

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**AN INVESTIGATION INTO FOREIGN LANGUAGE ANXIETY IN ENGLISH-
MEDIUM HIGHER EDUCATION: THE CASE OF A TURKISH PRIVATE
UNIVERSITY**

Gülşah ÇELİK GARİP

MASTER OF ARTS

ADANA / 2019

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**AN INVESTIGATION INTO FOREIGN LANGUAGE ANXIETY IN ENGLISH-
MEDIUM HIGHER EDUCATION: THE CASE OF A TURKISH PRIVATE
UNIVERSITY**

Gülşah ÇELİK GARİP

Supervisor: Prof. Dr. Yasemin KIRKGÖZ

Member of Examining Committee: Assist. Prof. Abdurrahman KİLİMCİ

Member of Examining Committee: Assist. Prof. Ali KARAKAŞ

MASTER OF ARTS

ADANA / 2019

To Çukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

Supervisor: Prof. Dr. Yasemin KIRKGÖZ

Member of the Examining Committee: Assist. Prof. Abdurrahman KİLİMCİ

Member of the Examining Committee: Assist. Prof. Ali KARAKAŞ

I certify that this thesis conforms to the formal standards of the Institute of Social Sciences. .../.../2019

Prof. Dr. Serap ÇABUK

Enstitü Müdürü

NOT: Bu tezde kullanılan ve başka kaynaktan yapılan bildirişlerin, çizelge, şekil ve fotoğrafların kaynak gösterilmeden kullanımı, 5846 sayılı Fikir ve Sanat Eserleri Kanunu'ndaki hükümlere tabidir.

P.S. The uncited usage of the reports, charts, figures, and photographs in this thesis, whether original or quoted for mother sources, is subject to the Law of Works of Arts and Thoughts No: 5846.

ETİK BEYANI

Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Tez Yazım Kurallarına uygun olarak hazırladığım bu tez çalışmada;

- Tez içinde sunduğum verileri, bilgileri ve dokümanları akademik ve etik kurallar çerçevesinde elde ettiğimi,
 - Tüm bilgi, belge, değerlendirme ve sonuçları bilimsel etik ve ahlak kurallarına uygun olarak sunduğumu,
 - Tez çalışmada yararlandığım eserlerin tümüne uygun atıfta bulunarak kaynak gösterdiğimi,
 - Kullanılan verilerde ve ortaya çıkan sonuçlarda herhangi bir değişiklik yapmadığımı,
 - Bu tezde sunduğum çalışmanın özgün olduğunu,
- bildirim, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. / / 2019

İMZA

Gülşah ÇELİK GARİP

ÖZET

İNGİLİZCE ÖĞRETİM YAPAN YÜKSEKÖĞRETİM KURUMLARINDA YABANCI DİL KAYGISI ÜZERİNE BİR ARAŞTIRMA: ÖZEL BİR TÜRK ÜNİVERSİTESİNDEKİ DURUM

GÜLŞAH ÇELİK GARİP

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı

Danışman: Prof. Dr. Yasemin KIRKGÖZ

Ağustos 2019, 95 sayfa

Bu çalışmanın temel amacı, yabancı dil kaygısı ile İngiliz Dilinde Eğitim arasındaki ilişkiyi incelemektir. Bu bağlamda, bu çalışma, İngiliz Dilinde Eğitim veren bir vakıf üniversitesindeki öğrencilerin yabancı dil kaygı seviyelerini, yabancı dil kaygısının nelerden kaynaklandığını ve birinci, ikinci ve üçüncü sınıf öğrencilerinin yabancı dil kaygı düzeylerinde istatistiksel olarak anlamlı farklılıklar olup olmadığını ortaya koymayı amaçlamaktadır. Çalışma, farklı lisans düzeylerinden ve farklı bölümlerden 190 öğrenci ile, karma yöntem desenlerinden eşzamanlı üçgenleme yöntemi kullanılarak gerçekleştirilmiştir. Çalışmanın nicel verileri, Horwitz, Horwitz ve Cope (1986) tarafından geliştirilen Yabancı Dil Sınıflarında Kaygı Ölçeği'nden uyarlanan 5 puanlık bir Likert Ölçeği ile toplanmış, SPSS 23.0 programı kullanılarak analiz edilmiştir. Öte yandan, araştırmanın nitel verilerini toplamak için, anketin alt boyutlarına uygun olarak hazırlanan yarı yapılandırılmış görüşme formu kullanılmıştır. Elde edilen nitel veriler, içerik analizi yöntemi kullanılarak analiz edilmiştir. Çalışmanın sonuçları, Yabancı Dilde Eğitim ile Yabancı Dil Kaygısı arasında orta düzeyde negatif bir ilişki olduğunu ortaya koymuştur. Ayrıca, öğrencilerin yabancı dil kaygısı düzeylerinin, lisans düzeylerine göre istatistiksel olarak anlamlı farklılık gösterdiği ortaya koyulmuştur. Çalışmanın bir başka bulgusu, öğrencilerin İngiliz Dilinde Eğitim'e karşı olumlu görüş ve duyguları olduğunu ortaya koymuştur. Öte yandan, öğrenciler, her ne kadar İngiliz Dilinde Eğitim lehine görüş belirtmiş olsalar da, programın içeriğinin zenginleştirilmesi için bazı tavsiyelerde bulunmuşlardır. Öğrencileri İngiliz dilinde verilen bölüm derslerine hazırlamak amacıyla, üniversitelerin İngilizce Hazırlık Programında bazı

değişikliklerin yapılması ve İngiliz Dilinde Eğitim verilen derslerin sonunda, ders içeriğinin Türkçe olarak özetlenmesi, bu önerilerden bazılarıdır.

Anahtar Kelimeler: İngiliz Dilinde Eğitim, Yabancı Dil Kaygısı, Üniversite Eğitimi.



ABSTRACT**AN INVESTIGATION INTO FOREIGN LANGUAGE ANXIETY IN ENGLISH-MEDIUM HIGHER EDUCATION: THE CASE OF A TURKISH PRIVATE UNIVERSITY****GÜLŞAH ÇELİK GARİP****Master Thesis, Department of English Language Teaching****Supervisor: Prof. Dr. Yasemin KIRKGÖZ****August 2019, 95 pages**

The main purpose of this study to investigate the relationship between Foreign Language Anxiety (FLA) and English-medium Instruction (EMI). In this regard, the study aimed to reveal FLA levels of students at an EMI university, the sources of their FLA and whether there were statistically significant differences in FLA levels of first, second and third year students. A mixed method concurrent triangulation research method was conducted with 190 students from different undergraduate levels and different departments. Quantitative data of the study was collected through a 5-point Likert Scale, which was adapted from Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz and Cope (1986), and the data was analyzed with SPSS (Version 23.0). On the other hand, a semi-structured interview form that was prepared in accordance with the sub-dimensions of the questionnaire, was used to collect qualitative data of the study. The qualitative data was analyzed via content analysis method. The results of the study revealed a moderate negative relationship between EMI and FLA. Also, a statistically significant difference was found on FLA levels of students according to undergraduate levels. Another finding of the study revealed that students had positive opinions and feelings toward EMI. Although the students are in favor of EMI, they indicated some suggestions to develop the concept of EMI lectures. These suggestions indicate the integration of a short summary of the content in Turkish and some modifications in English Preparatory Programs at universities in order to prepare students for EMI.

