orta ☒ Zayıf

Ekleme istedikleriniz;

5. Öğretim görevlisinin, ders anlatımında seçtiği kelimeleri kendi düzeyinize göre değerlendirir misiniz?

☐ Benim düzeyimden yüksek

☒ Benim düzeyimde

☐ Benim düzeyimden aşağıda

Ekleme istedikleriniz;

6. Öğretim görevlisinin, ders anlatımında seçtiği dilbilgisi yapılarını kendi düzeyinize göre değerlendirir misiniz?

☐ Benim düzeyimden yüksek

☒ Benim düzeyimde

☐ Benim düzeyimden aşağıda

Ekleme istedikleriniz;

7. Dersi takip etme aşamasında hangi dil becerilerinizi daha çok kullanmayı tercih ediyorsunuz?

☒ Okuma

☒ Dinleme

☒ Konuşma

☒ Yazma

Neden? (lütfen belirtiniz):

Genel olarak her alanda eşit bir şekilde destek verilmesi gerektiğini düşünüyorum ondan hepsini seçtim ama şahsen konuşma ağırlıklı olsaydı daha iyi olurdu gibime geliyor. Ders Esnasında konuşmaya hep çekiniyordum.

8. Sizden istenen ödevlerde hangi dil becerinizi kullanmayı tercih edersiniz?

☐ Okuma

☐ Dinleme

☐ Konuşma

☒ Yazma

Neden? (lütfen belirtiniz):

Ders esnasında zaten bol bol okuma yapılıyor. Ödevler de yazma ağırlıklı olursa daha iyi olur.

III. BÖLÜM: ALAN DERSLERİNİN ÖĞRENİLMESİ

1. Öğretim dilinin İngilizce olması ile ilgili genel düşünceniz nedir?

İngilizce evrensel bir dil olduğu için doğal olarak olması gereken bir şey fakat bu benim bölümüm için bir tercih değil zorunluluk haline geliyor. Halihazırda İngilizce içerdiği için bölüm derslerinin de İngilizce olması bunu destekler nitelikte. Yine de İngilizce dışında başka dünya dillerinde de anlatılma şansı olsaydı en azından şahsım adına diyorum İngilizceyi asla ama asla tercih etmezdim.

2. Öğretim dilinin İngilizce olması derslerdeki başarınızı ne yönde etkiliyor?

Ama gel gör ki bölümümün İngilizce olması benim için yarardan çok zarara yol açtı. Bunun başta en büyük sebebi daha önüme gelen sınav kağıdında yazan şeyleri okurken anlayamam geliyor. Keza aynı şekilde dersi anlatan hocalarımızın gerek eksik İngilizce bilgisi gerekse seslerini duyuramama sebebiyle mevcut dersi anlamamız da gittikçe zorlaşıyor. Bölümüm sırf İngilizce olduğu için bir sene okulum uzadı diyebiliriz.

3. İngilizce ders kaynaklarını anlamakta zorluk yaşıyor musunuz? Neden?

Evet yaşıyorum. Çünkü benim İngilizce seviyem ortalama düzeyde ve ders kaynaklarının ve bölüm derslerinin istediği yüksek seviye İngilizce beni olumsuz yönde etkiliyor.

4. Ders esnasında Türkçe çeviri yapılmalı mı? Neden?

Evet yapılmalı. Çünkü çoğu öğrenci dersti anlamıyor. Birkaç arkadaş hoca anlatımını bitirdikten sonra her zaman ama her zaman o şeyin Türkçe de anlatılmasını istiyor. En başta bu çeviri yapılırsa bu sorun da ortadan kalkar.

5. Hazırlıkta aldığınız İngilizce eğitiminin alan derslerine etkisini değerlendirir misiniz? Hazırlıkta aldığım İngilizce genel olarak seviyemi yükseltti ama bölüm derslerime hiçbir etkisi olmadı. Çünkü gördüğüm İngilizce ile bölüm derslerindeki İngilizce bambaşka.

IV. BÖLÜM: ÖNERİLERİNİZ

Öğrencilerin, İngilizce olarak verilen bölüm derslerini daha iyi öğrenebilmesi için yapılabilecek uygulamalara önerileriniz nelerdir?

Student 5

I. BÖLÜM : KİŞİSEL BİLGİLER

1. Cinsiyetiniz: ☒ K ☐ E

2. Okuduğunuz Bölüm: Bilgisayar mühendisliği

3. Sınıfınız: 4. sınıf

4. Kaç yıldır İngilizce dersti alıyorsunuz?: 7 yıldır

5. Okuduğunuz bölümde, eğitimi İngilizce olarak veren bir üniversiteyi seçme nedeniniz nedir? (Birden fazla seçenek işaretleyebilirsiniz)

☐ İngilizcemi geliştirmek için

☒ Dersleri İngilizce almanın, alanımda beni daha etkin kılacağına inandığım için

☒ İngilizce eğitim aldıktan sonra iş bulmamın daha kolay olacağına inandığım için

☐ Ailem istediği için

☐ Puanım yettiği için

☐ Diğer (lütfen belirtiniz):

6. İngilizce dil becerilerinde, kendi yeterli düzeyinizi, aşağıdaki tabloda "X" koyarak belirtir misiniz?

	Çok İyi	İyi	Orta	Zayıf
Okuma			x	
Dinleme			x	
Konuşma				x
Yazma				x

7. Daha önce başka bir ülkede yaşadınız mı? ☐ Evet ☒ Hayır

Cevabınız evet ise;

Hangi ülkede bulundunuz:

Ne kadar süre bulundunuz:

Hangi amaçla bulundunuz:

Bu süreçte ağırlıklı olarak hangi dil becerinizi kullandınız: (Aşağıdaki tabloyu "X" ile işaretleyiniz)

☐ Okuma	☐ Dinleme	☐ Konuşma	☐ Yazma
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II. BÖLÜM: İNGİLİZCE YETERLİK – BİLGİ ve BECERİ

1. Dersleri anlamada İngilizce genel kelime bilginizi nasıl değerlendiriyorsunuz?

☐ Çok İyi ☐ İyi ☒ Orta ☐ Zayıf

Ekleme istedikleriniz;

2. Dersleri anlamada kendi alanınıza ait İngilizce terminoloji bilginizi nasıl değerlendiriyorsunuz?

☐ Çok İyi ☒ İyi ☐ Orta ☐ Zayıf

Ekleme istedikleriniz;

3. Dersleri anlamada İngilizce dilbilgisi yeterliğinizi nasıl değerlendiriyorsunuz?

☐ Çok İyi ☐ İyi ☒ Orta ☐ Zayıf

Ekleme istedikleriniz;

4. Bölümünüzle ilgili geçmiş bilgi birikiminizi nasıl değerlendiriyorsunuz?

(Dersleri almaya başlamadan önce seçtiğiniz alan ile ilgili bilginiz ne düzeydeydi?)

☐ Çok İyi ☐ İyi ☐ Orta ☒ Zayıf

Ekleme istedikleriniz;

5. Öğretim görevlisinin, ders anlatımında seçtiği kelimeleri kendi düzeyinize göre değerlendirir misiniz?

☐ Benim düzeyimden yüksek

☒ Benim düzeyimde

☐ Benim düzeyimden aşağıda

Ekleme istedikleriniz;

6. Öğretim görevlisinin, ders anlatımında seçtiği dilbilgisi yapılarını kendi düzeyinize göre değerlendirir misiniz?

☐ Benim düzeyimden yüksek

☒ Benim düzeyimde

☐ Benim düzeyimden aşağıda

Ekleme istedikleriniz;

7. Dersi takip etme aşamasında hangi dil becerilerinizi daha çok kullanmayı tercih ediyorsunuz?

☐ Okuma ☒ Dinleme ☒ Konuşma ☐ Yazma

Neden? (lütfen belirtiniz):

İş hayatında bana yardımcı olabilmesi için

8. Sizden istenen ödevlerde hangi dil becerinizi kullanmayı tercih edersiniz?

☒ Okuma ☐ Dinleme ☒ Konuşma ☐ Yazma

Neden? (lütfen belirtiniz):

III. BÖLÜM: ALAN DERSLERİNİN ÖĞRENİLMESİ

1. Öğretim dilinin İngilizce olması ile ilgili genel düşünceniz nedir?

Bilgisayar mühendisliği okudugum için öğretim dilinin mecbur ingilizce olması gerekiyordu yazılım dilleri hakkında türkçe kaynak sınırlı sayıda ve yetersiz kalıyor.

2. Öğretim dilinin İngilizce olması derslerdeki başarınızı ne yönde etkiliyor?

Beni olumsuz etkiliyor bu bölümü türkçe okusaydım daha başarılı olurdu sınavlarda çünkü sınava çalışırken hem sınav konularına çalışıyorum bide ingilizce kelime çalışıyorum.

3. İngilizce ders kaynaklarını anlamakta zorluk yaşıyor musunuz? Neden?
Evet yaşıyorum grammer ve kelime eksikliğim var

4. Ders esnasında Türkçe çeviri yapılmalı mı? Neden?
Yapılmalı daha verimli oluyor.

5. Hazırlıkta aldığınız İngilizce eğitiminin alan derslerine etkisini değerlendirir misiniz?
Hazırlıkta aldığımız eğitim gerçekten çok yetersiz kaldı bölüme geçince çok zorlandım.hazırlıkta konuşma becerisi derslerin daha fazla olması lazım bölüme gecince hocalarla iletişime geçmekte zorlandım.

IV. BÖLÜM: ÖNERİLERİNİZ

Öğrencilerin, İngilizce olarak verilen bölüm derslerini daha iyi öğrenebilmesi için yapılabilecek uygulamalara önerileriniz nelerdir?
Sınıfta hiç türkçe konuşulmamalı sürekli konuşma pratiği yapılmalı.

Student 6

I. BÖLÜM : KİŞİSEL BİLGİLER

1. Cinsiyetiniz: ☒ K ☐ E
2. Okuduğunuz Bölüm: Endüstri Mühendisliği (İngilizce)
3. Sınıfınız: 4. Sınıf
4. Kaç yıldır İngilizce dersi alıyorsunuz?: 16
5. Okuduğunuz bölümde, eğitimi İngilizce olarak veren bir üniversiteyi seçme nedeniniz nedir?

(Birden fazla seçenek işaretleyebilirsiniz)

- ☒ İngilizcemizi geliştirmek için
☒ Dersleri İngilizce almanın, alanımda beni daha etkin kılacağına inandığım için
☒ İngilizce eğitim aldıktan sonra iş bulmamın daha kolay olacağına inandığım için
☐ Ailem istediği için
☒ Puanım yettiği için
☐ Diğer (lütfen belirtiniz):

6. İngilizce dil becerilerinde, kendi yeterlik düzeyinizi, aşağıdaki tabloda “X” koyarak belirtir misiniz?

	Çok İyi	İyi	Orta	Zayıf
Okuma	X			
Dinleme	X			
Konuşma		X		
Yazma	X			

7. Daha önce başka bir ülkede yaşadınız mı? ☒ Evet ☐ Hayır

Cevabınız evet ise;

Hangi ülkede bulundunuz: İspanya/Barselona

Ne kadar süre bulundunuz:6 ay

Hangi amaçla bulundunuz: Erasmus

Bu süreçte ağırlıklı olarak hangi dil becerinizi kullandınız: (Aşağıdaki tabloyu “X” ile işaretleyiniz)

X__Okuma	X__Dinleme	__x__Konuşma	X__Yazma
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II. BÖLÜM: İNGİLİZCE YETERLİK – BİLGİ ve BECERİ

1. Dersleri anlamada İngilizce genel kelime bilginizi nasıl değerlendiriyorsunuz?
__x__ Çok İyi __İyi __Orta __Zayıf
Eklemek istedikleriniz;
2. Dersleri anlamada kendi alanınıza ait İngilizce terminoloji bilginizi nasıl değerlendiriyorsunuz?
__x__ Çok İyi __İyi __Orta __Zayıf
Eklemek istedikleriniz;
3. Dersleri anlamada İngilizce dilbilgisi yeterliğinizi nasıl değerlendiriyorsunuz?
__x__ Çok İyi __İyi __Orta __Zayıf
Eklemek istedikleriniz;
4. Bölümünüzle ilgili geçmiş bilgi birikiminizi nasıl değerlendiriyorsunuz?
(Dersleri almaya başlamadan önce seçtiğiniz alan ile ilgili bilginiz ne düzeydeydi?)
__Çok İyi __İyi __Orta __x__ Zayıf
Eklemek istedikleriniz;
5. Öğretim görevlisinin, ders anlatımında seçtiği kelimeleri kendi düzeyinize göre değerlendirir misiniz?
__Benim düzeyimden yüksek
__Benim düzeyimde
__X__ Benim düzeyimden aşağıda
Eklemek istedikleriniz;
Ders ve öğretim görevlisine göre değişkenlik gösteriyor.
6. Öğretim görevlisinin, ders anlatımında seçtiği dilbilgisi yapılarını kendi düzeyinize göre değerlendirir misiniz?
__Benim düzeyimden yüksek
__x__ Benim düzeyimde
__Benim düzeyimden aşağıda
Eklemek istedikleriniz;
7. Dersi takip etme aşamasında hangi dil becerilerinizi daha çok kullanmayı tercih ediyorsunuz?
__Okuma __x__ Dinleme __Konuşma __x__ Yazma
Neden? (lütfen belirtiniz):
Dersi takip ederken dinleyip not alarak aklımda daha kalıcı olduğunu düşünüyorum.
8. Sizden istenen ödevlerde hangi dil becerinizi kullanmayı tercih edersiniz?
__x__ Okuma __Dinleme __Konuşma __x__ Yazma
Neden? (lütfen belirtiniz):
Okuyarak gerekli bilgileri ediniyorum. Yazarak öğrendiğim bilgileri somut hale getiriyorum.

III. BÖLÜM: ALAN DERSLERİNİN ÖĞRENİLMESİ

1. Öğretim dilinin İngilizce olması ile ilgili genel düşünceniz nedir?

İleriye dönük, faydalı bir seçenek olduğu.

2. Öğretim dilinin İngilizce olması derslerdeki başarınızı ne yönde etkiliyor?
Derslerime daha yoğunlaşmamı sağlıyor.

3. İngilizce ders kaynaklarını anlamakta zorluk yaşıyor musunuz? Neden?
Zorluk yaşamıyorum. Buna yeterli gelecek bir seviyede İngilizce biliyorum.

4. Ders esnasında Türkçe çeviri yapılmalı mı? Neden?

Dilini bilerek İngilizce seçilen bir alanda veya derste Türkçe çeviri yapılmasının iyi olmayacağını düşünüyorum. Eğitimin dili hangi dildeyse öyle devam edilmeli. Bu da anlamaya çalışmak için efor sarf ettireceğinden, dili daha iyi kavramayı sağlar. Hiç anlaşılmadığı takdirde yardım için yapılabilir.

5. Hazırlıkta aldığınız İngilizce eğitiminin alan derslerine etkisini değerlendirir misiniz?
Hazırlıkta aldığımız İngilizce eğitimi, genel dilbilgisine dayalıydı. Derslerde gördüğümüz İngilizce, akademik bir dilde olduğu için, hazırlıkta aldığımız dil eğitiminden farklılık gösterdiğini ve farklı bir çalışmayı gerektirdiğini düşünüyorum.

IV. BÖLÜM: ÖNERİLERİNİZ

Öğrencilerin, İngilizce olarak verilen bölüm derslerini daha iyi öğrenebilmesi için yapılabilecek uygulamalara önerileriniz nelerdir?

Hazırlık sırasında veya hazırlıktan sonra kendi alanlarına geçtiklerinde, akademik alanda ve bölümle ilgili İngilizce eğitimler verilmesini öneririm. Böylece fakülte hayatına geçtiklerinde daha kolay adapte olabilirler.