Keywords: English-medium instruction, Foreign Language Anxiety, Higher education.



*To my parents.
Everything I am
and everything I ever will be
is thanks to them.*

ACKNOWLEDGEMENTS

I would like to express my deepest appreciation and special gratitude to my supervisor, Prof. Dr. Yasemin KIRKGÖZ for her endless encouragement and patient efforts. Her unique genius and irreplaceable guidance were always with me throughout this long process. Her mother-like interest and forgiveness will always be unforgettable.

I also would like to express my sincere thanks to Assist. Prof. Ali KARAKAŞ and Assist. Prof. Abdurrahman KİLİMCİ for their interest and invaluable feedback to improve my study.

Being one of the most special persons who touched my life, my beloved friend Assist. Prof. İmgehan Özkan Elgün deserves lots of thanks for always believing in me and supporting me for completing this study.

Most importantly, I would like to deliver my deepest love and gratitude to my parents for their continuous love, caring, support and trust in me. My beloved brother Onur ÇELİK also deserves an armful of thanks for being there whenever I needed him. Without his efforts, I would never be successful.

Last but not least, I want to thank my dear husband, Onur GARİP, for always believing in me; even when I stop believing in myself. It was his undeniable support and devotion that enabled me to finish this study.

TABLE OF CONTENTS

	Page
ÖZET	iv
ABSTRACT	vi
ACKNOWLEDGEMENTS	viii
ABBREVIATIONS.....	xiii
LIST OF TABLES.....	xvi
LIST OF FIGURES.....	xv
LIST OF APPENDICES.....	xvi

CHAPTER I

INTRODUCTION

1.1 Background to the Study.....	1
1.2 Statement of the Problem	2
1.3 Statement of Purpose and Research Questions.....	3
1.4 Significance of the Study	3
1.5 Definition of Terms	4

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction.....	5
2.2. The Concept of Anxiety.....	5
2.3.Foreign Language Anxiety	6
2.3.1.Conceptual Framework: Horwitz’s Classification of Foreign Language Anxiety	8
2.3.1.1.Communication Apprehension	8
2.3.1.2. Fear of Negative Evaluation.....	9
2.3.1.3. Test Anxiety	10
2.3.2. Causes of Anxiety	10
2.3.3. Dealing with Anxiety.....	11
2.3.4. Research on Foreign Language Anxiety in the World	11

2.3.5. Research on Foreign Language Anxiety in Turkey	14
2.4. English as the Global Language	16
2.5. English as the Medium of Instruction.....	17
2.6. Research on EMI in the World	20
2.7. Research on EMI in Turkey	22
2.8. Research on Foreign Language Anxiety in EMI Context	24

CHAPTER III

METHODOLOGY

3.1. Introduction	27
3.2. Research Design.....	27
3.3. Setting and Participants	30
3.3.1. Research Site.....	30
3.3.2. Participants.....	30
3.4. Data Collection Instruments	32
3.4.1. An Adapted Version of FLCAS: English-Medium Classes Anxiety Scale (EMCAS).....	32
3.4.2. Semi-Structured Interview	33
3.5. Data Collection Procedure.....	34
3.5.1. Pilot Study.....	34
3.5.2. Quantitative Data Collection Procedure.....	34
3.5.3. Qualitative Data Collection Procedure.....	34
3.6. Data Analysis	35
3.6.1. Quantitative Data Analysis.....	35
3.6.2. Qualitative Data Analysis	35
3.6.2.1. Content Analysis	36

CHAPTER IV

FINDINGS

4.1. Introduction.....	37
4.2. The Findings of the Quantitative Data.....	37

4.2.1.1. Research Question 1: How does English-medium instruction affect anxiety levels of students?	37
Descriptive Statistics Results of EMCAS	38
4.2.1.2. Findings of the First Sub-problem: To what extent do students experience communication apprehension in EMI classroom?.....	38
4.2.1.3. Findings of the Second Sub-problem: To what extent do students experience fear of negative evaluation from peers and teachers in EMI classroom?.....	42
4.2.1.4. Findings of the Third Sub-problem: To what extent do students experience test anxiety (and general EMI classroom anxiety) in EMI classroom?.....	44
4.2.2. Research Question 2: Is there a significant difference between anxiety levels of the freshman, sophomore and junior year students?.....	48
4.3. Findings of the Qualitative Data	49
4.3.1. Research Question 3: What are students' opinions on foreign language anxiety in EMI classroom?	49
4.3.1.1. Findings of General Opinions on EMI	49
4.3.1.2. Findings of Advantages of EMI.....	52
4.3.1.3. Findings of Disadvantages of EMI	54
4.3.1.4. Findings of General Feelings on EMI.....	55
4.3.1.5. Findings of Speaking English in EMI Classes.....	57
4.3.1.6. Findings of Effects of EMI on Exams and Achievement	58
4.3.1.7. Findings of Students' Suggestions for EMI Classes.....	60

CHAPTER V

DISCUSSION

5.1. Introduction.....	64
5.2. Effects of EMI on Anxiety Levels of Students.....	64
5.3. Comparison of Anxiety Levels of the Freshman, Sophomore and Junior Year Students.....	67
5.4. Opinions of Students Toward Foreign Language Anxiety in EMI Classroom.....	68

CHAPTER VI

CONCLUSION AND SUGGESSTIONS

6.1. Overview of the Study	71
6.2. Conclusions	71
6.3. Implications	72
6.4. Recommendations	74
6.5. Limitations of the Study	75
6.6. Suggestions for Future Research	76
REFERENCES	77
APPENDICES	87
CURRICULUM VITAE.....	95



ABBREVIATIONS

CA: Communication Apprehension

EFL: English as a Foreign Language

ESL: English as a Second Language

EMCAS: English-Medium Classroom Anxiety Scale

EMI: English-Medium Instruction

FMI: French-Medium Instruction

FLA: Foreign Language Anxiety

FLCAS: Foreign Language Classroom Anxiety Scale

FNE: Fear of Negative Evaluation

TA: Test Anxiety

TMI: Turkish-Medium Instruction



LIST OF TABLES

	Page
Table 1. Demographic Features of the Participants in Quantitative Data Collection .	30
Table 2. Demographic Features of the Participants in Qualitative Data Collection ...	31
Table 3. Data Collection Instruments.....	32
Table 4. Tests of Normality	35
Table 5. Anxiety Score Rages of EMCAS.....	38
Table 6. Descriptive Statistics	38
Table 7. Frequency Table for the First Sub-Dimension.....	39
Table 8. Frequency Table for the Second Sub-Dimension	43
Table 9. Frequency Table for the Third Sub-Dimension.....	45
Table 10. Descriptive Statistics According to the Class Level.....	49
Table 11. Frequency Distributions of General Opinions on EMI.....	50
Table 12. Frequency Distributions of Advantages of EMI.....	52
Table 13. Frequency Distributions of Disadvantages of EMI.....	54
Table 14. Frequency Distributions of General Feelings on EMI.....	56
Table 15. Frequency Distributions of Speaking English in EMI Classes.....	57
Table 16. Frequency Distributions of Effects of EMI on Exams	58
Table 17. Frequency Distributions of Students' Suggestions for EMI Classes	60