Student 7

I. BÖLÜM : KİŞİSEL BİLGİLER

1. Cinsiyetiniz: ☒ K ☐ E

2. Okuduğunuz Bölüm: Uluslararası Ticaret Ve İşletmecilik

3. Sınıfınız: 3. Sınıf

4. Kaç yıldır İngilizce dersi alıyorsunuz?: 9

5. Okuduğunuz bölümde, eğitimi İngilizce olarak veren bir üniversiteyi seçme nedeniniz nedir?

(Birden fazla seçenek işaretleyebilirsiniz)

☐ İngilizcemi geliştirmek için

☐ Dersleri İngilizce almanın, alanımda beni daha etkin kılacağına inandığım için

☒ İngilizce eğitim aldıktan sonra iş bulmamın daha kolay olacağına inandığım için

☐ Ailem istediği için

☐ Puanım yettiği için

☐ Diğer (lütfen belirtiniz):

6. İngilizce dil becerilerinde, kendi yeterlik düzeyinizi, aşağıdaki tabloda “X” koyarak belirtir misiniz?

	Çok İyi	İyi	Orta	Zayıf
Okuma	X			
Dinleme	X			

Konuşma			X	
Yazma		X		

7. Daha önce başka bir ülkede yaşadınız mı? ____Evet ____X_Hayır

Cevabınız evet ise;

Hangi ülkede bulundunuz:

Ne kadar süre bulundunuz:

Hangi amaçla bulundunuz:

Bu süreçte ağırlıklı olarak hangi dil becerinizi kullandınız: (Aşağıdaki tabloyu “X” ile işaretleyiniz)

____Okuma	____Dinleme	____Konuşma	____Yazma
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II. BÖLÜM: İNGİLİZCE YETERLİK – BİLGİ ve BECERİ

1. Dersleri anlamada İngilizce genel kelime bilginizi nasıl değerlendiriyorsunuz?

____Çok İyi ____x____İyi ____Orta ____Zayıf

Eklemek istedikleriniz;

2. Dersleri anlamada kendi alanınıza ait İngilizce terminoloji bilginizi nasıl değerlendiriyorsunuz?

____Çok İyi ____İyi ____x____Orta ____Zayıf

Eklemek istedikleriniz;

3. Dersleri anlamada İngilizce dilbilgisi yeterliğinizi nasıl değerlendiriyorsunuz?

____Çok İyi ____x____İyi ____Orta ____Zayıf

Eklemek istedikleriniz;

4. Bölümünüzle ilgili geçmiş bilgi birikiminizi nasıl değerlendiriyorsunuz?

(Dersleri almaya başlamadan önce seçtiğiniz alan ile ilgili bilginiz ne düzeydeydi?)

____Çok İyi ____İyi ____Orta ____x____Zayıf

Eklemek istedikleriniz

5. Öğretim görevlisinin, ders anlatımında seçtiği kelimeleri kendi düzeyinize göre değerlendirir misiniz?

____Benim düzeyimden yüksek

____x____Benim düzeyimde

____Benim düzeyimden aşağıda

Eklemek istedikleriniz;

6. Öğretim görevlisinin, ders anlatımında seçtiği dilbilgisi yapılarını kendi düzeyinize göre değerlendirir misiniz?

____Benim düzeyimden yüksek

____x____Benim düzeyimde

____Benim düzeyimden aşağıda

Eklemek istedikleriniz;

7. Dersi takip etme aşamasında hangi dil becerilerinizi daha çok kullanmayı tercih ediyorsunuz?

____x____Okuma ____Dinleme ____Konuşma ____Yazma

Neden? (lütfen belirtiniz): Dinlerken kaçırdığım şeyleri okurken tamamlıyorum.

8. Sizden istenen ödevlerde hangi dil becerinizi kullanmayı tercih edersiniz?

____Okuma ____x____Dinleme ____Konuşma ____Yazma

Neden? (lütfen belirtiniz):

Bu konuda eksik olduğum için

III. BÖLÜM: ALAN DERSLERİNİN ÖĞRENİLMESİ

1. Öğretim dilinin İngilizce olması ile ilgili genel düşünceniz nedir?

Faydalı

2. Öğretim dilinin İngilizce olması derslerdeki başarınızı ne yönde etkiliyor?

Bazen zorlasa da ileride bana faydalı olacağını biliyorum.

3. İngilizce ders kaynaklarını anlamakta zorluk yaşıyor musunuz? Neden?

Zorluk yaşamıyorum çünkü derste onun üstünden geçmiş oluyoruz.

4. Ders esnasında Türkçe çeviri yapılmalı mı? Neden?

Çok gerekli yerlerde yapılabilmesi ya da basit bir ingilizceyle açıklanabilir. Çünkü anlamadığımda dersten kopuyorum.

5. Hazırlıkta aldığınız İngilizce eğitiminin alan derslerine etkisini değerlendirir misiniz?

Grammer olarak gerekli şeyleri aldığımı düşünüyorum.

IV. BÖLÜM: ÖNERİLERİNİZ

1. Öğrencilerin, İngilizce olarak verilen bölüm derslerini daha iyi öğrenebilmesi için yapılabilecek uygulamalara önerileriniz nelerdir?

Student 8

I. BÖLÜM : KİŞİSEL BİLGİLER

1. Cinsiyetiniz: ☒ K ☐ E

2. Okuduğunuz Bölüm:Endüstri Mühendisliği (ingilizce)

3. Sınıfınız: 3. Sınıf

4. Kaç yıldır İngilizce dersi alıyorsunuz?: 11

5. Okuduğunuz bölümde, eğitimi İngilizce olarak veren bir üniversiteyi seçme nedeniniz nedir?

(Birden fazla seçenek işaretleyebilirsiniz)

☒ İngilizceyi geliştirmek için

☒ Dersleri İngilizce almanın, alanımda beni daha etkin kılacağına inandığım için

☒ İngilizce eğitim aldıktan sonra iş bulmamın daha kolay olacağına inandığım için

☐ Ailem istediği için

☐ Puanım yettiği için

☐ Diğer (lütfen belirtiniz):

6. İngilizce dil becerilerinde, kendi yeterlik düzeyinizi, aşağıdaki tabloda “X” koyarak belirtir misiniz?

	Çok İyi	İyi	Orta	Zayıf
Okuma		X		
Dinleme		X		
Konuşma				X
Yazma		X		

7. Daha önce başka bir ülkede yaşadınız mı? ____Evet X____Hayır

Cevabınız evet ise;

Hangi ülkede bulundunuz:

Ne kadar süre bulundunuz:

Hangi amaçla bulundunuz:

Bu süreçte ağırlıklı olarak hangi dil becerinizi kullandınız: (Aşağıdaki tabloyu “X” ile işaretleyiniz)

____Okuma	____Dinleme	____Konuşma	____Yazma
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II. BÖLÜM: İNGİLİZCE YETERLİK – BİLGİ ve BECERİ

1. Dersleri anlamada İngilizce genel kelime bilginizi nasıl değerlendiriyorsunuz?

____Çok İyi ____x____İyi ____Orta ____Zayıf

Eklemek istedikleriniz;

Mühendislik derslerinde akademik ingilizcekrlimeler fazla olduğu için yeni öğrendiğimiz kelimeler de oldukça fazla.

2. Dersleri anlamada kendi alanınıza ait İngilizce terminoloji bilginizi nasıl değerlendiriyorsunuz?

____Çok İyi ____İyi ____x____Orta ____Zayıf

Eklemek istedikleriniz;

3. Dersleri anlamada İngilizce dilbilgisi yeterliğinizi nasıl değerlendiriyorsunuz?

____x____Çok İyi ____İyi ____Orta ____Zayıf

Eklemek istedikleriniz;

4. Bölümünüzle ilgili geçmiş bilgi birikiminizi nasıl değerlendiriyorsunuz?

(Dersleri almaya başlamadan önce seçtiğiniz alan ile ilgili bilginiz ne düzeydeydi?)

____Çok İyi ____İyi ____Orta ____x____Zayıf

Eklemek istedikleriniz;

5. Öğretim görevlisinin, ders anlatımında seçtiği kelimeleri kendi düzeyinize göre değerlendirir misiniz?

____Benim düzeyimden yüksek

____x____Benim düzeyimde

____Benim düzeyimden aşağıda

Eklemek istedikleriniz;

6. Öğretim görevlisinin, ders anlatımında seçtiği dilbilgisi yapılarını kendi düzeyinize göre değerlendirir misiniz?

____Benim düzeyimden yüksek

____x____Benim düzeyimde

____Benim düzeyimden aşağıda

Eklemek istedikleriniz;

7. Dersi takip etme aşamasında hangi dil becerilerinizi daha çok kullanmayı tercih ediyorsunuz?

____Okuma ____x____Dinleme ____Konuşma ____Yazma

Neden? (lütfen belirtiniz):

Öğrenim görevlisinin anlattıklarını dinleyerek kavrayabiliyorum.

8. Sizden istenen ödevlerde hangi dil becerinizi kullanmayı tercih edersiniz?

____x____Okuma ____Dinleme ____Konuşma ____Yazma

Neden? (lütfen belirtiniz):

Daha kolay

III. BÖLÜM: ALAN DERSLERİNİN ÖĞRENİLMESİ

1. Öğretim dilinin İngilizce olması ile ilgili genel düşünceniz nedir?

Akademik alanda İngilizce geliřiyor.

2. Öğretim dilinin İngilizce olması derslerdeki başarınızı ne yönde etkiliyor?

Biraz daha zorluyor. Takip etmekte biraz zorlanıyorum fakat öğrenmede çok zorluğunu çekmedim

3. İngilizce ders kaynaklarını anlamakta zorluk yaşıyor musunuz? Neden?

Bazen, kelime bilgisi yetersizliğinden kaynaklı sorun yaşıyorum

4. Ders esnasında Türkçe çeviri yapılmalı mı? Neden?

Dersi kafamızda soru işareti kalmadan anlayabilmek için yapılmalı.

5. Hazırlıkta aldığınız İngilizce eğitiminin alan derslerine etkisini değerlendirir misiniz?

Dinleme ve anlama açısından çok verimli geçiyor.

IV. BÖLÜM: ÖNERİLERİNİZ

Öğrencilerin, İngilizce olarak verilen bölüm derslerini daha iyi öğrenebilmesi için yapılabilecek uygulamalara önerileriniz nelerdir?

Student 9

I. BÖLÜM : KİŞİSEL BİLGİLER

1. Cinsiyetiniz: ___K___ ___x___ E

2. Fakülte / Bölümünüz: Mühendislik / Bilgisayar Mühendisliği

3. Sınıfınız: 3

4. Kaç yıldır İngilizce dersi alıyorsunuz?: 10

5. Okuduğunuz bölümde, eğitimi İngilizce olarak veren bir üniversiteyi seçme nedeniniz nedir?

(Birden fazla seçenek işaretleyebilirsiniz)

___x___ İngilizcemi geliřtirmek için

___x___ Dersleri İngilizce almanın, alanımda beni daha etkin kılacağına inandığım için

___x___ İngilizce eğitim aldıktan sonra iş bulmamın daha kolay olacağına inandığım için

___ Ailem istediği için

___ Puanım yettiği için

___ Diğer (lütfen belirtiniz):

6. İngilizce dil becerilerinde, kendi yeterlik düzeyinizi, aşağıdaki tabloda “X” koyarak belirtir misiniz?

	Çok İyi	İyi	Orta	Zayıf
Okuma		x		
Dinleme		x		
Konuşma			x	
Yazma		x		

7. Daha önce İngilizce konuşulan bir ülkede bulundunuzmu? ___Evet___ ___x___ Hayır

Cevabınız evet ise;

Hangi ülkede bulundunuz:

Ne kadar süre bulundunuz:

Hangi amaçla bulundunuz:

Bu süreçte ağırlıklı olarak hangi dil becerinizi kullandınız: (Aşağıdaki tabloyu “X” ile işaretleyiniz)

___Okuma	___Dinleme	___Konuşma	___Yazma
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II. BÖLÜM: İNGİLİZCE YETERLİK – BİLGİ ve BECERİ

1. Dersleri anlamada İngilizce genel kelime bilginizi nasıl değerlendiriyorsunuz?

___Çok İyi ___X___İyi ___Orta ___Zayıf

Ekleme istedikleriniz;

2. Dersleri anlamada kendi alanınıza ait İngilizce terminoloji bilginizi nasıl değerlendiriyorsunuz?

___Çok İyi ___X___İyi ___Orta ___Zayıf

Ekleme istedikleriniz;

3. Dersleri anlamada İngilizce dilbilgisi yeterliğinizi nasıl değerlendiriyorsunuz?

___Çok İyi ___X___İyi ___Orta ___Zayıf

Ekleme istedikleriniz;

4. Bölümünüzle ilgili geçmiş bilgi birikiminizi nasıl değerlendiriyorsunuz?

(Dersleri almaya başlamadan önce seçtiğiniz alan ile ilgili bilginiz ne düzeydeydi?)

___Çok İyi ___İyi ___x___Orta ___Zayıf

Ekleme istedikleriniz;

5. Öğretim görevlisinin, ders anlatımında seçtiği kelimeleri kendi düzeyinize göre değerlendirir misiniz?

___Benim düzeyimden yüksek

___x___Benim düzeyimde

___Benim düzeyimden aşağıda

Ekleme istedikleriniz;

6. Öğretim görevlisinin, ders anlatımında seçtiği dilbilgisi yapılarını kendi düzeyinize göre değerlendirir misiniz?

___Benim düzeyimden yüksek

___x___Benim düzeyimde

___Benim düzeyimden aşağıda

Ekleme istedikleriniz;

7. Dersi takip etme aşamasında hangi dil becerilerinizi daha çok kullanmayı tercih ediyorsunuz?

___Okuma ___x___Dinleme ___Konuşma ___Yazma

Neden? (lütfen belirtiniz): Çünkü dersi anlayabilmem için önce güzelce dinlemem gerekiyor.

8. Sizden istenen ödevlerde hangi dil becerinizi kullanmayı tercih edersiniz?

___x___Okuma ___Dinleme ___Konuşma ___Yazma

Neden? (lütfen belirtiniz):

III. BÖLÜM: ALAN DERSLERİNİN ÖĞRENİLMESİ

1. Öğretim dilinin İngilizce olması ile ilgili genel düşünceniz nedir?

Zorlayıcı ama gerekli bir durum

2. Öğretim dilinin İngilizce olması derslerdeki başarınızı ne yönde etkiliyor?

Çoğu dersin aksine bazı derslerde olumsuz yönde etkilediğini söyleyebilirim. Genel anlamda negatif veya pozitif, farkedilir bir etkisi olduğunu düşünmüyorum.

3. İngilizce ders kaynaklarını anlamakta zorluk yaşıyor musunuz? Neden?
Bazen. Çünkü kaynaklarda geçen terimlerin çoğu ile ilk defa karşılaşmış oluyorum.

4. Ders esnasında Türkçe çeviri yapılmalı mı? Neden?
Gerektiği durumlarda yapılmalı, mesela bir cümle çok fazla teknik kelimeler içeriyorsa yapılması gerek.

5. Hazırlıkta aldığınız İngilizce eğitiminin alan derslerine etkisini değerlendirir misiniz?
Dersleri anlama daha katkısı çok oldu, fakat bana öğretilen ingilizce gündelik ingilizce olduğu için alışmakta zorluk yaşadım.

IV. BÖLÜM: ÖNERİLERİNİZ

Öğrencilerin, İngilizce olarak verilen bölüm derslerini daha iyi öğrenebilmesi için yapılabilecek uygulamalara önerileriniz nelerdir?

Student 10

I. BÖLÜM : KİŞİSEL BİLGİLER

1. Cinsiyetiniz: ___K___ ___x___ E
2. Fakülte / Bölümünüz: Mühendislik Fakültesi / Bilgisayar Mühendisliği
3. Sınıfınız: 4
4. Kaç yıldır İngilizce dersi alıyorsunuz?: 8
5. Okuduğunuz bölümde, eğitimi İngilizce olarak veren bir üniversiteyi seçme nedeniniz nedir?

(Birden fazla seçenek işaretleyebilirsiniz)

- ___x___ İngilizcemi geliştirmek için
___x___ Dersleri İngilizce almanın, alanımda beni daha etkin kılacağına inandığım için
___x___ İngilizce eğitim aldıktan sonra iş bulmamın daha kolay olacağına inandığım için

___ Ailem istediği için

___ Puanım yettiği için

___x___ Diğer (lütfen belirtiniz): Mesleğimde İngilizce'nin önemi bir hayli ön plandadır. Hedeflerimin arasında yurtdışında çalışmak olduğundan İngilizce eğitim veren bir üniversiteyi seçmeye karar verdim.

6. İngilizce dil becerilerinde, kendi yeterlik düzeyinizi, aşağıdaki tabloda "X" koyarak belirtir misiniz?

	Çok İyi	İyi	Orta	Zayıf
Okuma		X		
Dinleme		X		
Konuşma				X
Yazma		X		

7. Daha önce İngilizce konuşulan bir ülkede bulundunuzmu? ___Evet___ ___X___ Hayır

Cevabınız evet ise;

Hangi ülkede bulundunuz:

Ne kadar süre bulundunuz:

Hangi amaçla bulundunuz:

Bu süreçte ağırlıklı olarak hangi dil becerinizi kullandınız: (Aşağıdaki tabloyu “X” ile işaretleyiniz)

___Okuma	___Dinleme	___Konuşma	___Yazma
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II. BÖLÜM: İNGİLİZCE YETERLİK – BİLGİ ve BECERİ

1. Dersleri anlamada İngilizce genel kelime bilginizi nasıl değerlendiriyorsunuz?

___Çok İyi ___X___İyi ___Orta ___Zayıf

Eklemek istedikleriniz; Bunun cevabını İyi olarak işaretledim ancak özellikle yazılım derslerinde teknik İngilizcenin önemi hayati derecedir. Bu sebeple sürekli kendinizi geliştirmek zorundasınız ama bunu severek yapmalısınız. Bende bu konuda efor sarfediyorum.

2. Dersleri anlamada kendi alanınıza ait İngilizce terminoloji bilginizi nasıl değerlendiriyorsunuz?

___Çok İyi ___X___İyi ___Orta ___Zayıf

Eklemek istedikleriniz;

3. Dersleri anlamada İngilizce dilbilgisi yeterliğinizi nasıl değerlendiriyorsunuz?

___Çok İyi ___X___İyi ___Orta ___Zayıf

Eklemek istedikleriniz;

4. Bölümünüzle ilgili geçmiş bilgi birikiminizi nasıl değerlendiriyorsunuz?

(Dersleri almaya başlamadan önce seçtiğiniz alan ile ilgili bilginiz ne düzeydeydi?)

___x___Çok İyi ___İyi ___Orta ___Zayıf

Eklemek istedikleriniz; Lisans eğitimime başlamadan önce Ön Lisans(Bilgisayar Programcılığı) eğitimini tamamladım. Ek olarak Teknik ve Endüstri Meslek Lisesi mezunuyum ve lise de yazılım üzerine eğitim alarak sahip olduğum tüm bilgi birikimimle lisans eğitimime başladım.

5. Öğretim görevlisinin, ders anlatımında seçtiği kelimeleri kendi düzeyinize göre değerlendirir misiniz?

___Benim düzeyimden yüksek

___x___Benim düzeyimde

___Benim düzeyimden aşağıda

Eklemek istedikleriniz;

6. Öğretim görevlisinin, ders anlatımında seçtiği dilbilgisi yapılarını kendi düzeyinize göre değerlendirir misiniz?

___Benim düzeyimden yüksek

___x___Benim düzeyimde

___Benim düzeyimden aşağıda

Eklemek istedikleriniz;

7. Dersi takip etme aşamasında hangi dil becerilerinizi daha çok kullanmayı tercih ediyorsunuz?

___Okuma ___Dinleme ___Konuşma ___x___Yazma

Neden? (lütfen belirtiniz): Dil farketmeksizin yazı yazma konusunda bir becerimin olduğuna inanmaktayım. Günlük hayatımda da yazarak çalışıyorum ve yazarak kendimi daha iyi ifade ettiğimi düşünüyorum.

8. Sizden istenen ödevlerde hangi dil becerinizi kullanmayı tercih edersiniz?

___Okuma ___Dinleme ___Konuşma ___x___Yazma

Neden? (lütfen belirtiniz): Öncelikle yazı yazarak hatta yazdığımız yazıyı daha sonra sesli bir şekilde okuyarak yukarıda belirtilen tüm nitelik ve niceliklerin kazanılabileceğine inanmaktayım.

III. BÖLÜM: ALAN DERSLERİNİN ÖĞRENİLMESİ

1. Öğretim dilinin İngilizce olması ile ilgili genel düşünceniz nedir?

Öğretim dilinin İngilizce olmasının çok büyük bir şans olduğuna inanmaktayım. Ne yazık ki çoğu öğrencinin bu şans hakkında farkındalığının az olduğunu düşünüyorum. İngilizce öğrenmek özellikle mesleki açıdan sizi evrensel bir öğrenim sürecine sürükler. Global olarak daha çok kaynağa erişebilir ve daha çok bilgi edinebilirsiniz.

2. Öğretim dilinin İngilizce olması derslerdeki başarılarınızı ne yönde etkiliyor?

İngilizce olması bizim daha fazla kaynağa erişebilmemize olanak sağlar ve bu çerçevede daha fazla bilgi edinebiliriz.

3. İngilizce ders kaynaklarını anlamakta zorluk yaşıyor musunuz? Neden?

İngilizce ders kaynaklarından sadece mesleki terimlerde zorlandığımı belirtmek isterim. Bunun sebebi de mesleki terimlere aşina olmadığımdan kaynaklıdır.

4. Ders esnasında Türkçe çeviri yapılmalı mı? Neden?

Ders içerikleri bazen anlaşılabilirliği güç kılabilir bu sebeple tıkanıldığı yerde Türkçe çeviri yapılabilir. Ancak bunun bir alışkanlık olmamasına dikkat edilmesi gerekmektedir.

5. Hazırlıkta aldığınız İngilizce eğitiminin alan derslerine etkisini değerlendirir misiniz?

Hazırlıkta aldığım İngilizce eğitimin sadece derslerime değil, sosyal yaşamıma, kendimi ifade etme yeteneğime, mesleğimde yetkinlik kazanmama, hayal gücümün gelişmesine ve hatta yeni kültürleri öğrenmeye bile gözle görülür bir şekilde olumlu bir etkisi olmuştur.

IV. BÖLÜM: ÖNERİLERİNİZ

Öğrencilerin, İngilizce olarak verilen bölüm derslerini daha iyi öğrenebilmesi için yapılabilecek uygulamalara önerileriniz nelerdir?

İngilizce kitap okumanın çok önemli bir yere sahip olduğuna inanmaktayım. Bol bol araştırma yapmak, film izlemek, müzik dinlemek ve hatta İngilizce konuşabileceğimiz bir arkadaş edinmek bölüm derslerinin daha iyi öğrenebilmesine katkı sağlar. Özellikle bölüm derslerindeki verilen ödevler/projeler hayati öneme sahiptir. Bu ödev ve projelerde kesinlikle kendimizi daha iyi geliştirmek için bol bol araştırma yapmak gerekiyor. Sahip olabileceğim en büyük şanslardan birisi bölümünün İngilizce olmasıdır ve öğrencilerin bu değerin farkında olmaları gerekmektedir.

Student 11

I. BÖLÜM : KİŞİSEL BİLGİLER

1. Cinsiyetiniz: ___K ___x___E

2. Fakülte / Bölümünüz:MÜHENDİSLİK FAKÜLTESİ/ENDÜSTRİ MÜHENDİSLİĞİ

3. Sınıfınız: 3

4. Kaç yıldır İngilizce dersi alıyorsunuz?: 6

5. Okuduğunuz bölümde, eğitimi İngilizce olarak veren bir üniversiteyi seçme nedeniniz nedir?

(Birden fazla seçenek işaretleyebilirsiniz)

- ☒ İngilizcemi geliştirmek için
☒ Dersleri İngilizce almanın, alanımda beni daha etkin kılacağına inandığım için
☒ İngilizce eğitim aldıktan sonra iş bulmamın daha kolay olacağına inandığım için
☐ Ailem istediği için
☐ Puanım yettiği için
☐ Diğer (lütfen belirtiniz):

6. İngilizce dil becerilerinde, kendi yeterlik düzeyinizi, aşağıdaki tabloda “X” koyarak belirtir misiniz?

	Çok İyi	İyi	Orta	Zayıf
Okuma	X			
Dinleme			X	
Konuşma			X	
Yazma		X		

7. Daha önce İngilizce konuşulan bir ülkede bulundunuzmu? ☒ Evet ☐ Hayır

Cevabınız evet ise;

Hangi ülkede bulundunuz: IRAK

Ne kadar süre bulundunuz: 1 AY

Hangi amaçla bulundunuz: TİCARET

Bu süreçte ağırlıklı olarak hangi dil becerinizi kullandınız: (Aşağıdaki tabloyu “X” ile işaretleyiniz)

☐ Okuma	☐ Dinleme	☒ Konuşma	☐ Yazma
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II. BÖLÜM: İNGİLİZCE YETERLİK – BİLGİ ve BECERİ

1. Dersleri anlamada İngilizce genel kelime bilginizi nasıl değerlendiriyorsunuz?

☒ Çok İyi ☒ İyi ☐ Orta ☐ Zayıf

Ekleme istedikleriniz;

2. Dersleri anlamada kendi alanınıza ait İngilizce terminoloji bilginizi nasıl değerlendiriyorsunuz?

☒ Çok İyi ☒ İyi ☐ Orta ☐ Zayıf

Ekleme istedikleriniz;

3. Dersleri anlamada İngilizce dilbilgisi yeterliğinizi nasıl değerlendiriyorsunuz?

☒ Çok İyi ☒ İyi ☐ Orta ☐ Zayıf

Ekleme istedikleriniz;

4. Bölümünüzle ilgili geçmiş bilgi birikiminizi nasıl değerlendiriyorsunuz?

(Dersleri almaya başlamadan önce seçtiğiniz alan ile ilgili bilginiz ne düzeydeydi?)

☒ Çok İyi ☒ İyi ☐ Orta ☒ Zayıf

Ekleme istedikleriniz;

5. Öğretim görevlisinin, ders anlatımında seçtiği kelimeleri kendi düzeyinize göre değerlendirir misiniz?

☒ Benim düzeyimden yüksek

___ Benim düzeyimde
___ Benim düzeyimden aşağıda

Ekleme istedikleriniz;

Derse bağlı bir durum,önceden çalışmadığınız girdiğiniz dersin yarısını terimlerden dolayı anlamamak çok olası.

6. Öğretim görevlisinin, ders anlatımında seçtiği dilbilgisi yapılarını kendi düzeyinize göre değerlendirir misiniz?

___ Benim düzeyimden yüksek

x Benim düzeyimde

___ Benim düzeyimden aşağıda

Ekleme istedikleriniz;

7. Dersi takip etme aşamasında hangi dil becerilerinizi daha çok kullanmayı tercih ediyorsunuz?

___ Okuma

x Dinleme

___ Konuşma

___ Yazma

Neden? (lütfen belirtiniz):

Dersler sürekli İngilizce anlatıldığı için dinlemeyi seçiyoruz,yazma ve okuma çok daha düşük.

8. Sizden istenen ödevlerde hangi dil becerinizi kullanmayı tercih edersiniz?

x Okuma

___ Dinleme

___ Konuşma

___ Yazma

Neden? (lütfen belirtiniz):

Benim için daha kolay olduğu onu seçerim.

III. BÖLÜM: ALAN DERSLERİNİN ÖĞRENİLMESİ

1. Öğretim dilinin İngilizce olması ile ilgili genel düşünceniz nedir?

Kesinlikle olması gereken bir şey.Çünkü yaptığımız meslekte belirli kalıplar dışına çıkmamızı sağlıyor.Yaptığımız iş uluslararası geçerli sayılabilir ve her yerde çalışabilirsiniz ama Türkçe eğitim almışsanız yurt dışında çalışma yada kaynaklardan yararlanma durumunuz kısıtlı kalacaktır.

2. Öğretim dilinin İngilizce olması derslerdeki başarılarınızı ne yönde etkiliyor?

Bizim bölümde çok fark ediyor,İngilizce başarıyı düşüyor, sebebi sınav sorularının İngilizce eğitim alan öğrencilerde daha zor olması ve öğrenciler genel olarak keşke Türkçe okusaydık dediklerini duyabilirsiniz.

3. İngilizce ders kaynaklarını anlamakta zorluk yaşıyor musunuz? Neden?

Eski kitaplarda kullanılan kelimeler daha farklı olduğu için bazen çeviri ihtiyacı oluyor.

4. Ders esnasında Türkçe çeviri yapılmalı mı? Neden?

Anlaşılmayan yerlerde yapılmalı,öğrencinin sonradan onu araştırması çok düşük ihtimal anında çeviri daha yararlı olabilir.

5. Hazırlıkta aldığımız İngilizce eğitiminin alan derslerine etkisini değerlendirir misiniz?

Hazırlık okumasam dersleri anlamamaktan dolayı birinci sınıfı tekrar edebilirdim,hazırlık alınan İngilizce olmazsa birinci sınıf birinci dönemi çok düşük ortalamaıyla geçmeniz çok yüksek ihtimal.

IV. BÖLÜM: ÖNERİLERİNİZ

Öğrencilerin, İngilizce olarak verilen bölüm derslerini daha iyi öğrenebilmesi için yapılabilecek uygulamalara önerileriniz nelerdir?

Bizde gramer meselesi çok önemli gibi duruyor hata yapınca dünyanın sonu gelmiş gibi düşünüyor. Konuşurken çok fazla grameri düşünmüyorum bir şekilde kendiliğinden oluyor, öğrencilerin bence asıl öğrenmesi şey kelimeler. Gramere hakim olmak güzel ama kelime bilmeden onları bilmek bence pek işe yaramıyor. Çok fazla kelime bilen kişi bence her zaman daha avantajlıdır, derslerde kelime dağarcının gelişmesine yönelik çalışmalar yapardım.

Student 12

I. BÖLÜM : KİŞİSEL BİLGİLER

1. Cinsiyetiniz: ___K ___x___E
2. Fakülte / Bölümünüz: Mühendislik Fakültesi/ Makine Mühendisliği
3. Sınıfınız: 3. Sınıf
4. Kaç yıldır İngilizce dersi alıyorsunuz?: 12
5. Okuduğunuz bölümde, eğitimi İngilizce olarak veren bir üniversiteyi seçme nedeniniz nedir?

(Birden fazla seçenek işaretleyebilirsiniz)

- ___+___ İngilizcemi geliştirmek için
___+___ Dersleri İngilizce almanın, alanımda beni daha etkin kılacağına inandığım için
___+___ İngilizce eğitim aldıktan sonra iş bulmamın daha kolay olacağına inandığım için
___+___ Ailem istediği için
___ Puanım yettiği için
___ Diğer (lütfen belirtiniz):

6. İngilizce dil becerilerinde, kendi yeterlik düzeyinizi, aşağıdaki tabloda “X” koyarak belirtir misiniz?