LIST OF FIGURES

	Page
Figure 1. English-Taught Programs in European Higher Education in 2014.....	18
Figure 2. Types of Mixed Methods Research and Their Variations.....	28
Figure 3. Concurrent Triangulation Design.....	28



LIST OF APPENDICES

	Page
Appendix 1. Öğretim Dili İngilizce Olan Sınıflarda Yabancı Dil Kaygı Ölçeği.....	87
Appendix 2. English Medium Classes Anxiety Scale (EMCAS)	89
Appendix 3. Turkish Version of Semi-Structured Interview Form.....	91
Appendix 4. English Version of Semi-Structured Interview Form.....	92
Appendix 5. Consent Mail 1	93
Appendix 6. Consent Mail 2	94



CHAPTER I

INTRODUCTION

This introductory chapter includes the background to the study, statement of the problem, statement of purpose and research questions, significance of the study and definition of terms.

1.1. Background to the Study

In the developing world of today, the common desire of all countries is to be technologically advanced, dominant in the industrial and business world and holding political and economic power. In particular, developing countries have to go beyond their geographical position and establish strong communication ties in order to compete with developed countries, to survive in the world arena and to take their place in the communication between countries. This need for global communication created a common language in order to facilitate the communication of different countries, which are located far from each other. English has become a global language that meets this common language requirement of the countries in the world; since then, the inevitable spread of English continues. The influence of globalization and the language policies the countries adapted have varied across countries. Therefore, the answer given to the question of how the challenges posed by globalization in language policy, took place on the agenda of many countries, including Turkey (Kırkgöz, 2009). Whereas some countries adapted English as the official language, some other countries only preferred to teach it as a second or foreign language as the case of Turkey (Atik, 2010; Turhan, 2018). Turkey's strategic and geopolitical position has made the learning of English, which is the *lingua franca* of science, technology and business, extremely important for people who live in Turkey (Kırkgöz, 2005). In addition to continuous regulations and developments in English teaching, it can be clearly seen that Turkey is one of the most affected countries of the influences of globalization in that English is adapted as a medium of instruction at secondary school levels and higher education in Turkey (Kırkgöz, 2009). According to Tsui and Tollefson (2007), using it as an official language or a medium of instruction is the most powerful transition to a language.

Like any other non-English speaking countries, Turkey responded to global spread effect of English by adopting English as medium instruction at higher education. Almost 110 out of 178 universities in Turkey use English as medium of instruction both partially and fully. Especially in the new universities founded around Istanbul and Ankara, EMI is generally very common (Akıncıoğlu, Dearden & Macaro, 2016). These are the signs of the continuously growing demand for EMI in higher education in Turkey. Since it is a comparatively new growing trend, it is a hot debate subject of the studies considering foreign languages.

As in the case with every new application, adoption or regulation in educational environments; it is unexceptional that EMI applications have some consequences, limitations and problems in practice. With the increasing number of EMI institutions, the studies carried out in the area are increasing.

1.2. Statement of the Problem

The use of English as the medium of education creates many political, cultural, pedagogical and linguistic reflections. While developing countries are trying to keep pace with the global world, they have adapted more international and global regulations in higher education. This international movement has led institutions to adopt educational reforms, which include applications of EMI. With the purpose of attracting students to these institutions, they educate students as ‘citizens of the world’ by equipping them with the global language of the world, English. It seems to be a useful situation for both the institutions and students; however, it may create a challenge and become a trial and error case because English is still a foreign language for our society.

Considering that second learning process is affected by many emotional factors such as beliefs, manners, self-respect and motivation (Aida, 1994), it can be predicted that EMI situation can become problematic. According to MacIntyre and Gardner (1994), anxiety is one of the most important affective variables, which affects achievement in foreign language learning. Hence, the research in this context can be an early detection for some basic problems students encounter because of anxiety (Ganschow & Sparks, 1996)

In EMI universities, after a year of preparatory education to prepare them for their departments, students enroll in partial or full EMI programs. In the departmental courses in EMI, students may experience some challenges because the medium of instruction is

not their mother tongue. Passing the courses with a satisfactory grade may become harder in EMI classes. Thus, the present study is conducted considering that some issues like these may occur in EMI classes because of FLA.

1.3. Statement of Purpose and Research Questions

Foreign language classes had always left students with feelings of uneasiness, nervousness and dread and this cannot be attributed only to cognitive abilities, or proficiency in the language (Horwitz et al., 1986). Specifically, in English-medium instruction, these feelings may be observed more frequently because of the fact that students get departmental education in a foreign language. Based on the idea that EMI may be an affective variable resulting in anxiety on students, the purpose of the present study is to mainly investigate how English-medium instruction affects the anxiety level of university students. The exploratory questions guiding this study are provided below:

1. How does English-medium instruction affect anxiety levels of students?
 - a. To what extent do students experience communication apprehension in EMI classroom?
 - b. To what extent do students experience fear of negative evaluation from peers and teachers in EMI classroom?
 - c. To what extent do students experience test anxiety in EMI classroom?
2. Is there a significant difference between anxiety levels of the freshman, sophomore and junior year students?
3. What are students' opinions about FLA in EMI classroom?

1.4. Significance of the Study

Researchers and educators of foreign language have always been in search for the factors that will create a more appropriate setting for foreign language learning. This challenge led researchers to examine “affective variables” and their effects in foreign language learning. These variables include attitude, motivation, perceived competence, anxiety. Studying these variables can give an understanding of how they affect the foreign language learning environment. Thus, they can help to enhance language learners' performance and increase their sense of achievement (Oda, 2011).

According to MacIntyre and Gardner (1994), anxiety is one of the most important affective variables, which affects achievement in foreign language learning. Hence, the

research in this context can be an early detection for some basic problems students encounter because of anxiety (Ganschow & Sparks, 1996)

Although researchers have widely investigated the place of English as a foreign language in EFL and ESL (Karakas, 2016), little research has been done on foreign anxiety in EMI programs. In an attempt to fill this gap, the current study investigates effects EMI on students' levels of FLA. The study may be useful to detect the important anxiety-related problems in EMI and to suggest curing implications.

The study also may be useful for further research. It will help students and lecturers to realize the various effective determinants in their learning and teaching process in EMI and provide some ways to cope with these problems.

1.5. Definition of Terms

Key terms, used extensively in the present research, are defined, as follows:

Anxiety: Scovel (1991) defines anxiety as “a state of apprehension, a vague fear that is only indirectly associated with an object” (p.3).

Foreign Language Anxiety (FLA): Gardner and MacIntyre (1993), define FLA as a state of nervousness and fear which is associated with foreign language learning situations and affects language skills.

Foreign Language Classroom Anxiety Scale (FLCAS): It is a valid measurement tool of FLA, which was developed by Horwitz et al. (1986) with the intention of investigating a person's reaction to language learning stimuli and supplying researchers with a standardized tool in parallel with this purpose.