	Çok İyi	İyi	Orta	Zayıf
Okuma			+	
Dinleme			+	
Konuşma				+
Yazma			+	

7. Daha önce İngilizce konuşulan bir ülkede bulundunuzmu? ___Evet ___+___Hayır

Cevabınız evet ise;

Hangi ülkede bulundunuz:

Ne kadar süre bulundunuz:

Hangi amaçla bulundunuz:

Bu süreçte ağırlıklı olarak hangi dil becerinizi kullandınız: (Aşağıdaki tabloyu “X” ile işaretleyiniz)

___Okuma	___Dinleme	___Konuşma	___Yazma
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II. BÖLÜM: İNGİLİZCE YETERLİK – BİLGİ ve BECERİ

1. Dersleri anlamada İngilizce genel kelime bilginizi nasıl değerlendiriyorsunuz?

___Çok İyi ___İyi ___X___Orta ___Zayıf

Eklemek istedikleriniz;

2. Dersleri anlamada kendi alanınıza ait İngilizce terminoloji bilginizi nasıl değerlendiriyorsunuz?

☐ Çok İyi ☐ İyi ☒ Orta ☐ Zayıf

Ekleme istedikleriniz;

3. Dersleri anlamada İngilizce dilbilgisi yeterliğinizi nasıl değerlendiriyorsunuz?

☐ Çok İyi ☒ İyi ☐ Orta ☐ Zayıf

Ekleme istedikleriniz;

4. Bölümünüzle ilgili geçmiş bilgi birikiminizi nasıl değerlendiriyorsunuz?

(Dersleri almaya başlamadan önce seçtiğiniz alan ile ilgili bilginiz ne düzeydeydi?)

☐ Çok İyi ☐ İyi ☐ Orta ☒ Zayıf

Ekleme istedikleriniz;

5. Öğretim görevlisinin, ders anlatımında seçtiği kelimeleri kendi düzeyinize göre değerlendirir misiniz?

☒ Benim düzeyimden yüksek

☐ Benim düzeyimde

☐ Benim düzeyimden aşağıda

Ekleme istedikleriniz;

6. Öğretim görevlisinin, ders anlatımında seçtiği dilbilgisi yapılarını kendi düzeyinize göre değerlendirir misiniz?

☒ Benim düzeyimden yüksek

☐ Benim düzeyimde

☐ Benim düzeyimden aşağıda

Ekleme istedikleriniz;

7. Dersi takip etme aşamasında hangi dil becerilerinizi daha çok kullanmayı tercih ediyorsunuz?

☐ Okuma ☒ Dinleme ☐ Konuşma ☐ Yazma

Neden? (lütfen belirtiniz):

8. Sizden istenen ödevlerde hangi dil becerinizi kullanmayı tercih edersiniz

☐ Okuma ☐ Dinleme ☐ Konuşma ☒ Yazma

Neden? (lütfen belirtiniz):

III. BÖLÜM: ALAN DERSLERİNİN ÖĞRENİLMESİ

1. Öğretim dilinin İngilizce olması ile ilgili genel düşünceniz nedir?

Günümüzde iş bulabilmek için İngilizce bilmek çok önemli bir faktör .Bu sebeple bu dili az ya da çok bilmek zorundayız .Bence İngilizce öğrenmenin en iyi yolu İngilizceyi sürekli kullanmak .Dersler de bu iş için çok büyük bir çözüm yolu insanlar dersler sayesinde sürekli dili kullanmak zorunda kalacak.

2. Öğretim dilinin İngilizce olması derslerdeki başarınızı ne yönde etkiliyor?

Açıkçası biraz notlarımı düşürüyor. Çünkü derslerimin çoğu İngilizce ve sayısal olduğu için mantığını anlamakta zorlanıyorum.

3. İngilizce ders kaynaklarını anlamakta zorluk yaşıyor musunuz? Neden?

Evet İngilizcem günlük hayatta çok fazla kullanmadığım için gerek dil bilgisi gerekse kelime hazinesi olarak zorluklar yaşıyorum.

4. Ders esnasında Türkçe çeviri yapılmalı mı? Neden?

Belirli bir ölçüde yapılmalı .Çünkü öğrencilerin çoğunluğu evde tekrar yapmıyor en azından derste Türkçe çeviriyle İngilizcesini karşılaştırıp bir şeyler öğrenebilir.

5. Hazırlıkta aldığınız İngilizce eğitiminin alan derslerine etkisini değerlendirir misiniz? Çok fazla katkısı var senelerce İngilizce dersi görmeme rağmen İngilizce de olan bir çok eksikimi hazırlıkta kapama fırsatı buldum .Bu sayede İngilizce bir bölümde okuyabiliyorum.

IV. BÖLÜM: ÖNERİLERİNİZ

Öğrencilerin, İngilizce olarak verilen bölüm derslerini daha iyi öğrenebilmesi için yapılabilecek uygulamalara önerileriniz nelerdir?

Bence dil öğrenmek için süreklilik şart bir şekilde hayatınızın bir parçası olması lazım o dil ki unutulmasın. Bununla birlikte o dili bir şekilde hayatınızın bir yerinde kullanmanız lazım Okullarda verilen dil eğitiminin yeterli olmamasının nedeni de bence insanlar bu dili yeteri kadar kullanmıyor onlar sadece bu dili üniteler sonlarındaki örnekleri çözmek için ezber yapıyorlar. Tam tersine onları daha çok konuşturacak şekilde ve öğrendikleri kelimeleri ve dil bilgisi kurallarını konuşarak kullanma fırsatı tanınması için sohbet ortamlarının olması lazım ve öğrencileri konuşma konusunda zorlanması gerektiğini düşünüyorum.

Student 13

I. BÖLÜM : KİŞİSEL BİLGİLER

1. Cinsiyetiniz: ☒ K ☐ E
2. Fakülte / Bölümünüz: Industrial Engineering
3. Sınıfınız: 3
4. Kaç yıldır İngilizce dersi alıyorsunuz?: 13
5. Okuduğunuz bölümde, eğitimi İngilizce olarak veren bir üniversiteyi seçme nedeniniz nedir?

(Birden fazla seçenek işaretleyebilirsiniz)

- ☒ İngilizcemi geliştirmek için
- ☒ Dersleri İngilizce almanın, alanımda beni daha etkin kılacağına inandığım için
- ☒ İngilizce eğitim aldıktan sonra iş bulmamın daha kolay olacağına inandığım için

- ☐ Ailem istediği için
- ☐ Puanım yettiği için
- ☐ Diğer (lütfen belirtiniz):

6. İngilizce dil becerilerinde, kendi yeterlik düzeyinizi, aşağıdaki tabloda “X” koyarak belirtir misiniz?

	Çok İyi	İyi	Orta	Zayıf
Okuma		X		
Dinleme			X	
Konuşma				X
Yazma				X

7. Daha önce İngilizce konuşulan bir ülkede bulundunuzmu? ☐ Evet ☒ Hayır

Cevabınız evet ise;

Hangi ülkede bulundunuz:

Ne kadar süre bulundunuz:

Hangi amaçla bulundunuz:

Bu süreçte ağırlıklı olarak hangi dil becerinizi kullandınız: (Aşağıdaki tabloyu “X” ile işaretleyiniz)

___Okuma	___Dinleme	___Konuşma	___Yazma
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II. BÖLÜM: İNGİLİZCE YETERLİK – BİLGİ ve BECERİ

1. Dersleri anlamada İngilizce genel kelime bilginizi nasıl değerlendiriyorsunuz?

___Çok İyi ___İyi ___X___Orta ___Zayıf

Ekleme istedikleriniz;

2. Dersleri anlamada kendi alanınıza ait İngilizce terminoloji bilginizi nasıl değerlendiriyorsunuz?

___Çok İyi ___İyi ___Orta ___x___Zayıf

Ekleme istedikleriniz;

3. Dersleri anlamada İngilizce dilbilgisi yeterliğinizi nasıl değerlendiriyorsunuz?

___Çok İyi ___İyi ___X___Orta ___Zayıf

Ekleme istedikleriniz;

4. Bölümünüzle ilgili geçmiş bilgi birikiminizi nasıl değerlendiriyorsunuz?

(Dersleri almaya başlamadan önce seçtiğiniz alan ile ilgili bilginiz ne düzeydeydi?)

___Çok İyi ___İyi ___X___Orta ___Zayıf

Ekleme istedikleriniz;

5. Öğretim görevlisinin, ders anlatımında seçtiği kelimeleri kendi düzeyinize göre değerlendirir misiniz?

___x___ Benim düzeyimden yüksek

___ Benim düzeyimde

___ Benim düzeyimden aşağıda

Ekleme istedikleriniz;

6. Öğretim görevlisinin, ders anlatımında seçtiği dilbilgisi yapılarını kendi düzeyinize göre değerlendirir misiniz?

___ Benim düzeyimden yüksek

___x___ Benim düzeyimde

___ Benim düzeyimden aşağıda

Ekleme istedikleriniz;

7. Dersi takip etme aşamasında hangi dil becerilerinizi daha çok kullanmayı tercih ediyorsunuz?

___Okuma ___x___Dinleme ___Konuşma ___Yazma

Neden? (lütfen belirtiniz):

8. Sizden istenen ödevlerde hangi dil becerinizi kullanmayı tercih edersiniz?

___Okuma ___Dinleme ___Konuşma ___x___Yazma

Neden? (lütfen belirtiniz):

III. BÖLÜM: ALAN DERSLERİNİN ÖĞRENİLMESİ

1. Öğretim dilinin İngilizce olması ile ilgili genel düşünceniz nedir?

Birçok artışının olduğunu düşünüyorum.

2. Öğretim dilinin İngilizce olması derslerdeki başarıyı ne yönde etkiliyor?

Aslında olumsuz etkilediğini söyleyebilirim. Fakat bu benim İngilizceye karşı olan isteksizliğimden de kaynaklanıyor diyebiliriz. Türkçe bölümde kendimi daha iyi ifade

edip dersleri kısa sürede ve rahat bir şekilde anlayabileceğim için daha başarılı olabileceğimi düşünüyorum.

3. İngilizce ders kaynaklarını anlamakta zorluk yaşıyor musunuz? Neden?

Tabiki yaşıyorum. Tureng e yazdığım kelimeler görünseydi bölümden atılırdım. Ya da google çeviri olmasaydı birçok öğrenci pes etmişti bile. Nedenine gelirsek genel olarak kelime dağarcığımın yetersiz olmasından kaynaklandığını düşünüyorum.

4. Ders esnasında Türkçe çeviri yapılmalı mı? Neden?

Aslında çok doğru bulmuyorum. Çünkü bu tercihi zaten en başında yapıyoruz. Aynı zamanda yabancı öğrencilerle birlikte okuyoruz. Bu durum da onlara haksızlık olacağını düşünüyorum. Fakat derslerde hepimizin türkçe bir açıklama gelmesi için hocamızın gözünün içine baktığımız gerçeğini de atlamak istemedim.

5. Hazırlıkta aldığınız İngilizce eğitiminin alan derslerine etkisini değerlendirir misiniz?

Kesinlikle yeterli olduğunu düşünmüyorum. Bölüm derslerimiz başladığında hepimiz sudan çıkmış balığa dönmüştük. Bunun sebebinin de bölümlerimizle alakalı terimleri bilmememizden kaynaklandığını düşünüyorum.

IV. BÖLÜM: ÖNERİLERİNİZ

Öğrencilerin, İngilizce olarak verilen bölüm derslerini daha iyi öğrenebilmesi için yapılabilecek uygulamalara önerileriniz nelerdir?

Yani düşününce çok mümkün gözükme de hazırlıkta az da olsa bölümümle ilgili terimleri önceden öğrenmiş olmak isterdim. Şu an da bana çok büyük faydası olurdu. Aynı zamanda speaking derslerinin de daha fazla olmasını isterdim. Bunun da sunumlarımız açısından faydalı olabileceğini düşünmekteyim.

Student 14

I. BÖLÜM : KİŞİSEL BİLGİLER

1. Cinsiyetiniz: ____K ____x__ E

2. Fakülte / Bölümünüz:Muhendislik Fakültesi/Endüstri Muhendisliği

3. Sınıfınız:3. sınıf

4. Kaç yıldır İngilizce dersi alıyorsunuz?: 12

5. Okuduğunuz bölümde, eğitimi İngilizce olarak veren bir üniversiteyi seçme nedeniniz nedir?

(Birden fazla seçenek işaretleyebilirsiniz)

____x__ İngilizcemi geliştirmek için

____x__ Dersleri İngilizce almanın, alanımda beni daha etkin kılacağına inandığım için

____x__ İngilizce eğitim aldıktan sonra iş bulmamın daha kolay olacağına inandığım için

____ Ailem istediği için

____x__ Puanım yettiği için

____ Diğer (lütfen belirtiniz):

6. İngilizce dil becerilerinde, kendi yeterlik düzeyinizi, aşağıdaki tabloda “X” koyarak belirtir misiniz?

	Çok İyi	İyi	Orta	Zayıf
Okuma	X			

Dinleme	X			
Konuşma	x			
Yazma			X	

7. Daha önce İngilizce konuşulan bir ülkede bulundunuzmu? x Evet Hayır

Cevabınız evet ise;

Hangi ülkede bulundunuz : Amerika

Ne kadar süre bulundunuz: 5 Ay

Hangi amaçla bulundunuz: Eğitim-kültürel

Bu süreçte ağırlıklı olarak hangi dil becerinizi kullandınız: (Aşağıdaki tabloyu “X” ile işaretleyiniz)

<u> x </u> Okuma	<u> x </u> Dinleme	<u> x </u> Konuşma	<u> </u> Yazma
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II. BÖLÜM: İNGİLİZCE YETERLİK – BİLGİ ve BECERİ

1. Dersleri anlamada İngilizce genel kelime bilginizi nasıl değerlendiriyorsunuz?

 x Çok İyi İyi Orta Zayıf

Eklemek istedikleriniz;

2. Dersleri anlamada kendi alanınıza ait İngilizce terminoloji bilginizi nasıl değerlendiriyorsunuz?

 Çok İyi x İyi Orta Zayıf

Eklemek istedikleriniz;

3. Dersleri anlamada İngilizce dilbilgisi yeterliğinizi nasıl değerlendiriyorsunuz?

 Çok İyi x İyi Orta Zayıf

Eklemek istedikleriniz;

4. Bölümünüzle ilgili geçmiş bilgi birikiminizi nasıl değerlendiriyorsunuz?

(Dersleri almaya başlamadan önce seçtiğiniz alan ile ilgili bilginiz ne düzeydeydi?)

 Çok İyi İyi x Orta Zayıf

Eklemek istedikleriniz;

5. Öğretim görevlisinin, ders anlatımında seçtiği kelimeleri kendi düzeyinize göre değerlendirir misiniz?

 Benim düzeyimden yüksek

 x Benim düzeyimde

 Benim düzeyimden aşağıda

Eklemek istedikleriniz;

6. Öğretim görevlisinin, ders anlatımında seçtiği dilbilgisi yapılarını kendi düzeyinize göre değerlendirir misiniz?

 Benim düzeyimden yüksek

 x Benim düzeyimde

 Benim düzeyimden aşağıda

Eklemek istedikleriniz;

7. Dersi takip etme aşamasında hangi dil becerilerinizi daha çok kullanmayı tercih ediyorsunuz?

 x Okuma x Dinleme Konuşma Yazma

Neden? (lütfen belirtiniz): *Dinleyerek anlayamadığım ya da kacırdığım kısımleri ilgili slayti okuyarak kolayca telafi edebiliyorum*

8. Sizden istenen ödevlerde hangi dil becerinizi kullanmayı tercih edersiniz?

___Okuma ___Dinleme ___X___Konuşma ___Yazma

Neden? (lütfen belirtiniz): *Konusma yeteneğim diğerlerinin biraz üstünde olduğu için her ödevde konuşma yeteneğimin üstüne düşmeye ozen gösteririm*

III. BÖLÜM: ALAN DERSLERİNİN ÖĞRENİLMESİ

1. Öğretim dilinin İngilizce olması ile ilgili genel düşünceniz nedir?

Evrensel dil İngilizce olduğu için olması gereken İngilizce eğitimidir.

2. Öğretim dilinin İngilizce olması derslerdeki başarılarınızı ne yönde etkiliyor?

Calistigim surece olumlu etkiliyor.

3. İngilizce ders kaynaklarını anlamakta zorluk yaşıyor musunuz? Neden?

Bazen evet. Cunku genelde konuşma diline hakim olduğum için terimlerde zorluk çekebiliyorum.