English Medium of Instruction: It is defined as “[t]he use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English” (Dearden, 2015, p. 2)

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter firstly focuses on the concept of anxiety, causes and the ways for dealing with anxiety. Following this, an overview of English as a global language, English as a medium of instruction, related literature on EMI in the World and EMI in Turkey are presented. Finally, previous studies on anxiety in EMI settings are briefly described.

2.2. The Concept of Anxiety

For analyzing the influence of anxiety in English-medium instruction, it might be important to understand the general concept of “anxiety”. Being a negative feeling that generally effects the learning situations, it is studied by many researchers. According to Scovel (1991), anxiety is “a state of apprehension, a vague fear that is only indirectly associated with an object” (p.3). In a similar way, Taş (2006) defines anxiety as “a state of arousal that occurs when a person is confronted with a stimulus, manifested by physical, emotional and mental changes” (p.5). More precisely, according to May (1977), anxiety is “a threat to our identity or to the values that we associate with our identity”. Probably being the most common affective factor in the learning process, anxiety is frequently related to negative feelings such as “uneasiness, frustration, self-doubt, apprehension and tension” (Arnold, 1999, p.8).

As it can be concluded from the definitions, anxiety is commonly mentioned as a negative and unpleasant feeling that may cause unwanted results in foreign language learning. Horwitz (2001) suggests that anxiety is regarded as a negative influence on language learning by many language learners and is one of the most frequently studied variables in the area of education. As it is the subject of this study, it is considered very crucial to investigate anxiety in the context of foreign language learning.

2.3. Foreign Language Anxiety

Learning a second or foreign language is mostly an anxious experience (Dewaele, 2013). There are many definitions of FLA made by the researchers; however, it is generally agreed that FLA is the specific situation of psychological nervousness that a learner feels when learning a foreign language or doing a task in the target language. (Aida, 1994, Gardner & MacIntyre, 1993, Horwitz, et al., 1986, Young, 1999). According to Gardner and MacIntyre (1993), language learnings is all about how an individual reacts to a tense situation when speaking or completing a task in the target language. They define FLA as a state of nervousness and fear which is associated with foreign language learning situations and affects language skills. Likewise, Horwitz, et al. (1986) defines FLA as “a distinctive complex is more inclusive of affective factors in relation to this construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process” (p.6).

According to Arnold (1999), although it is not obvious how FLA occurs; there is no more common environment in which the anxiety can be observed more than foreign or second language learning environments. Because they have to explain themselves with an insufficient language device, there is a high level of insecurity in foreign language classrooms for students.

FLA has been studied since 1970's (Curran, 1976; Gardner, Smythe, Clément & Glikzman, 1976; Scovel, 1991). It has been concluded in the previous studies that it is difficult to observe the main effects of anxiety in foreign language learning because anxiety is difficult to measure. However, the findings of these studies suggest that anxiety level in a second or foreign language must be reduced in order to create an effective learning environment (Horwitz et al., 1986).

According to Philipps (1991), when there is a high level of FLA in a classroom, there occur negative affective reactions, negative attitudes and discouragement toward foreign language studies. Thus, it can be concluded that there is a persistent negative relationship between the FLA and students' performance. For instance, MacIntyre and Gardner (1991) discovered that anxious learners learned a list of vocabulary at a slower pace than less anxious learners did; and when it comes to recalling the previously learned items, they had more trouble than less anxious students did.

Arnold (1999) suggests that when there is anxiety in a classroom, there occurs a down-spiraling effect. Making the students worried and nervous, anxiety results in poor

performance, as a cycle, poor performance creates more anxiety and this result in worse performance.

On the other hand, some researchers suggest that some level of anxiety can be a motivating factor to students' achievement to learn a foreign language if the students can manage to direct their worries and apprehension in a correct manner when they need to complete a task in the foreign language classroom. Thus, anxiety either become a motivation for learning a foreign language or it can be a debilitating factor that can discourage learner and hinder him from completing the required tasks to be successful. (Gardner & MacIntyre, 1993; Scovel, 1991; Young, 1999). Scovel (1991) indicates two types of anxiety, which are facilitating anxiety and debilitating anxiety. Facilitating anxiety helps and motivates the learner to achieve the language learning task whereas debilitating anxiety forces the learner to escape from the learning task and it mentally encourages the person to develop behavior of avoidance. Similarly, Moyer (2008) concluded in her study that while optimal performance is being reached under facilitating anxiety, debilitating anxiety hinders students from completing a task.

On the other hand, Williams (2008) is opposite the idea that "facilitating anxiety brings success". He examines different views in his study and concludes that facilitating anxiety cannot truly be measured because in real life settings, there are numerous variables. In conclusion, he suggests that facilitating anxiety is a myth; teachers just put the students in stress for competition related situations and use anxiety as a tool to control the students and the class.

Another controversial subject about anxiety in foreign language classroom is whether anxiety is a cause or a result in second language teaching. Sparks, Ganschow and Javorsky (2002) argue that FLA is not a cause; it is rather a consequence of poor performance in FLA. They suggest that a subtle cognitive language learning disability causes poor achievement in foreign language class and this leads students to anxiety. They believe that some people who are considered having FLA may have this language learning disorder; and anxiety comes because of this disorder. However, Horwitz (2000) strongly rejects this idea. She agrees that there might be some language disorder in some students; however, it is impossible to diagnose all students who have FLA with a language disorder. According to her, language learning is an interpersonal process that is affected by numerous factors. Ignoring these affective factors when studying anxiety means being shortsighted and it is detrimental.

As it is observed in the related literature; although there are different definitions and

perceptions of anxiety, it is a frequently observed fact and a considerable affective in foreign language learning. In order to analyze “anxiety” in specifically foreign language classrooms, to detect some underlying causes and try to reduce the impacts on student performance, Horwitz et al. (1986) created a categorization of anxiety in foreign language classrooms.

2.3.1. Conceptual Framework: Horwitz’s Classification of FLA

While many education researchers have examined FLA in general concepts, Horwitz, Horwitz and Cope (1986) were the first researchers who suggested that this kind of research did not specifically address FLA. They defended that general research on anxiety is not enough to give a clue about the effects of anxiety in FLA environment. Believing that FLA should be distinguished from general anxiety and aiming to fill this gap, Horwitz et al. (1986) developed a Foreign Language Classroom Anxiety Scale (FLCAS). As the sub-dimensions of this scale, they described three components of FLA, which have undesired effects on second or foreign language acquisition. These three components are briefly discussed below.

2.3.1.1. Communication Apprehension

Being one of the most important skills of language learning process, speaking skill is mostly considered as a “must” to be able to prove that an individual knows a language. According to MacIntyre and Gardner (1991), speaking skill is the skill that produces most anxiety. As people think that they have deficiencies in the target language and they get excited when they speak that language. Horwitz et al. (1986) define communication apprehension as “a type of shyness characterized by fear or anxiety about communicating with people” (p.127)

Similarly, McCroskey (1970) defines communication apprehension as “an anxiety syndrome associated with either real or anticipated communication with another person or persons”. An individual who is considered to have communication apprehension would avoid oral interaction with people because it would create negative reactions that are derived from anxiety. Communication apprehension may occur in some specific situations; or it can be a person’s lifelong struggle.