4. Ders esnasında Türkçe çeviri yapılmalı mı? Neden?

Bazi yerlerde evet. Cunku kelime kelime ceviri yaptigimizda farkli anlam cikarken, kelimelerin diziliminden dolayi başka anlam cikabiliyor.

5. Hazırlıkta aldığınız İngilizce eğitiminin alan derslerine etkisini değerlendirir misiniz?

%60-70 arasi diyebilirim. Cunku hazirlikta temel amaç İngilizce öğrenimi fakat terimlerden dolayi bazi yerlerde sadece hazirlikta ogrendigimiz bilgiler yetersiz kalabiliyor.

IV. BÖLÜM: ÖNERİLERİNİZ

Öğrencilerin, İngilizce olarak verilen bölüm derslerini daha iyi öğrenebilmesi için yapılabilecek uygulamalara önerileriniz nelerdir?

Turkce çeviriden ziyade, her derste ilgili chapter a başlamadan önce pdf seklinde İngilizce terimlerin turkce karsiligi verirlirse dersleri anlamak ve kelime haznemizi geliştirmek bence bir kademe daha kolay olacaktır.

Bunun disinda, sozlu kisimlarin ve bazi ufak sayisal içeren kisimlarin bazi periyotlarla sınıftan birinin sinftakilere anlatmasi, hem ilgili kismin anlatan öğrencinin daha rahat öğrenmesine hem de siniftakilerin kendi arkadaslarına daha rahat sormasına sebep olur.

Kisa vadede aklima gelen bunlar .

Student 15

I. BÖLÜM : KİŞİSEL BİLGİLER

1. Cinsiyetiniz: ___K ___x___ E

2. Fakülte / Bölümünüz: İktisadi ve İdari Bilimler Fakültesi / Uluslararası Ticaret Ve İşletmecilik

3. Sınıfınız: 4

4. Kaç yıldır İngilizce dersi alıyorsunuz?: 12

5. Okuduğunuz bölümde, eğitimi İngilizce olarak veren bir üniversiteyi seçme nedeniniz nedir?

(Birden fazla seçenek işaretleyebilirsiniz)

___x___ İngilizcemi geliştirmek için

- ☒ Dersleri İngilizce almanın, alanımda beni daha etkin kılacağına inandığım için
☒ İngilizce eğitim aldıktan sonra iş bulmamın daha kolay olacağına inandığım için
☐ Ailem istediği için
☐ Puanım yettiği için
☐ Diğer (lütfen belirtiniz):

6. İngilizce dil becerilerinde, kendi yeterlik düzeyinizi, aşağıdaki tabloda “X” koyarak belirtir misiniz?

	Çok İyi	İyi	Orta	Zayıf
Okuma	x			
Dinleme	x			
Konuşma			x	
Yazma			x	

7. Daha önce İngilizce konuşulan bir ülkede bulundunuzmu? ☐ Evet ☒ Hayır

Cevabınız evet ise;

Hangi ülkede bulundunuz:

Ne kadar süre bulundunuz:

Hangi amaçla bulundunuz:

Bu süreçte ağırlıklı olarak hangi dil becerinizi kullandınız: (Aşağıdaki tabloyu “X” ile işaretleyiniz)

☐ Okuma	☐ Dinleme	☐ Konuşma	☐ Yazma
--------------------------------	----------------------------------	----------------------------------	--------------------------------

II. BÖLÜM: İNGİLİZCE YETERLİK – BİLGİ ve BECERİ

1. Dersleri anlamada İngilizce genel kelime bilginizi nasıl değerlendiriyorsunuz?

☐ Çok İyi ☒ İyi ☐ Orta ☐ Zayıf

Ekleme istedikleriniz;

2. Dersleri anlamada kendi alanınıza ait İngilizce terminoloji bilginizi nasıl değerlendiriyorsunuz?

☐ Çok İyi ☐ İyi ☒ Orta ☐ Zayıf

Ekleme istedikleriniz;

3. Dersleri anlamada İngilizce dilbilgisi yeterliğinizi nasıl değerlendiriyorsunuz?

☐ Çok İyi ☒ İyi ☐ Orta ☐ Zayıf

Ekleme istedikleriniz;

4. Bölümünüzle ilgili geçmiş bilgi birikiminizi nasıl değerlendiriyorsunuz?

(Dersleri almaya başlamadan önce seçtiğiniz alan ile ilgili bilginiz ne düzeydeydi?)

☐ Çok İyi ☐ İyi ☐ Orta ☒ Zayıf

Ekleme istedikleriniz;

5. Öğretim görevlisinin, ders anlatımında seçtiği kelimeleri kendi düzeyinize göre değerlendirir misiniz?

☐ Benim düzeyimden yüksek

☒ Benim düzeyimde

___ Benim düzeyimden aşağıda
Eklemek istedikleriniz;

6. Öğretim görevlisinin, ders anlatımında seçtiği dilbilgisi yapılarını kendi düzeyinize göre değerlendirir misiniz?

___ Benim düzeyimden yüksek

___x___ Benim düzeyimde

___ Benim düzeyimden aşağıda
Eklemek istedikleriniz;

7. Dersi takip etme aşamasında hangi dil becerilerinizi daha çok kullanmayı tercih ediyorsunuz?

___ Okuma

___x___ Dinleme

___ Konuşma

___ Yazma

Neden? (*lütfen belirtiniz*):

8. Sizden istenen ödevlerde hangi dil becerinizi kullanmayı tercih edersiniz?

___x___ Okuma

___ Dinleme

___ Konuşma

___ Yazma

Neden? (*lütfen belirtiniz*):

III. BÖLÜM: ALAN DERSLERİNİN ÖĞRENİLMESİ

1. Öğretim dilinin İngilizce olması ile ilgili genel düşünceniz nedir?

Evrensel dil olduğu için, İngilizce bilirsem gelecekte iş bulmamın daha kolay olacağını düşünüyorum.

2. Öğretim dilinin İngilizce olması derslerdeki başarılarınızı ne yönde etkiliyor?

Bazen çok zorlayabiliyor. Çünkü kelimeleri ezberlemek çok vakit alıyor. Konuyu anlamadığım zaman evde kendi kendime saatlerce çalışmak zorunda kalıyorum.

3. İngilizce ders kaynaklarını anlamakta zorluk yaşıyor musunuz? Neden?

Evet. Bazen kaynaklardaki dil çok ağır olabiliyor.

4. Ders esnasında Türkçe çeviri yapılmalı mı? Neden?

Yapılabilir ama her zaman değil. Hocalarımız sadece anlamadığımız yerleri Türkçe söylerse daha çabuk öğreneceğimizi düşünüyorum.

5. Hazırlıkta aldığımız İngilizce eğitiminin alan derslerine etkisini değerlendirir misiniz?

Grammar ve genel ingilizceye dair herşeyi öğrendik fakat bölüme geçince derslerde çok zorlandığımı söylemem gerek. Keşke daha çok alanımızla ilgili kelimeler öğrenseydik.

IV. BÖLÜM: ÖNERİLERİNİZ

Öğrencilerin, İngilizce olarak verilen bölüm derslerini daha iyi öğrenebilmesi için yapılabilecek uygulamalara önerileriniz nelerdir?

Hazırlıkta alan dersleri biraz da olsa verilebilir.

Appendix C: Translation of the Responses

Student 1

PART I: DEMOGRAPHIC QUESTIONS

1. Gender: ☒ F ☐ M
 2. Faculty / Department: Engineering / Computer Engineering
 3. Grade (Year of Study): 4
 4. How many years have you been studying for English? 13
 5. What is your reason for choosing a department offering English-medium instruction?
(You may choose more than one option)
- ☐ To improve my English
- ☒ Because I believe that taking classes in English will make me more efficient in my field
- ☒ Because I believe it will be easier for me to find a job after studying English
- ☒ Because my family wants me to do
- ☒ Because my points are enough to do
- ☐ Other:

6. Could you indicate your level of proficiency in English language skills by putting an "X" in the table below?

	Very Good	Good	Average	Poor
Reading	X			
Listening	X			
Speaking	X			
Writing		X		

7. Have you ever been to an English-speaking country? ☐ Yes ☒ No

If "Yes";

To which country have you been:

How long have you been:

For what purpose:

Which language skills did you mainly use in this process: (Please put an "X" below)

☐ Reading	☐ Listening	☐ Speaking	☐ Writing
----------------------------------	------------------------------------	-----------------------------------	----------------------------------

PART II: ENGLISH PROFICIENCY LEVEL – KNOWLEDGE & SKILLS

1. How do you evaluate your knowledge of English vocabulary?
☐ Very good ☒ Good ☐ Average ☐ Poor
 Please explain your response in more detail;
2. How do you evaluate your knowledge of English terminology in your field?
☐ Very good ☒ Good ☐ Average ☐ Poor
 Please explain your response in more detail; Unfortunately, I'm not at an excellent level in terms of the terminology.

3. How do you evaluate your knowledge of English grammar?

☐ Very good ☐ Good ☒ Average ☐ Poor

Please explain your response in more detail; In fact, it is almost incomplete; however, because the teachers have an obvious language problem, too many terms and lesson-specific words are not used.

4. How do you evaluate your background knowledge about your department?

☐ Very good ☒ Good ☐ Average ☐ Poor

Please explain your response in more detail;

5. Could you evaluate the vocabulary chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☐ At my level

☒ Lower than my level

Please explain your response in more detail; In addition, there are many factors that reduce productivity, such as pausing or making certain sounds while talking (eeee, uhm..), which I think are very important.

6. Could you evaluate the grammatical structures chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☐ At my level

☒ Lower than my level

Please explain your response in more detail;

7. Which language skills do you prefer to use more while following the lesson?

☐ Reading ☐ Listening ☒ Speaking ☐ Writing

Why? *I get better efficiency by reading the subject first and explaining it to myself at home. I think it's catchier in my own words*

8. Which language skills do you prefer to use in the assignments?

☐ Reading ☐ Listening ☒ Speaking ☐ Writing

Why? *I think I express myself better and what I want to tell, especially in presentations or in-class discussions.*

PART III: SUBJECT LEARNING

1. What is your general attitude towards English-medium instruction?

If it is used effectively and correctly and used by competent people, I am sure we would benefit greatly. I think that most of my professors at the department where I studied cannot use English effectively.

2. How does the English-medium of instruction affect your academic success?

Being a language that I love motivates me. However, since we did not study for the terminology of our departments in prep programme, memorising terminology that I have encountered for the first time can be tiring; therefore, I get disheartened and this situation prevents me from following the main subject.

3. Do you have difficulties in understanding the sources in English?

Yes. As they contain extended terminology, the materials in English can be difficult to understand.

4. Should the translation be done during the course? Why?

I do not need any translations in the lessons; however, there may be students who do not understand. The department may be in English, but it never bothers me to translate the content for those classmates.

5. Could you evaluate the effect of the English preparatory programme on the courses given in the department?

The time I spent in the preparatory programme was a golden year for me in the English field. However, knowing and speaking English does not help me much in the engineering department as it is academic rather than being social. I am grateful to the preparatory year to use it effectively in daily life with my friends. However, my current teachers and their unique English are not beneficial for me. On the contrary, it makes me take a dislike to the lesson.

PART IV: SUGGESTIONS

What are your suggestions for further implementations for students to learn the courses given in English better?

I believe that the prep programme is the touchstone in this sense. Instead of mixed classes, the specific courses containing the terms can be taught according to students' departments. The students can be prepared for the terminology and structures that they will encounter in the department. Since I benefit from being in a mixed class socially, the first semester may be mixed, but at least in the second semester, I think everyone should be prepared for their department.

Student 2

PART I: DEMOGRAPHIC QUESTIONS

1. Gender: ☒ F ☐ M
 2. Faculty / Department: Fine arts and Design / Architecture
 3. Grade (Year of Study): 3
 4. How many years have you been studying for English? 8
 5. What is your reason for choosing a department offering English-medium instruction?
(You may choose more than one option)
- ☐ To improve my English
- ☒ Because I believe that taking classes in English will make me more efficient in my field
- ☒ Because I believe it will be easier for me to find a job after studying English
- ☐ Because my family wants me to do
- ☐ Because my points are enough to do
- ☐ Other:

6. Could you indicate your level of proficiency in English language skills by putting an "X" in the table below?

	Very Good	Good	Average	Poor
Reading		X		
Listening		X		
Speaking		X		

Writing		X		
---------	--	---	--	--

7. Have you ever been to an English-speaking country? ____Yes __X__No

If “Yes”;

To which country have you been:

How long have you been:

For what purpose:

Which language skills did you mainly use in this process: *(Please put an “X” below)*

____Reading	____Listening	____Speaking	____Writing
-------------	---------------	--------------	-------------

PART II: ENGLISH PROFICIENCY LEVEL – KNOWLEDGE & SKILLS

1. How do you evaluate your knowledge of English vocabulary?

____ Very good __x__ Good ____ Average ____ Poor

Please explain your response in more detail;

2. How do you evaluate your knowledge of English terminology in your field?

____ Very good ____ Good __x__ Average ____ Poor

Please explain your response in more detail;

3. How do you evaluate your knowledge of English grammar?

____ Very good __x__ Good ____ Average ____ Poor

Please explain your response in more detail;

4. How do you evaluate your background knowledge about your department?

____ Very good ____ Good ____ Average __x__ Poor

Please explain your response in more detail;

5. Could you evaluate the vocabulary chosen by the content teacher in the lecture according to your level?

____Higher than my level

__x__At my level

____Lower than my level

Please explain your response in more detail;

6. Could you evaluate the grammatical structures chosen by the content teacher in the lecture according to your level?

____Higher than my level

__x__At my level

____Lower than my level

Please explain your response in more detail;

7. Which language skills do you prefer to use more while following the lesson?

____Reading __x__Listening ____ Speaking ____ Writing

Why? *While listening, I can focus more on the subject.*

8. Which language skills do you prefer to use in the assignments?

____Reading ____Listening ____ Speaking __x__ Writing

Why? *When homework is mentioned, conceptually, the subject that is created with documents or wanted to be told comes to mind, so I prefer to write; however, I try to support it with others as I think that a single skill should not be chosen for the homework*

PART III: SUBJECT LEARNING

1. What is your general attitude towards English-medium instruction?

Although it is difficult for the students to understand and grasp the lessons at first, the future business life-related opportunities that it will provide should be considered and foreseen. If not, the students should be guided and supported. There is a fact that I have to work extra to get used to the situation in the first year and understand the lessons, as I hadn't taken lessons given completely in English until university. However, once I achieve that discipline, I start getting the benefit of its positive effect in the following years.

2. How does the English-medium of instruction affect your academic success?

Although it doesn't bring a complete success, even it can be said to be challenging time to time, but when the students start to know his studying style, after being able to follow the progress of the lessons and get used to the situation, then success comes along with the study discipline.

3. Do you have difficulties in understanding the sources in English?

Since there are differences in speaking and reading, I had difficulties in understanding the literature. However, I think that the fact that the department is in English and constantly staying in this language of instruction often facilitates understanding the resources.

4. Should the translation be done during the course? Why?

When I was in the first grade, I usually thought that it should be done. On the other hand, once I taste that ease, I think that it can lead the students to laziness in learning the language and understanding the lesson. I argued that the having difficulties brings effective learning; therefore, translation should not be done.

5. Could you evaluate the effect of the English preparatory programme on the courses given in the department?

I would like to say that I have been surprised in the past about this. I am not saying that the education I received in prep programme is insufficient, but I think that business English should be introduced to students, at least.

PART IV: SUGGESTIONS

What are your suggestions for further implementations for students to learn the courses given in English better?

Since English is a language whose spelling and pronunciation are not the same, teachers should make both their accents and spelling more understandable. In addition, students should be supported with more interactive studies.

Student 3

PART I: DEMOGRAPHIC QUESTIONS

1. Gender: ☒ F ☐ M

2. Faculty / Department: Engineering / Computer Engineering

3. Grade (Year of Study): 4

4. How many years have you been studied for English? 11

5. What is your reason for choosing a department offering English-medium of instruction?

(You may choose more than one option)

- ☒ To improve my English
☒ Because I believe that taking classes in English will make me more efficient in my field
☒ Because I believe it will be easier for me to find a job after studying English
☐ Because my family wants me to do
☐ Because my points are enough to do
☐ Other:

6. Could you indicate your level of proficiency in English language skills by putting an "X" in the table below?

	Very Good	Good	Average	Poor
Reading	x			
Listening		x		
Speaking	x			
Writing	x			

7. Have you ever been to an English-speaking country? ☒ Yes ☐ No

If "Yes";

To which country have you been: Poland

How long have you been: 5 months

For what purpose: Erasmus

Which language skills did you mainly use in this process: *(Please put an "X" below)*

☐ Reading	☐ Listening	☒ Speaking	☐ Writing
----------------------------------	------------------------------------	--	----------------------------------

PART II: ENGLISH PROFICIENCY LEVEL – KNOWLEDGE & SKILLS

1. How do you evaluate your knowledge of English vocabulary?

☒ Very good ☐ Good ☐ Average ☐ Poor

Please explain your response in more detail;

2. How do you evaluate your knowledge of English terminology in your field?

☐ Very good ☒ Good ☐ Average ☐ Poor

Please explain your response in more detail;

3. How do you evaluate your knowledge of English grammar?

☒ Very good ☐ Good ☐ Average ☐ Poor

Please explain your response in more detail;

4. How do you evaluate your background knowledge about your department?

☐ Very good ☐ Good ☐ Average ☒ Poor

Please explain your response in more detail;

5. Could you evaluate the vocabulary chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

6. Could you evaluate the grammatical structures chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

7. Which language skills do you prefer to use more while following the lesson?

☒ Reading ☐ Listening ☐ Speaking ☐ Writing

Why? *Because the teachers have been speaking in English during lessons and I have studied by reading later.*

8. Which language skills do you prefer to use in the assignments?

☒ Reading ☐ Listening ☐ Speaking ☒ Writing

Why? I prefer these two more in terms of research and concretization of what I have learned.

PART III: SUBJECT LEARNING

1. What is your general attitude towards English-medium instruction?

It is good in terms of improving our English, being able to follow the field and many resources on the internet.

But it can be a little challenging when learning a difficult subject that you see for the first time.

2. How does the English-medium of instruction affect your academic success?

I can find more resources on the internet to learn the topics that I don't understand. But it takes more time to study something in English than to study Turkish.

3. Do you have difficulties in understanding the sources in English?

Usually no, but sometimes I find it difficult when difficult structures are used.

4. Should the translation be done during the course? Why?

At the end of the lesson, the summary of the lesson in Turkish can be passed so that we can learn the truth if there is a place we do not understand or misunderstand.

5. Could you evaluate the effect of the English preparatory programme on the courses given in the department?

I think it has a lot of contribution. Without English preparatory education, I would have had a hard time in the field lessons. In this way, I can both understand the lessons better and study better.

PART IV: SUGGESTIONS

What are your suggestions for further implementations for students to learn the courses given in English better?

Trying to talk by doing activities with each student.

Asking students to prepare and present a play in English.

Not using the book only in all classes.

More listening activities.

Student 4

PART I: DEMOGRAPHIC QUESTIONS

1. Gender: ☒ F ☐ M
2. Faculty / Department: Engineering / Computer Engineering
3. Grade (Year of Study): 4
4. How many years have you been studied for English? 16 (since primary school)
5. What is your reason for choosing a department offering English-medium instruction?
(You may choose more than one option)
- ☒ To improve my English
- ☐ Because I believe that taking classes in English will make me more efficient in my field
- ☒ Because I believe it will be easier for me to find a job after studying English
- ☐ Because my family wants me to do
- ☐ Because my points are enough to do
- ☐ Other:
6. Could you indicate your level of proficiency in English language skills by putting an "X" in the table below?

	Very Good	Good	Average	Poor
Reading		x		
Listening		x		
Speaking				x
Writing			x	

7. Have you ever been to an English-speaking country? ☐ Yes ☒ No
- If "Yes";
- To which country have you been:
- How long have you been:
- For what purpose:
- Which language skills did you mainly use in this process: (Please put an "X" below)

☐ Reading	☐ Listening	☐ Speaking	☐ Writing
----------------------------------	------------------------------------	-----------------------------------	----------------------------------

PART II: ENGLISH PROFICIENCY LEVEL – KNOWLEDGE & SKILLS

1. How do you evaluate your knowledge of English vocabulary?
- ☐ Very good ☒ Good ☐ Average ☐ Poor
- Please explain your response in more detail;
2. How do you evaluate your knowledge of English terminology in your field?
- ☐ Very good ☐ Good ☐ Average ☒ Poor
- Please explain your response in more detail;
3. How do you evaluate your knowledge of English grammar?
- ☐ Very good ☐ Good ☒ Average ☐ Poor

Please explain your response in more detail;

4. How do you evaluate your background knowledge about your department?

☐ Very good ☐ Good ☐ Average ☒ Poor

Please explain your response in more detail;

5. Could you evaluate the vocabulary chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

6. Could you evaluate the grammatical structures chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

7. Which language skills do you prefer to use more while following the lesson?

☒ Reading ☒ Listening ☒ Speaking ☒ Writing

Why? In general, I think there should be equal support in all areas, I chose all of them, but I feel like it would have been better if it was mainly speaking personally. I always hesitated to talk in the lessons.

8. Which language skills do you prefer to use in the assignments?

☐ Reading ☐ Listening ☐ Speaking ☒ Writing

Why? A lot of reading has been done during the lessons. Therefore, writing skills should be used in assignments.

PART III: SUBJECT LEARNING

1. What is your general attitude towards English-medium instruction?

Since English is a universal language, it is naturally a must. However, it becomes an obligation rather than a preference for my department. All the lessons' being in English supports my claim. Nevertheless, if there was a chance to get educated in other languages other than English, at least for me, I would never prefer English.

2. How does the English-medium of instruction affect your academic success?

The fact that my department is in English has been harmful rather than beneficial for me. The main reason for this is that I cannot understand when I read the things written on the exam paper. Likewise, it is getting more and more difficult for us to understand the current lesson due to the teachers' lack of English knowledge and the inability to make their voices heard. We can say that my school got longer for a year just because my department is in English.

3. Do you have difficulties in understanding the sources in English?

Yes, I do. Because my level of English is average and the high level of English required in the sources and department courses; therefore, I am negatively affected.

4. Should the translation be done during the course? Why?

Yes, it necessarily should be done. Because most students do not understand the lesson. A few friends always want subject matter to be explained in Turkish after the teacher finishes the lecture. If this translation is done in the first place, this problem will also disappear.

5. Could you evaluate the effect of the English preparatory programme on the courses given in the department?

The English lessons I received in preparatory school generally improved my level, but it had no effect on my department lessons. Because the English language I received is completely different from the English language required in the departmental courses.

PART IV: SUGGESTIONS

What are your suggestions for further implementations for students to learn the courses given in English better?

Student 5

PART I: DEMOGRAPHIC QUESTIONS

1. Gender: ☒ F ☐ M

2. Faculty / Department: Computer Engineering

3. Grade (Year of Study): 4

4. How many years have you been studied for English? 7 years

5. What is your reason for choosing a department offering English-medium instruction?
(You may choose more than one option)

☐ To improve my English

☒ Because I believe that taking classes in English will make me more efficient in my field

☒ Because I believe it will be easier for me to find a job after studying English

☐ Because my family wants me to do

☐ Because my points are enough to do

☐ Other:

6. Could you indicate your level of proficiency in English language skills by putting an "X" in the table below?

	Very Good	Good	Average	Poor
Reading			x	
Listening			x	
Speaking				x
Writing				x

7. Have you ever been to an English-speaking country? ☐ Yes ☒ No

If "Yes";

To which country have you been:

How long have you been:

For what purpose:

Which language skills did you mainly use in this process: (Please put an "X" below)

☐ Reading	☐ Listening	☐ Speaking	☐ Writing
----------------------------------	------------------------------------	-----------------------------------	----------------------------------

PART II: ENGLISH PROFICIENCY LEVEL – KNOWLEDGE & SKILLS

1. How do you evaluate your knowledge of English vocabulary?

☐ Very good ☐ Good ☒ Average ☐ Poor

Please explain your response in more detail;

2. How do you evaluate your knowledge of English terminology in your field?

☐ Very good ☒ Good ☐ Average ☐ Poor

Please explain your response in more detail;

3. How do you evaluate your knowledge of English grammar?

☐ Very good ☐ Good ☒ Average ☐ Poor

Please explain your response in more detail;

4. How do you evaluate your background knowledge about your department?

☐ Very good ☐ Good ☐ Average ☒ Poor

Please explain your response in more detail;

5. Could you evaluate the vocabulary chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

6. Could you evaluate the grammatical structures chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

7. Which language skills do you prefer to use more while following the lesson?

☐ Reading ☒ Listening ☒ Speaking ☐ Writing

Why? *In order for the English language to support me in business life.*

8. Which language skills do you prefer to use in the assignments?

☒ Reading ☐ Listening ☐ Speaking ☐ Writing

Why?

PART III: SUBJECT LEARNING

1. What is your general attitude towards English-medium instruction?

Since I study at the computer engineering department, the language of instruction had to be English, which is compulsory. Turkish resources on software languages are limited and insufficient.

2. How does the English-medium of instruction affect your academic success?

It affects me negatively if I got the education in Turkish, I would be more successful in the exams because I had to study for both the exam and English vocabulary.

3. Do you have difficulties in understanding the sources in English? Why?

Yes, I do. I have lack of grammar and vocabulary.

4. Should the translation be done during the course? Why?

Yes. It becomes more effective.

5. Could you evaluate the effect of the English preparatory programme on the courses given in the department?

The education we received in the preparation was really insufficient. I had a lot of difficulties when I start studying at the department. The activities for speaking skill should have been more in preparatory programme.

PART IV: SUGGESTIONS

What are your suggestions for further implementations for students to learn the courses given in English better?

Turkish shouldn't be spoken in the classroom

Student 6

PART I: DEMOGRAPHIC QUESTIONS

1. Gender: ☒ F ☐ M

2. Faculty / Department: Engineering / Industrial Engineering

3. Grade (Year of Study): 4

4. How many years have you been studied for English? 16

5. What is your reason for choosing a department offering English-medium instruction?
(You may choose more than one option)

☒ To improve my English

☒ Because I believe that taking classes in English will make me more efficient in my field

☒ Because I believe it will be easier for me to find a job after studying English

☐ Because my family wants me to do

☒ Because my points are enough to do

☐ Other:

6. Could you indicate your level of proficiency in English language skills by putting an "X" in the table below?

	Very Good	Good	Average	Poor
Reading	x			
Listening	x			
Speaking		x		
Writing	x			

7. Have you ever been to an English-speaking country? ☒ Yes ☐ No

If “Yes”;

To which country have you been: Barcelona, Spain

How long have you been: 6 months

For what purpose: Erasmus

Which language skills did you mainly use in this process: *(Please put an “X” below)*

☒ Reading	☒ Listening	☒ Speaking	☒ Writing
---	---	--	---

PART II: ENGLISH PROFICIENCY LEVEL – KNOWLEDGE & SKILLS

1. How do you evaluate your knowledge of English vocabulary?

☒ Very good ☐ Good ☐ Average ☐ Poor

Please explain your response in more detail;

2. How do you evaluate your knowledge of English terminology in your field?

☒ Very good ☐ Good ☐ Average ☐ Poor

Please explain your response in more detail;

3. How do you evaluate your knowledge of English grammar?

☒ Very good ☐ Good ☐ Average ☐ Poor

Please explain your response in more detail;

4. How do you evaluate your background knowledge about your department?

☐ Very good ☐ Good ☐ Average ☒ Poor

Please explain your response in more detail;

5. Could you evaluate the vocabulary chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☐ At my level

☒ Lower than my level

Please explain your response in more detail; It varies depending on the instructor.

6. Could you evaluate the grammatical structures chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

7. Which language skills do you prefer to use more while following the lesson?

☐ Reading ☒ Listening ☐ Speaking ☒ Writing

Why? *I think it becomes more permanent when I take notes while listening.*

8. Which language skills do you prefer to use in the assignments?

☒ Reading ☐ Listening ☐ Speaking ☒ Writing

Why? *I get the necessary information by reading. I make the information concrete by writing.*

PART III: SUBJECT LEARNING

1. What is your general attitude towards English-medium instruction?

I think it is a forward-looking and useful option.

2. How does the English-medium of instruction affect your academic success?

It makes me concentrate more on my lessons.

3. Do you have difficulties in understanding the sources in English?

I do not have any difficulties. I have a necessary proficiency level of English for the sources.

4. Should the translation be done during the course? Why?

I think it would not be effective to do Turkish translation in a field or course in which English is chosen. Whatever the language of instruction is, it should be continued. This provides a better grasp of the language as it takes effort to understand. Translation might be done for some support if nothing is understood.

5. Could you evaluate the effect of the English preparatory programme on the courses given in the department?

The English education we received in prep programme was based on general grammar. Since the English we encounter in the lessons is an academic language, I think it differs from the language education we receive in preparation and requires a different study.

PART IV: SUGGESTIONS

What are your suggestions for further implementations for students to learn the courses given in English better?

I recommend that students be given English language training in the academic field in the department or prep programme. Thus, they can adapt more easily when they start studying in their faculties.

Student 7

PART I: DEMOGRAPHIC QUESTIONS

1. Gender: ☒ F ☐ M

2. Faculty / Department:

Economics and Administrative Sciences / International Trade and Business

3. Grade (Year of Study): 3

4. How many years have you been studied for English? 9

5. What is your reason for choosing a department offering English-medium instruction?
(You may choose more than one option)

☐ To improve my English

☐ Because I believe that taking classes in English will make me more efficient in my field

☒ Because I believe it will be easier for me to find a job after studying English

☐ Because my family wants me to do

☐ Because my points are enough to do

☐ Other:

6. Could you indicate your level of proficiency in English language skills by putting an "X" in the table below?

	Very Good	Good	Average	Poor
Reading	x			

Listening	x			
Speaking			x	
Writing		x		

7. Have you ever been to an English-speaking country? ____Yes __x__No

If “Yes”;

To which country have you been:

How long have you been:

For what purpose:

Which language skills did you mainly use in this process: *(Please put an “X” below)*

____Reading	____Listening	____Speaking	____Writing
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PART II: ENGLISH PROFICIENCY LEVEL – KNOWLEDGE & SKILLS

1. How do you evaluate your knowledge of English vocabulary?

____ Very good __x__ Good ____ Average ____ Poor

Please explain your response in more detail;

2. How do you evaluate your knowledge of English terminology in your field?

____ Very good ____ Good __x__ Average ____ Poor

Please explain your response in more detail;

3. How do you evaluate your knowledge of English grammar?

____ Very good __x__ Good ____ Average ____ Poor

Please explain your response in more detail;

4. How do you evaluate your background knowledge about your department?

____ Very good ____ Good ____ Average __x__ Poor

Please explain your response in more detail;

5. Could you evaluate the vocabulary chosen by the content teacher in the lecture according to your level?

____Higher than my level

__x__At my level

____Lower than my level

Please explain your response in more detail;

6. Could you evaluate the grammatical structures chosen by the content teacher in the lecture according to your level?

____Higher than my level

__x__At my level

____Lower than my level

Please explain your response in more detail;

7. Which language skills do you prefer to use more while following the lesson?

__x__Reading ____Listening ____ Speaking ____ Writing

Why? *I'm completing the things that I missed while listening*

8. Which language skills do you prefer to use in the assignments?

____Reading __x__Listening ____ Speaking ____ Writing

Why? *Because I have a lack of listening practice.*

PART III: SUBJECT LEARNING

1. What is your general attitude towards English-medium instruction?
Beneficial.

2. How does the English-medium of instruction affect your academic success?
Although it is challenging, I know that it will be profitable for me.