When it comes to FLA, communication apprehension plays a vital role because foreign language classrooms require students to communicate in a language which they

have little or no proficiency. In some situations, the people who are outgoing and talkative in other lessons prefer to stay silent in a foreign language class. On the contrary, in some cases, shy and unsociable students may feel good and talk a lot in foreign language classes (Horwitz et al., 1986).

Studies on communication apprehension in foreign language mostly suggest that students are negatively affected with speaking anxiety in foreign language classes. (Horwitz et al., 1986; MacIntyre & Gardner, 1991; McCroskey, 1970; Shamas, 2006). A number of research on communication apprehension also identify that women experience communicative apprehension more than men do (Hatton & Smith, 1995). As it can be concluded from the related studies, communication apprehension is a critical component of general anxiety in foreign language teaching.

2.3.1.2. Fear of Negative Evaluation

Fear of negative evaluation is defined as “apprehension about others' evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (Watson & Friend, 1969: p.4). Although it is similar to test anxiety, fear of negative evaluation is a broader concept because it may occur not only in exam settings but also in everyday situations such as a job interview or speaking a foreign language. Foreign language classes, the only fluent person – the instructor does continuous evaluation. However, students may be conscious about the evaluation by their peers (Horwitz et al., 1986).

2.3.1.3. Test Anxiety

Because of the fact that performance evaluation is a continuous process in foreign language classes, test anxiety may be considered as a fact that should be considered when studying FLA. Horwitz et al (1986) defines test anxiety as “a type of performance anxiety stemming from a fear of failure” (p.127). In a foreign language class, the students who have test anxiety may experience a real difficulty because there is continuous testing and performance evaluation in foreign language classes. Moreover, speaking exams have the potential of causing both communication apprehension and test anxiety at the same time (Horwitz et al., 1986).

To conclude, anxiety in foreign language classrooms can be examined by analyzing the components presented above. However, Horwitz et al. (1986) states that FLA is not a combination of communicative apprehension, fear of negative evaluation and test anxiety. Rather, foreign language learning should be seen as a unique process, which includes perceptions, beliefs, feelings and behaviours of students.

2.3.2. Causes of Anxiety

Defining the causes of language anxiety is very important to find solutions to decrease students' anxiety levels. Young (1991) suggests six common causes of language anxiety some of which are related to the learner, some with the teacher and some with the instruction:

- 
1. Personal and interpersonal anxieties
 2. Learner beliefs about language learning
 3. Instructor beliefs about language teaching
 4. Instructor-learner interactions
 5. Classroom procedures
 6. Language testing

As the related studies suggest, analyzing the FLA and its sources is an important matter on the way to develop solutions. Since anxiety factor is considered a significant variable in a language class, developing strategies for reducing anxiety may create a less stressful classroom atmosphere. The strategies for dealing with anxiety are presented in the following section.

2.3.3. Dealing with Anxiety

Stated as one of the most affective factors in foreign language learning, it is crucial to know how to deal with anxiety. According to Horwitz et al. (1986), there are two reasons for educators to deal with students' anxiety. One of them is to teach students how to deal with their current reason for anxiety; and the other one is to make the learning environment less stressful for students. They suggest that teachers may use some techniques such as "relaxation exercises, advice on effective language learning

strategies, behavioral contracting and journal keeping”. Nevertheless, in some cases of intensive anxiety, students should be guided to professional counseling.

On the other hand, in order to create a less stressful classroom environment, teachers may produce some systems for supporting the students and monitoring the classroom environment. The application of error correction techniques is also very important because the students are highly sensitive to way teacher gives feedback in foreign language classrooms. Thus, error correction methods should be applied correctly in order not to put students in a defensive position.

2.3.4. Research on FLA in the World

Since the effects of anxiety on foreign language learning have been realized for a long time, there have been numerous studies on FLA throughout the world. Some of these studies are summarized in this section.

In his study to identify ESL students’ classroom anxiety; Zhang (2001) found out that both female and male students in a tertiary school in Singapore suffered from language anxiety in language learning because of the different learning environment in foreign language classes. Another important finding of the study was that male students had higher levels of anxiety than their female classmates did.

In another study that investigates the impact of FLA on tertiary students’ oral performance, Philips (2005) studies the communication apprehension in public speaking assessments and how students feel about their oral performance. In the results of the study, no significant correlation was found between the grade and anxiety level. However, significant differences diagnosed between anxious students’ perceptions of performance and low-anxious students’ perceptions. As a result, it is concluded in the study that increased anxiety does not always mean low grades in oral proficiency.

Williams and Andrade (2008) conducted a study, which investigated FLA in Japanese EFL university classes. The research especially searched for the situations that provoked anxiety, the perceived causes of anxiety, and the ability to cope with it. The findings of the study indicated that anxiety often occurred in the output and processing stages of foreign language learning. According to students’ perceptions, anxiety was due to the teachers and other people. Moreover, the ability to cope with anxiety was related to the gender and perceived ability level.

In a study that focused on FLA of EFL elementary school students in Taiwan; Chan and Wu (2004) conducted questionnaires with fifth grade elementary students in Taipei. The results showed that there was a significant negative correlation between the FLA level and achievement in English. The sources of this anxiety were found as follows: low proficiency, fear of negative evaluation, competition of games, anxious personality and pressure from students themselves and their parents. Finally research showed that teachers of foreign language are not aware of FLA.

Onwuegbuzie, Bailey and Daley (1999) searched for the factors associated with FLA. The study was conducted with 210 university students and examined the factors that predict FLA. The results of the study revealed seven factors, which are age, academic achievement, prior history of visiting foreign countries, prior high school experience with foreign languages, expected overall average for current language course, perceived scholastic competence, and perceived self-worth. According to the results, these factors contributed significantly to the prediction of FLA. Another finding of the study was that freshmen and sophomore students had the lower levels of FLA than junior and senior year students did. It shows that level of anxiety increases as the function of the study year increases.

Dewaele and Ip (2013) investigated the relationship between foreign language classroom anxiety and second language tolerance of ambiguity in secondary school students in Hong Kong. The findings revealed that foreign language classroom anxiety, second language tolerance of ambiguity and self-rated English proficiency were linked to each other. It means that students who are more tolerant of second language ambiguity become less anxious in English classes and they also feel more successful.

In his study, Hong (2012) investigated the language anxiety in Chinese learners of English in the U.K and its relationship with other variables. It was found that the participants experienced low or moderate anxiety in and out of class. According to the findings from factor analysis, the anxiety in the classroom had the following components: speaking-related anxiety, English-classes related anxiety, negative comparative self- evaluation, comprehension-related anxiety, fear of negative evaluation from the teacher and fear of learning English grammar. There were three components of anxiety for out of class: anxiety experienced in difficult conversations; anxiety in routine conversations and anxiety in the conversations with friends or foreigners. Another finding of the study showed a negative relationship between anxiety and

exposure to English and language preferences. The more students are exposed to English the less anxious they become.

Walker (2016) investigated the influence of teaching strategies and behaviours in English classroom on students' motivation and anxiety. Results of the study showed that unclear instructions and negative feedback made by the teachers had an impact on students' FLA.

2.3.5. Research on FLA in Turkey

Teaching and learning English as a foreign language has always been a problematic issue in Turkey. A number of studies has been done to find out the problems in foreign language classrooms. Considering that the anxiety factor may be an affective variable in foreign language learning, the research on FLA has also been popular in Turkey recently. Some studies on FLA in Turkish context are summarized in this section.

Er (2015) studied FLA of Turkish children at different ages. The findings of the study showed that as children in Turkey get older, their level of anxiety increases. Although they have trust in their teachers and parents, it does not help them to reduce their anxiety levels.

In their study, which investigates the effects of FLA on Turkish university students' academic achievement in foreign language, Tuncer and Doğan (2015) conducted a questionnaire to 271 university engineering students. The findings of the study indicated that at the beginning of the prep class, the FLA was not effective to predict the academic success. However, at the end of the prep class education, students' anxiety accounted for the academic failure.

Kaygusuz (2015) examined the factors relating FLA of prep class university students and its relationship with seven different variables. The results of the study showed that the students experience FLA; however, this anxiety does not have a positive effect on the variables. On the contrary, it was proved that anxiety had a negative effect on motivation of the students.

In his qualitative study on the FLA levels of high school students, Baş (2014) investigates the reasons of FLA in high school students. The findings of the study indicated that reasons of FLA can be categorized in seven themes, such as speaking activities, listening activities, teaching methods and techniques, fear of making error, learning environment, teachers' attitudes, and exams.

Aydın, Harputlu, Savran Çelik, Uştuk and Guzel (2017) conducted a study on FLA on children. The study aimed to identify FLA levels of Turkish children learning English at school. The results of the study showed that the main causes of children's moderate FLA are exams and grammar based language activities. Being unprepared before speaking in English, fear of making mistakes, unfamiliar topics, fear of failure and being criticized by other students are some other sources of high level anxiety in children.

In his study, which investigates the relationship between technology and FLA by analyzing the previous studies, Aydın (2018) tried to identify the role of technology in FLA. The result of the research showed that previous research did not have a consensus if FLA could be reduced by implementation of technology.

In another study, Aydın (2008) investigates FLA and fear of negative evaluation among Turkish EFL learners. The analysis of the collected data showed that EFL learners experience anxiety and fear of negative evaluation. Moreover, fear of negative evaluation was stated as a main source of students' FLA.

Demirdaş and Bozdoğan (2009) conducted a study in order to identify the relationship between FLA and performance of language learners in university preparatory classes. The findings of the study showed that the participants had low levels of anxiety in their English classes. However, female students were tend to be more anxious than male students. Finally, a statistically significant negative relationship was detected between language anxiety and language performance of the students.

In their study of a literature review on FLA, Hamamcı and Hamamcı (2015) identified the terms and definitions of anxiety and FLA; causes and results, effects of some variables and possible solutions. They concluded that being one of the individual differences, anxiety had an undeniable effect on language learning. Although there might be some rarely encountered positive effects, it was seen in the literature that FLA had negative effects on language learning.

Balemir (2009) investigated the sources of foreign language speaking anxiety (FLSA) and the relationship between proficiency and FLSA. The findings of the study showed that the participants of the study had moderate levels of speaking anxiety. Another important finding of the study was that the language proficiency levels of the students did not affect the levels of FLSA. On the other hand, the study indicated that the main sources of anxiety were teaching and testing procedures, personal reasons, and fear of negative evaluation.

In her study of FLSA on EFL students, possible reasons and solutions, Çağatay (2015) conducted a research with 147 Turkish students at a preparatory program of a state university. The findings of the study indicated that the participant students experienced a moderate level of FLSA. Furthermore, female students proved to have a higher level of speaking anxiety than male students. Another important finding of the study was that FLSA increased when the students tried to communicate with native speakers of English.

2.4. English as the Global Language

Starting from the 1990s, it has been cleared that societies have been greatly influenced by globalization in terms of the political, socioeconomic and cultural aspects. Technology and English, being the two effectives of globalization, are considered to be vital tools to be equipped with in order to keep pace with the rapid changes which globalization has brought along. It is a great challenge for non-English speaking countries because all the interaction depends on translation and this creates confusion; thus, a lingua franca is crucial (Tsui & Tollefson, 2007). In a similar vein, Crystal (2003) explains the rise of English with the relationship between language dominance and economic, technological and cultural power. When the people who use a language succeed in international contexts, the language succeeds; when they become unsuccessful, the language fails, as well.

Considering the effects of British colonialization and the rise of United States, Doğançay-Aktuna (1998) explains the spread of English with a historical view as follows:

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

No matter what reason has started it, the spread of English has been inevitable in today's world. It has been the language of finance, technology, security, literature and most importantly, education. The place of English on the international context created strong pressure on governments to adapt new educational policies (Doğançay-Aktuna, 1998). To summarize, it can be concluded that the spread of English had enormous effects on education policies throughout the world; since any further development in education would indirectly affect the developments in other aspects.

Since there have been unescapable regulations in the education policies all over the world following the spread of English, Turkey was one of the countries which was hugely affected from English effect. The foreign language education policy has undergone a number of regulations.

Kırkgöz (2009) states two important impacts of English on Turkey's foreign language policy. First, spread of English in Turkey has become enormous. Second, it has created several challenges for the foreign language education system in Turkey. In order to cope with the globalization, Turkey adapted major regulations in education policies between the years of 1983-1996. Secondly, in 1997, major regulations in ELT curriculum were initiated and continued until now.

2.5. English as Medium of Instruction

Being commonly recognized as the lingua franca of today's globe, English has been spreading so rapidly for reasons such as political, economic, technological, commercial and educational. As the most preferred international language today, it continues to develop day by day; and its continuous growth naturally demonstrates its influences in every level of educational programs throughout the world.

English is the mostly used medium of instruction in Europe and it will be possible used more and more in the future (Marsh & Laitinen, 2005). Figure 1 shows the number of English-medium higher education programs in Europe:

Country	All Institutions ¹⁾	ETP-offering Institutions ²⁾	Share of ETP-offering institutions of all institutions (%)
AT	73	34	46.6
BE	72	21	29.2
BG	49	8	16.3
CH	39	19	48.7
CY	23	11	47.8
CZ	79	22	27.8
DE	356	154	43.3
DK	50	24	48.0
EE	23	7	30.4
ES	177	36	20.3
FI	42	35	83.3
FR	701	113	16.1
GR	42	8	19.0
HR	29	2	6.9
HU	54	19	35.2
IS	8	4	50.0
IT	207	41	19.8
LT	43	21	48.8
LV	45	15	33.3
NL	60	39	65.0
NO	56	23	41.1
PL	332	59	17.8
PT	98	14	14.3
RO	77	13	16.9
SE	42	34	81.0
SI	70	6	8.6
SK	33	7	21.2
TR	162	28	17.3
Total	3,042	817	26.9

Figure 1: English- taught programs in European Higher Education in 2014

Retrieved from: Wachter, B. & Maiworm, F. (2014). English-Taught Programmes in European Higher Education. The State of Play in 2014 (eds.)