3. Do you have difficulties in understanding the sources in English?
I do not have difficulties as we have already gone over the materials in the lessons.

4. Should the translation be done during the course? Why?
It should be done where necessary or explained in a simple language. Because when I don't understand, I get discouraged.

5. Could you evaluate the effect of the English preparatory programme on the courses given in the department?
I think I have learned every required detail about grammatical structures in the prep programme.

PART IV: SUGGESTIONS

What are your suggestions for further implementations for students to learn the courses given in English better?

Student 8

PART I: DEMOGRAPHIC QUESTIONS

1. Gender: ☒ F ☐ M
2. Faculty / Department: Engineering / Industrial Engineering
3. Grade (Year of Study): 3
4. How many years have you been studied for English? 11
5. What is your reason for choosing a department offering English-medium instruction?
(You may choose more than one option)
- ☒ To improve my English
- ☒ Because I believe that taking classes in English will make me more efficient in my field
- ☒ Because I believe it will be easier for me to find a job after studying English
- ☐ Because my family wants me to do
- ☐ Because my points are enough to do
- ☐ Other:
6. Could you indicate your level of proficiency in English language skills by putting an "X" in the table below?

	Very Good	Good	Average	Poor
Reading		x		
Listening		x		
Speaking				x
Writing		x		

7. Have you ever been to an English-speaking country? ☐ Yes ☒ No

If “Yes”;

To which country have you been:

How long have you been:

For what purpose:

Which language skills did you mainly use in this process: *(Please put an “X” below)*

☐ Reading	☐ Listening	☐ Speaking	☐ Writing
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PART II: ENGLISH PROFICIENCY LEVEL – KNOWLEDGE & SKILLS

1. How do you evaluate your knowledge of English vocabulary?

☐ Very good ☒ Good ☐ Average ☐ Poor

Please explain your response in more detail; Since there are many academic English words in engineering lessons, the words we have just learned are also quite.

2. How do you evaluate your knowledge of English terminology in your field?

☐ Very good ☐ Good ☒ Average ☐ Poor

Please explain your response in more detail;

3. How do you evaluate your knowledge of English grammar?

☒ Very good ☐ Good ☐ Average ☐ Poor

Please explain your response in more detail;

4. How do you evaluate your background knowledge about your department?

☐ Very good ☐ Good ☐ Average ☒ Poor

Please explain your response in more detail;

5. Could you evaluate the vocabulary chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

6. Could you evaluate the grammatical structures chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

7. Which language skills do you prefer to use more while following the lesson?

☐ Reading ☒ Listening ☐ Speaking ☐ Writing

Why? *I can understand better.*

8. Which language skills do you prefer to use in the assignments?

☒ Reading ☐ Listening ☐ Speaking ☐ Writing

Why? *It is easier.*

PART III: SUBJECT LEARNING

1. What is your general attitude towards English-medium instruction?

My English has been improving in the academic field.

2. How does the English-medium of instruction affect your academic success?

More challenging. I have a little difficulty in following the lessons, but I did not have much difficulty in learning.

3. Do you have difficulties in understanding the sources in English?

Sometimes. I have difficulties due to lack of vocabulary knowledge.

4. Should the translation be done during the course? Why?

It should be done for us to comprehend the subject matter without question marks.

5. Could you evaluate the effect of the English preparatory programme on the courses given in the department?

It was so profitable in terms of listening and comprehension.

PART IV: SUGGESTIONS

What are your suggestions for further implementations for students to learn the courses given in English better?

Student 9

PART I: DEMOGRAPHIC QUESTIONS

1. Gender: ☐ F ☒ M

2. Faculty / Department: Computer Engineering

3. Grade (Year of Study): 3

4. How many years have you been studied for English? 10

5. What is your reason for choosing a department offering English-medium instruction?

(You may choose more than one option)

☒ To improve my English

☒ Because I believe that taking classes in English will make me more efficient in my field

☒ Because I believe it will be easier for me to find a job after studying English

☐ Because my family wants me to do

☐ Because my points are enough to do

☐ Other:

6. Could you indicate your level of proficiency in English language skills by putting an "X" in the table below?

	Very Good	Good	Average	Poor
Reading		x		
Listening		x		
Speaking			x	
Writing		x		

7. Have you ever been to an English-speaking country? ☐ Yes ☒ No

If "Yes";

To which country have you been:

How long have you been:

For what purpose:

Which language skills did you mainly use in this process: (Please put an "X" below)

☐ Reading	☐ Listening	☐ Speaking	☐ Writing
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PART II: ENGLISH PROFICIENCY LEVEL – KNOWLEDGE & SKILLS

1. How do you evaluate your knowledge of English vocabulary?

☐ Very good ☒ Good ☐ Average ☐ Poor

Please explain your response in more detail;

2. How do you evaluate your knowledge of English terminology in your field?

☐ Very good ☒ Good ☐ Average ☐ Poor

Please explain your response in more detail;

3. How do you evaluate your knowledge of English grammar?

☐ Very good ☒ Good ☐ Average ☐ Poor

Please explain your response in more detail;

4. How do you evaluate your background knowledge about your department?

☐ Very good ☐ Good ☒ Average ☐ Poor

Please explain your response in more detail;

5. Could you evaluate the vocabulary chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

6. Could you evaluate the grammatical structures chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

7. Which language skills do you prefer to use more while following the lesson?

☐ Reading ☒ Listening ☐ Speaking ☐ Writing

Why? *Because I need to listen to the lecture carefully so as to understand the lesson.*

8. Which language skills do you prefer to use in the assignments?

☒ Reading ☒ Listening ☐ Speaking ☐ Writing

Why? *Because I think that my speaking skill is good and I like speaking.*

PART III: SUBJECT LEARNING

1. What is your general attitude towards English-medium instruction?

Challenging but necessary.

2. How does the English-medium of instruction affect your academic success?

Contrary to most of the lessons, I can say that it affects some lessons negatively. Generally speaking, I don't think it has any noticeable effect, either negative or positive.

3. Do you have difficulties in understanding the sources in English?

Sometimes. Because this is the first time I have encountered most of the terms in the sources.

4. Should the translation be done during the course? Why?

It should be done when necessary; to exemplify, if a sentence contains too many technical terms, it should be done.

5. Could you evaluate the effect of the English preparatory programme on the courses given in the department?

I got the benefit of English taught in prep programme, especially in understanding the lessons. However, since the English I was taught was everyday English, I had a hard time getting used to language in the department.

PART IV: SUGGESTIONS

What are your suggestions for further implementations for students to learn the courses given in English better?

Student 10

PART I: DEMOGRAPHIC QUESTIONS

1. Gender: ____F ____x__ M

2. Faculty / Department: Computer Engineering

3. Grade (Year of Study): 4

4. How many years have you been studied for English? 8

5. What is your reason for choosing a department offering English-medium instruction?
(You may choose more than one option)

____x__ To improve my English

____x__ Because I believe that taking classes in English will make me more efficient in my field

____x__ Because I believe it will be easier for me to find a job after studying English

____ Because my family wants me to do

____ Because my points are enough to do

____x__ Other: *The importance of the English language is at the forefront in my profession. I decided to choose a university offering EMI as working abroad is one of my future targets.*

6. Could you indicate your level of proficiency in English language skills by putting an "X" in the table below?

	Very Good	Good	Average	Poor
Reading		x		
Listening		x		
Speaking				x
Writing		x		

7. Have you ever been to an English-speaking country? ____Yes ____x__No

If "Yes";

To which country have you been:

How long have you been:

For what purpose:

Which language skills did you mainly use in this process: (Please put an "X" below)

☐ Reading	☐ Listening	☐ Speaking	☐ Writing
----------------------------------	------------------------------------	-----------------------------------	----------------------------------

PART II: ENGLISH PROFICIENCY LEVEL – KNOWLEDGE & SKILLS

1. How do you evaluate your knowledge of English vocabulary?

☐ Very good ☒ Good ☐ Average ☐ Poor

Please explain your response in more detail;

I marked this question as "Good", but technical English is vital, especially in software lessons. For this reason, you have to constantly improve yourself, but you should love it. I am also making an effort in this regard.

2. How do you evaluate your knowledge of English terminology in your field?

☐ Very good ☒ Good ☐ Average ☐ Poor

Please explain your response in more detail;

3. How do you evaluate your knowledge of English grammar?

☐ Very good ☒ Good ☐ Average ☐ Poor

Please explain your response in more detail;

4. How do you evaluate your background knowledge about your department?

☒ Very good ☐ Good ☐ Average ☐ Poor

Please explain your response in more detail; I completed Associate Degree (Computer Programming) education before starting my four-year bachelor. In addition, I graduated from Technical and Industrial Vocational High School. Thus, I started my undergraduate education with all my knowledge I acquired by studying for software in high school.

5. Could you evaluate the vocabulary chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

6. Could you evaluate the grammatical structures chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

7. Which language skills do you prefer to use more while following the lesson?

☐ Reading ☐ Listening ☐ Speaking ☒ Writing

Why? *I believe I have a skill to write regardless of language. I also work by writing in my daily life and I think I express myself better by writing.*

8. Which language skills do you prefer to use in the assignments?

☐ Reading ☐ Listening ☐ Speaking ☒ Writing

Why? I believe that all the above-mentioned qualities and quantities can be gained by first writing and even reading the text aloud later.

PART III: SUBJECT LEARNING

1. What is your general attitude towards English-medium instruction?

I believe that the language of instruction's being English is a great chance. Unfortunately, I think most students have little awareness of this chance. Learning English takes you into a universal learning process, especially in professional terms. You can access more resources globally and get more information.

2. How does the English-medium of instruction affect your academic success?

Being in English allows us to access more resources and within this framework we can learn more.

3. Do you have difficulties in understanding the sources in English?

I would like to state that I have difficulty only in professional terms in English resources. This is because I am not familiar with professional terms.

4. Should the translation be done during the course? Why?

The contents of the course can sometimes make it difficult to understand, so Turkish translation can be done when the students get stuck. However, it should become a habit.

5. Could you evaluate the effect of the English preparatory programme on the courses given in the department?

The English education I received in preparation had a positive effect not only on my lessons, but also on my social life, my ability to express myself, my ability to gain competence in my profession, my imagination and even learning about new cultures

PART IV: SUGGESTIONS

What are your suggestions for further implementations for students to learn the courses given in English better?

I believe that reading English books is significant. Doing lots of research, watching movies, listening to music, and even making a friend with whom we can speak English contribute to better learning of the department lessons. Especially the assignments / projects given in the department courses are of vital importance. In these assignments and projects, it is definitely necessary to do a lot of research to improve ourselves better. One of the biggest luck I can have is that the department is in English and students should be aware of this value.

Student 11

PART I: DEMOGRAPHIC QUESTIONS

1. Gender: ___F ___x___ M

2. Faculty / Department: Engineering / Industrial Engineering

3. Grade (Year of Study): 3

4. How many years have you been studied for English? 6

5. What is your reason for choosing a department offering English-medium instruction?
(You may choose more than one option)

☒ To improve my English

☒ Because I believe that taking classes in English will make me more efficient in my field

☒ Because I believe it will be easier for me to find a job after studying English

☐ Because my family wants me to do

☐ Because my points are enough to do

☐ Other:

6. Could you indicate your level of proficiency in English language skills by putting an "X" in the table below?

	Very Good	Good	Average	Poor
Reading	x			
Listening			x	
Speaking			x	
Writing		x		

7. Have you ever been to an English-speaking country? ☒ Yes ☐ No

If "Yes";

To which country have you been: Iraq

How long have you been: 1 month

For what purpose: Trade

Which language skills did you mainly use in this process: (Please put an "X" below)

☐ Reading	☐ Listening	☒ Speaking	☐ Writing
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PART II: ENGLISH PROFICIENCY LEVEL – KNOWLEDGE & SKILLS

1. How do you evaluate your knowledge of English vocabulary?

☐ Very good ☒ Good ☐ Average ☐ Poor

Please explain your response in more detail;

2. How do you evaluate your knowledge of English terminology in your field?

☐ Very good ☒ Good ☐ Average ☐ Poor

Please explain your response in more detail;

3. How do you evaluate your knowledge of English grammar?

☐ Very good ☒ Good ☐ Average ☐ Poor

Please explain your response in more detail;

4. How do you evaluate your background knowledge about your department?
☐ Very good ☐ Good ☐ Average ☒ Poor

Please explain your response in more detail;

5. Could you evaluate the vocabulary chosen by the content teacher in the lecture according to your level?

☒ Higher than my level

☐ At my level

☐ Lower than my level

Please explain your response in more detail; It varies depending on the lesson. If you haven't pre-prepared for the lesson, it is unlikely to understand.

6. Could you evaluate the grammatical structures chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

7. Which language skills do you prefer to use more while following the lesson?

☐ Reading ☒ Listening ☐ Speaking ☐ Writing

Why? *As the lessons are always explained in English, we prefer listening.*

8. Which language skills do you prefer to use in the assignments?

☒ Reading ☐ Listening ☐ Speaking ☐ Writing

Why? *I will choose reading as I think it is easier.*

PART III: SUBJECT LEARNING

1. What is your general attitude towards English-medium instruction?

It is something that should definitely be. Because it allows you to go beyond certain rules in your profession. The work you do can be considered internationally valid and you can work anywhere, but if you receive an education in Turkish, the opportunities such as working abroad or benefiting from resources will be limited.

2. How does the English-medium of instruction affect your academic success?

It has a significant effect on our departmental courses. English decreases the success, the reason is that exam questions are more difficult for students who study in English, and you can hear that students generally wish they would read Turkish.

3. Do you have difficulties in understanding the sources in English?

Translation is sometimes needed because the words used in old books are different.

4. Should the translation be done during the course? Why?

It should be done for incomprehensible subjects. It is very unlikely that the student will search for it later, the instant translation may be more useful.

5. Could you evaluate the effect of the English preparatory programme on the courses given in the department?

I could have repeated the first year if I hadn't not studied in the preparatory programme. It is very likely that you will pass the first year with a very low average without English preparatory education.

PART IV: SUGGESTIONS

What are your suggestions for further implementations for students to learn the courses given in English better?

The grammar issue seems to be very important for us. When you make a mistake, it is thought as if the world is over. I don't think too much of grammar while talking, somehow it happens spontaneously. I think the main thing students should know is vocabulary. It is nice to master grammar, but knowing them without knowing the words is useless. I think a person who has an extended vocabulary knowledge is always more advantageous. Studies should be done to improve the vocabulary in the lessons.

Student 12

PART I: DEMOGRAPHIC QUESTIONS

1. Gender: ☐ F ☒ M

2. Faculty / Department: Mechanical Engineering

3. Grade (Year of Study): 3

4. How many years have you been studied for English? 12

5. What is your reason for choosing a department offering English-medium instruction?
(You may choose more than one option)

☒ To improve my English

☒ Because I believe that taking classes in English will make me more efficient in my field

☒ Because I believe it will be easier for me to find a job after studying English

☒ Because my family wants me to do

☐ Because my points are enough to do

☐ Other:

6. Could you indicate your level of proficiency in English language skills by putting an "X" in the table below?

	Very Good	Good	Average	Poor
Reading			x	
Listening			x	

Speaking				x
Writing			x	

7. Have you ever been to an English-speaking country? ____Yes __x__No

If “Yes”;

To which country have you been:

How long have you been:

For what purpose:

Which language skills did you mainly use in this process: *(Please put an “X” below)*

____Reading	____Listening	____Speaking	____Writing
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PART II: ENGLISH PROFICIENCY LEVEL – KNOWLEDGE & SKILLS

1. How do you evaluate your knowledge of English vocabulary?

____ Very good ____ Good __x__ Average ____ Poor

Please explain your response in more detail;

2. How do you evaluate your knowledge of English terminology in your field?

____ Very good ____ Good __x__ Average ____ Poor

Please explain your response in more detail;

3. How do you evaluate your knowledge of English grammar?

____ Very good __x__ Good ____ Average ____ Poor

Please explain your response in more detail;

4. How do you evaluate your background knowledge about your department?

____ Very good ____ Good ____ Average __x__ Poor

5. Could you evaluate the vocabulary chosen by the content teacher in the lecture according to your level?

__x__ Higher than my level

____ At my level

____ Lower than my level

Please explain your response in more detail;

6. Could you evaluate the grammatical structures chosen by the content teacher in the lecture according to your level?

__x__ Higher than my level

____ At my level

____ Lower than my level

Please explain your response in more detail;

7. Which language skills do you prefer to use more while following the lesson?

____Reading __x__Listening ____ Speaking ____ Writing

Why?