As can be obviously concluded from Figure 1, English is the most common language of instruction at universities all over the Europe. According to Ammon and McConnell (2002), it will be a more dominant language of instruction in the future.

Like any other non-English speaking countries, Turkey responded to global spread effect of English by adopting English as medium instruction at higher education. Although English-medium instruction has been so widely adapted, some problems may occur in the applications. Some predictable problems in EMI are as following:

- Inadequate language skills and the need for training of indigenous staff and students,
- Ideological objections arising from a perceived threat to cultural identity and the status of the native language as a language of science,
- Unwillingness of local staff to teach through English,
- The lack of availability on the international market of sufficient Anglophone subject specialists,
- The inability of recruited native speaker tutors to adapt to non-native speaking students,
- Inadequate proficiency of incoming international students in the host language,
- Organizational problems and administrative infrastructure,
- Lack of interest from local students,
- Loss of confidence and failure to adapt among local students,
- Lack of critical mass of international students,
- Lack of cultural integration of international students,
- Financing the teaching of international students where no fees exist,
- Financing for international students from poorer countries where fees do exist,
- Uniformity and availability of teaching materials,
- Equity of assessment for native and non-native English speakers (Smith, 2004 as cited in Coleman, 2006, p.6-7)

Along with these possible problems, there are beneficial aspects of EMI. In her study on the pros and cons of EMI, Çağatay (2015) found out that EMI has some advantages such as accessing to a wide range of resources easily, employment opportunities, and contribution to academic success.

As it is comparatively new and controversial subject, there is a current need for more studies investigating the effectiveness of EMI and problems derived from its use. The following section scrutinizes the related literature on EMI.

2.6. Research on EMI in the World

The unavoidable growth of English language had urged the institutions all over the world to catch up with the speed of its growth. EMI has been one of the consequences of the continuously growing importance of English. Because of this, universities and educational institutions all over the world have launched EMI courses. However, the quality or effectiveness of these EMI courses has been questioned via researches on the issue. Some of these studies from different countries of the world are summarized in this section.

In their study on the effectiveness of EMI in improving Chinese undergraduate students' English competence, Lei and Hu (2014) studied with 136 sophomores and juniors. The results of the study revealed that there was no significant effect of EMI on English proficiency levels of students. However, some factors such as level of satisfaction with EMI, perceived necessity of EMI and increasing workload had considerable effects on the outcomes. Furthermore, prior knowledge of English was a strong predictor of posterior proficiency in English.

In a similar vein, Rogier (2012) investigated the effects of EMI on language proficiency of university students in the UAE. The aim of the study was to identify how the English skills of EMI students changed during their four years of study at an EMI university. The results of the study showed that there was a significant positive change in all skills of English, as examined via IELTS after four years of EMI education. The most developed skill was "speaking". On the other hand, results indicated that students and teachers of EMI settings have different perceptions on language ability and problems aroused from EMI. While the students thought EMI did not cause problems for them, teachers suggested that the students' English proficiency did not meet the requirements of EMI.

From a different point of view, Kim (2014) conducted a study on the relationship between EMI policy and students' motivation and performance of speaking skills in English. The findings of the study revealed that circumstantial causes had significant correlation with achievement in speaking. It was discovered that motivation had no

direct correlation with the achievement. EMI policy, on the other hand, was a significant factor as it affected the motivation of students and their achievement in speaking.

Byun, Chu, Kim, Park, Kim and Jung (2011) conducted a study on policy debates and reality in EMI in Korean higher education. The study significantly investigated the effectiveness of EMI and its implementation strategy. The results of the study revealed that although EMI had positive features such as being effective in improving students' English level; making it compulsory independently of students' and lecturers' English proficiency, single-sided application of EMI in academic disciplines and lack of advanced instructors, brought a lot of negative effects.

In a similar aim with Byun et. al (2011), Chang (2010) conducted a research to assess the application of EMI for subject matters in a private college. Both students' and lecturers' views are investigated in the study. Comprehensive results of the study indicated that students demonstrated positive perspectives despite they did not have a notable proficiency in English. What is more, students believed that their English knowledge had increased with the contribution of EMI.

On the other hand, Hellekjær (2010) examined the lecture comprehension in EMI universities by comparing the lecture comprehension in EMI and in mother tongue instruction. The study analyzed the self-assessment scores of students. The findings obtained from the data showed that a significant number of students experience hardship in comprehension of EMI lectures. The main problems students encountered were the difficulties in knowing the meanings of the words, unknown vocabulary and adversity in note-taking during the lecture.

In a different manner, Jensen and Thøgersen (2011) investigated attitudes of Danish lecturers towards EMI. The analysis of the data obtained from lecturers' responses declared that there were positive as well as negative attitudes toward EMI. It was found out that younger lecturers and lecturers whose teaching load was higher than others had more positive attitudes towards the development of EMI at universities.

In his commentary research, Manh (2012) investigated the situation of EMI in Asian context by handling the status of Vietnam. The purpose of the study was mainly to examine the potential effects of EMI at higher education. The study concluded that despite being a useful application that came as a result of globalization, there were some intrusive aspects such as student and teacher issues, curriculum issues and political and socioeconomic impacts, which may result in educational failures if not addressed straightaway.

2.7. Research on EMI in Turkey

Since the importance of knowing English is growing day by day, foreign language policies are continuously changing in Turkey. Thus, the search for new ways in foreign language teaching is always proceeding. Using English as medium of instruction is one of the recent attempts. Since there have been a debate on whether it is useful to teach in English or not, EMI has been a controversial subject among researchers, educators and even the politicians. Being the focus of debate, there have been many researches on EMI in Turkey. Some of these studies are summarized in this section.

In order to analyze the main sources of motivation for deciding to study at an EMI university and detecting the difficulties they may encounter; Kırkgöz (2005) studied the motivation and student perception toward studying in an EMI university. The results of the study indicated that students had integrative and instrumental motivations toward EMI. On the other hand, the findings revealed that students faced with being estranged from their native language and culture. In another study, Kırkgöz (2009) investigated the motivation of students and lecturers of the effectiveness of foreign language instruction according to students' academic needs in an EMI university. The findings of the study reported that an EAP curriculum is not adequate to prepare the students for the academic requirements of their departments. Thus, various suggestions to improve the EAP curriculum were proposed. On the other hand, by comparing two groups of engineering students one of which receiving Turkish medium of instruction (TMI), and the other EMI, Kırkgöz (2014) investigated students' perceptions of EMI versus TMI in higher education. The results of the study showed that EMI students' departmental knowledge was ineffective while TMI was substantially successful.

In a recent study, considering that the motivation might be an effective determinant of success, Turhan and Kırkgöz (2018) investigated the motivation of engineering students and lecturers toward EMI. The results of the study indicated that there was no significant differences on the motivation of the first, second, third and fourth year students. However, first year students were slightly more motivated. Moreover, lecturers' motivation toward EMI changed because of many factors. The results of the

study also showed that there was urgent need for regulations in present EMI policy in Turkey.

In a similar vein, Başibek, Dolmacı, Cengiz, Bür, Dilek and Kara (2014) conducted a study with lecturers in partial EMI universities. Investigating the perceptions of professors, associate professors, assistant professors and assistants toward EMI at Engineering Departments of two universities, they aimed to compare their attitudes. The findings of the study suggested that some aspects of teaching might be challenging for them and they might feel less capable of teaching in EMI. .