8. Which language skills do you prefer to use in the assignments?

____Reading ____Listening ____ Speaking __x__ Writing

Why?

PART III: SUBJECT LEARNING

1. What is your general attitude towards English-medium instruction?

Knowing English is a very important factor in finding a job today. For this reason, we have to know this language more or less. I think the best way to learn English is to use English consistently. Lessons are also a great solution for us to improve our language abilities. People will have to use the language constantly thanks to the lessons.

2. How does the English-medium of instruction affect your academic success?
Honestly, it reduces my grades. I have difficulties in understanding the rationale as most of my lessons are in English and numerical.

3. Do you have difficulties in understanding the sources in English?
Yes, I have difficulties both in terms of grammar and vocabulary because I do not use my English much in daily life.

4. Should the translation be done during the course? Why?
It should be done to a certain extent. Because most of the students do not do revision at home, at least they can learn something by comparing Turkish with English in the lesson.

5. Could you evaluate the effect of the English preparatory programme on the courses given in the department?
It has lots of contributions. Although I have studied for English for many years, I had the chance to bridge the gaps in the prep education. Therefore, I can study in this department.

PART IV: SUGGESTIONS

What are your suggestions for further implementations for students to learn the courses given in English better?

I think, in order to learn a language, continuity must be a part of your life so that it is not forgotten. Besides, you have to use that language somewhere in your life. I think the reason why language education in schools is not enough is that students do not use this language enough; they just memorize this language to solve the examples at the end of the units. On the contrary, there should be conversational learning environments offering opportunities for students to talk and do speaking practice by using the vocabulary and grammatical structures they have learned. I also think students should be made to speak.

Student 13

PART I: DEMOGRAPHIC QUESTIONS

1. Gender: ☒ F ☐ M
2. Faculty / Department: Industrial Engineering
3. Grade (Year of Study): 3
4. How many years have you been studied for English? 13
5. What is your reason for choosing a department offering English-medium instruction?
(You may choose more than one option)
☒ To improve my English
☒ Because I believe that taking classes in English will make me more efficient in my field
☒ Because I believe it will be easier for me to find a job after studying English
☐ Because my family wants me to do
☐ Because my points are enough to do
☐ Other:

6. Could you indicate your level of proficiency in English language skills by putting an "X" in the table below?

	Very Good	Good	Average	Poor
Reading		x		
Listening			x	
Speaking				x
Writing				x

7. Have you ever been to an English-speaking country? ____Yes __x__No

If “Yes”;

To which country have you been:

How long have you been:

For what purpose:

Which language skills did you mainly use in this process: *(Please put an “X” below)*

____Reading	____Listening	____Speaking	____Writing
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PART II: ENGLISH PROFICIENCY LEVEL – KNOWLEDGE & SKILLS

1. How do you evaluate your knowledge of English vocabulary?

____ Very good ____ Good __x__ Average ____ Poor

Please explain your response in more detail;

2. How do you evaluate your knowledge of English terminology in your field?

____ Very good ____ Good ____ Average __x__ Poor

Please explain your response in more detail;

3. How do you evaluate your knowledge of English grammar?

____ Very good ____ Good __x__ Average ____ Poor

Please explain your response in more detail;

4. How do you evaluate your background knowledge about your department?

____ Very good ____ Good __x__ Average ____ Poor

Please explain your response in more detail;

5. Could you evaluate the vocabulary chosen by the content teacher in the lecture according to your level?

__x__ Higher than my level

____ At my level

____ Lower than my level

Please explain your response in more detail;

6. Could you evaluate the grammatical structures chosen by the content teacher in the lecture according to your level?

____ Higher than my level

__x__ At my level

____ Lower than my level

Please explain your response in more detail;

7. Which language skills do you prefer to use more while following the lesson?

____ Reading __x__ Listening ____ Speaking ____ Writing

Why?

8. Which language skills do you prefer to use in the assignments?

____ Reading ____ Listening ____ Speaking __x__ Writing

Why?

PART III: SUBJECT LEARNING

1. What is your general attitude towards English-medium instruction?

I think there are a lot of pros.

2. How does the English-medium of instruction affect your academic success?

Actually, I can say that it affects negatively. But we can say that this is also due to my reluctance to English. I think I can be more successful because I can express myself better in the Turkish department and understand the lessons in a short time and comfortably.

3. Do you have difficulties in understanding the sources in English?

Of course, I do. If the words I write on Tur-eng translation website were visible, I would be dismissed. Or if there was no google translation, many students would drop out the school. As for the reason, I think it is due to my insufficient vocabulary knowledge.

4. Should the translation be done during the course? Why?

Actually, I do not find it very correct, because we are making this choice at the very beginning. At the same time, we study with foreign students. In this case, I think it would be unfair to them. But I don't want to ignore the fact that we all look in the eyes of our professor to get a Turkish explanation in the lessons.

5. Could you evaluate the effect of the English preparatory programme on the courses given in the department?

I don't think it's sufficient. When our departmental lessons started, we were all felt like a fish out of water. I think this is because we do not know the terms related to our departments.

PART IV: SUGGESTIONS

What are your suggestions for further implementations for students to learn the courses given in English better?

Although it might not seem possible when you think about it, I would like to have learned the terms related to my department beforehand, even if a little in preparation. It would be of great help to me now. I also wish there were more speaking lessons. I think this can be beneficial for our presentations.

Student 14

PART I: DEMOGRAPHIC QUESTIONS

1. Gender: ☐ F ☒ M

2. Faculty / Department: Engineering Faculty / Industry Engineering

3. Grade (Year of Study): 3

4. How many years have you been studied for English? 12

5. What is your reason for choosing a department offering English-medium of instruction?

(You may choose more than one option)

☒ To improve my English

☒ Because I believe that taking classes in English will make me more efficient in my field

- ☒ Because I believe it will be easier for me to find a job after studying English
☐ Because my family wants me to do
☒ Because my points are enough to do
☐ Other:

6. Could you indicate your level of proficiency in English language skills by putting an "X" in the table below?

	Very Good	Good	Average	Poor
Reading	x			
Listening	x			
Speaking	x			
Writing			x	

7. Have you ever been to an English-speaking country? ☒ Yes ☐ No

If "Yes";

To which country have you been: USA

How long have you been: 5 months

For what purpose: Education - Culture

Which language skills did you mainly use in this process: *(Please put an "X" below)*

☒ Reading	☒ Listening	☒ Speaking	☐ Writing
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PART II: ENGLISH PROFICIENCY LEVEL – KNOWLEDGE & SKILLS

1. How do you evaluate your knowledge of English vocabulary?

☒ Very good ☐ Good ☐ Average ☐ Poor

Please explain your response in more detail;

2. How do you evaluate your knowledge of English terminology in your field?

☐ Very good ☒ Good ☐ Average ☐ Poor

Please explain your response in more detail;

3. How do you evaluate your knowledge of English grammar?

☐ Very good ☒ Good ☐ Average ☐ Poor

Please explain your response in more detail;

4. How do you evaluate your background knowledge about your department?

☐ Very good ☐ Good ☒ Average ☐ Poor

Please explain your response in more detail;

5. Could you evaluate the vocabulary chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

6. Could you evaluate the grammatical structures chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

7. Which language skills do you prefer to use more while following the lesson?

☒ Reading ☒ Listening ☐ Speaking ☐ Writing

Why? *I can easily compensate the parts I've missed or not understood by reading on the PPT.*

8. Which language skill do you prefer to use in the assignments?

☐ Reading ☐ Listening ☒ Speaking ☐ Writing

Why? *Since my speaking ability is slightly above others, I try to overestimate my speaking ability in every assignment.*

PART III: SUBJECT LEARNING

1. What is your general attitude towards English-medium of instruction?

Since the universal language is English, English is the must-have education.

2. How does the English-medium of instruction affect your academic success?

It affects positively as long as I study.

3. Do you have difficulties in understanding the sources in English?

Sometimes yes. Because I generally have a good command of the spoken language, I can have difficulties in terms.

4. Should translation be done during the course? Why?

Yes in some parts. Because when we translate word by word, different meanings can be obtained, but another meaning can be obtained due to the sequence of words.

5. Could you evaluate the effect of the English preparatory programme on the courses given in the department?

I can say between 60-70%. Because the main purpose in preparation is to learn English, but because of the terms, the information we learn only in preparation may be insufficient in some places.

PART IV: SUGGESTIONS

What are your suggestions for further implementations for students to learn the courses given in English better?

I think it will be a step easier to understand the lessons and improve our vocabulary if the Turkish equivalent of English terms in pdf format is given before starting the relevant chapter in each lesson, rather than Turkish translation.

Apart from this, the fact that word parts and parts containing some small numerical are told by someone from the class to the class in certain periods causes both the student to learn more easily and the class members to ask their friends more easily. These are what comes to my mind in the short term.

Student 15

PART I: DEMOGRAPHIC QUESTIONS

1. Gender: ☐ F ☒ M
2. Faculty / Department: Economics and Administrative Sciences / International Trade and Business
3. Grade (Year of Study): 4
4. How many years have you been studied for English? 12
5. What is your reason for choosing a department offering English-medium of instruction?

(You may choose more than one option)

☐ To improve my English

☒ Because I believe that taking classes in English will make me more efficient in my field

☒ Because I believe it will be easier for me to find a job after studying English

☐ Because my family wants me to do

☐ Because my points are enough to do

☐ Other:

6. Could you indicate your level of proficiency in English language skills by putting an "X" in the table below?

	Very Good	Good	Average	Poor
Reading	x			
Listening	x			
Speaking			x	
Writing			x	

7. Have you ever been to an English-speaking country? ☐ Yes ☒ No

If "Yes";

To which country have you been:

How long have you been:

For what purpose:

Which language skills did you mainly use in this process: (Please put an "X" below)

☐ Reading	☐ Listening	☐ Speaking	☐ Writing
----------------------------------	------------------------------------	-----------------------------------	----------------------------------

PART II: ENGLISH PROFICIENCY LEVEL – KNOWLEDGE & SKILLS

1. How do you evaluate your knowledge of English vocabulary?

☐ Very good ☒ Good ☐ Average ☐ Poor

Please explain your response in more detail;

2. How do you evaluate your knowledge of English terminology in your field?

☐ Very good ☐ Good ☒ Average ☐ Poor

Please explain your response in more detail;

3. How do you evaluate your knowledge of English grammar?

☐ Very good ☒ Good ☐ Average ☐ Poor

Please explain your response in more detail;

4. How do you evaluate your background knowledge about your department?

☐ Very good ☒ Good ☐ Average ☒ Poor

Please explain your response in more detail;

5. Could you evaluate the vocabulary chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

6. Could you evaluate the grammatical structures chosen by the content teacher in the lecture according to your level?

☐ Higher than my level

☒ At my level

☐ Lower than my level

Please explain your response in more detail;

7. Which language skills do you prefer to use more while following the lesson?

☐ Reading ☒ Listening ☐ Speaking ☐ Writing

Why?

8. Which language skill do you prefer to use in the assignments?

☒ Reading ☐ Listening ☐ Speaking ☐ Writing

Why?

PART III: SUBJECT LEARNING

1. What is your general attitude towards English-medium of instruction?

Since it is the universal language, I think it will be easier for me to find a job in the future if I know English.

2. How does the English-medium of instruction affect your academic success?

Sometimes it can be very difficult. Because it takes a lot of time to memorize words. When I don't understand the subject, I have to work at home for hours on my own.

3. Do you have difficulties in understanding the sources in English?

Yes. Sometimes the language in the resources can be very difficult.

4. Should translation be done during the course? Why?

It can be done but not always. I think we will learn more quickly if our teachers only say things that we do not understand in Turkish.

5. Could you evaluate the effect of the English preparatory programme on the courses given in the department?

We learned everything about Grammar and general English, but I have to say that I had a hard time in the lessons when I started the department. I wish we had learned more words related to our field.

PART IV: SUGGESTIONS

What are your suggestions for further implementations for students to learn the courses given in English better?

Some lessons related to our field of study can be given in the preparatory programme, at least a little.

Appendix D: Consent Form

 maltepe üniversitesi	BİLGİLENDİRİLMİŞ ONAM FORMU	Doküman No	FR-088
		İlk Yayın Tarihi	20.12.2017
		Revizyon Tarihi	
		Revizyon No	
		Sayfa	2/2

LÜTFEN BU DÖKÜMANI DİKKATLİCE OKUMAK İÇİN ZAMAN AYIRINIZ .././20.

Sizi Sinem DERİNBAY tarafından yürütülen “Türkiye’de Üniversite Düzeyindeki Öğrenci ve Öğretmenlerin İngilizce Dilinde Öğretim Hakkındaki Algıları” / “Lecturers’ and Students’ Perceptions of English as a Medium of Instruction at Higher Education Level in Turkey” başlıklı **araştırmaya** davet ediyoruz. Bu araştırmaya katılıp katılmama kararını vermeden önce, araştırmanın neden ve nasıl yapılacağını bilmeniz gerekmektedir. Bu nedenle bu formun okunup anlaşılması büyük önem taşımaktadır. Eğer anlayamadığınız ve sizin için açık olmayan şeyler varsa, ya da daha fazla bilgi isterseniz bize sorunuz.

Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmaya **katılmama** veya katıldıktan sonra herhangi bir anda çalışmadan **çıkma** hakkına sahipsiniz. **Çalışmayı yanıtlamanız, araştırmaya katılım için onam verdiğiniz** biçiminde yorumlanacaktır. Size verilen **formlardaki** soruları yanıtlarken kimsenin baskısı veya telkini altında olmayın. Bu formlardan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacaktır.

1. Araştırmayla İlgili Bilgiler:

- Araştırmanın Amacı: Öğretim üyeleri ve öğrencilerin, bölüm derslerinde öğretim dilinin İngilizce olması ile ilgili görüşleri ve önerilerini ortaya çıkarmaktır. / To reveal the perceptions and recommendations of content teachers and students about using English as a medium of instruction.
- Araştırmanın İçeriği: Bu çalışma yüksek öğretimde derslerin İngilizce verilmesinin, öğrenci başarısı üzerindeki etkilerini araştırmaktır. / To investigate the effect of using English as a medium of instruction on students’ success in higher education.
- Araştırmanın Nedeni: ☐ Bilimsel araştırma ☒ Tez çalışması

2. Çalışmaya Katılım Onayı:

Yukarıda yer alan ve araştırmadan önce katılımcıya/gönüllüye verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. **Çalışma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı tarafından yapıldı, soru sorma ve tartışma imkanı buldum ve tatmin edici yanıtlar aldım. Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı.** Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım. Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Kendi el yazısı ile)

İmzası:

(Varsa) Velayet veya Vesayet Altında Bulunanlar İçin:

Veli veya Vasisinin (kendi el yazısı ile)

İmzası:

Not: Bu form, iki nüsha halinde düzenlenir. Bu nüshalardan biri imza karşılığında gönüllü kişiye verilir, diğeri araştırmacı tarafından saklanır.

Hazırlayan: Öğrenci İşleri Daire Başkanlığı

Onaylayan: Kalite Yönetim Koordinatörlüğü

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