Similarly, Karakaş (2016a) investigated lecturers' and students' perceptions of English in EMI. The results of the study showed that the participants had positive perceptions of their English and the language policy of their institution. Moreover, the results revealed that the participants had negative perceptions of others' English. It was also found out that students' prescriptive perceptions were affected by various language ideologies.

In another study, Karakaş (2016b) conducted a research on lecturers' views on the place of mother tongue in English-medium content courses. The results of the study showed that lecturers were in favor of using Turkish in EMI classes and letting students use it in some cases. Counter views asserted the presence of international students in classes and the university policy to use English.

In her study, which investigated the perceptions of students towards EMI at tertiary level, Atik (2010) studied with 233 students from different faculties of a private university. The results of the study indicated that students had positive perceptions toward EMI. However, they sometimes have trouble in understanding the content in English. Moreover, the results revealed the positive relationship between Students' proficiency levels and perceptions toward EMI regarding the learning of course content. Additionally, the positive relationship between students' academic success and their perceptions toward EMI regarding the learning of the course content was stated among the results of the study.

In a similar context, Somer (2001) conducted a research to analyze the role of EMI in engineering and art courses at a state university via investigating the attitudes of faculty members toward teaching course content in English. The results of the study showed that all the participants were in favor of the necessity of English and they suggested that English education should start at an early age. The most important finding of the study was that while some lecturers were teaching only in EMI, some of

them were teaching in Turkish. Most of the lecturers taught using both English and Turkish, because they stated that students did not have adequate proficiency of English and experience comprehension problems.

In her study, which investigates the academic needs of EMI students, Güler (2004) found out that the most important skill for the students of EMI was reading. On the other hand, it was revealed in the study that most of the lecturers were in favor of TMI and believed that instruction of content courses should have been in students' mother tongue.

In order to analyze the problems and dilemmas in EMI, Collins (2010) conducted a research at an EMI university in Turkey. It examined the perspectives of students and lecturers toward EMI and their recommendations to improve the way of instruction. The findings of the study indicated that the students of EMI felt disadvantaged. Both the students and lecturers believed that the system needed to be improved. The findings of the study complied with Manh's (2012) research, which revealed the problems in EMI settings.

Similar to the studies of Collins (2010) and Manh (2012), another researcher Çankaya (2017) investigated the challenges in EMI by analyzing the related literature in the area via document analysis. The data gathered through the analysis showed that along with the instructional challenges, EMI policy had language related issues for students and lecturers.

2.8. Research on FLA in EMI Context

Although EMI is a highly discussed and investigated phenomenon, there is only limited number of research examining the FLA in EMI settings; and these researches mainly focuses on speaking anxiety. Some studies found in the literature about anxiety in EMI are presented in this section.

Chou (2018) studied the anxiety of university students, use of strategy and difficulties they encountered when speaking in EMI contexts. The research was conducted with students of full and partial EMI. The findings of the research stated that partial EMI students experienced high levels of speaking anxiety, lack of confidence and negative perceptions of English. Furthermore, they use strategies such as paraphrasing and rehearsal less than full EMI students did. Finally, the results found out a relationship with EMI context and difficulties in speaking.

In a similar vein with Chou (2018); researchers Kudo, Harada, Eguchi, Moriya and Suzuki (2017) also investigated English speaking anxiety in EMI. With the use of FLCAS, they tried to examine the categories of speaking anxiety that the EMI students encountered. The results of the study indicated that EMI students experienced strong anxiety specifically in terms of confidence in speaking, fear of negative evaluation from their peers and communication with other students. They felt less anxious in categories of negative feedback from teachers. Another finding of the study revealed that the categories of English speaking anxiety was positively correlated, that is, when the level of one category increased, so did the other categories of English speaking anxiety.

On the other hand, in their study, which analyzes students' sense of Achievement, Motivation and anxiety in EMI and FMI settings, Fidan Uçar and Soruç (2018) compared the English and French medium education systems. They tried to identify the significance of some factors such as sense of achievement, motivation and anxiety in EMI and FMI settings. The results of the study declared that when receiving EMI and FMI, both group of students experienced a higher sense of achievement, motivation and low level of anxiety. However, FMI students were found to be slightly more anxious than EMI students were.

On the other hand, Rathore and Pancholi (2013) investigated the effect of medium of instruction on student-teachers' anxiety at colleges of education to be able to evaluate the positive and negative aspects of EMI. The results of the study indicated that student-teachers of EMI experienced higher levels of anxiety than those who got mother tongue instruction. Because they had some problems such as making mistakes related to language of instruction, not being able to share their personal problems with peers and teachers, experiencing inconsistency in using medium of instruction and the necessity to request repetition from teachers.

Examining a similar problem to the current study, Sarı (2017) investigated the relationship between beliefs about language learning and FLA in EMI context. Aiming to reveal their anxiety levels and sources of anxiety, questionnaires were conducted to 482 first year university students from EMI. The results of the study showed a positive weak relationship between students' FLA levels and their beliefs about language learning. Moreover, although the participants seemed to experience moderate levels of FLA, it was revealed that the category of which they suffered most was communication apprehension, followed by general feeling of anxiety and fear of negative feedback from peers and teachers.

As can be concluded from the chapter, EMI and FLA are significant subjects that have drawn interest of numerous researchers. However, there are limited number of studies which have investigated the relationship between two concepts. Thus, this study includes both concepts in order to provide a broad understanding these two concepts.



CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter presents the methodology of the study. In this chapter, the overall design of the study is presented, the setting and participants are described, data collection instruments and data collection procedure is explained. The chapter finally focuses on data analysis.

3.2. Research Design

In this study, mixed methods research was used to investigate the FLA of university students in EMI classrooms. Mixed methods research can be defined as ‘research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches or methods in a single study’ (Tashakkori & Creswell, 2007, p.4). Qualitative data includes open-ended responses addressed by interviews or written question forms while quantitative data usually includes closed-ended responses such as found on questionnaires or psychological instruments (Creswell, 2003). In mixed methods research, quantitative and qualitative data which investigate the same underlying phenomenon are both collected and analyzed. (Leech & Onwuegbuzie, 2007). According to Johnson and Onwuegbuzie (2004), mixed methods research frequently results in superior research (compared to monomethod research) because it has a methodological pluralism or eclecticism since it allows the researcher to collect and analyze both qualitative and quantitative data.

In the social sciences, in general, mixed methods research has turned out to be progressively prominent and might be considered the most effectual, unique research design (Creswell, 2003). Integrating both quantitative and qualitative data into a study, mixed methods research design may allow researchers to enhance their findings in a way that one type of data does not allow (Tashakkori & Teddlie, 1998). Creswell (2003) suggests that because the problems of social and health science researchers address are complex and using just one approach is inadequate to solve these complex

problems; the combined use of qualitative and quantitative approaches provides an expanded understanding of the problems in social studies.

In the literature, there are different types of mixed methods research design changing according to the reasons for mixing methods. Different classifications of the various mixed methods designs have been made by different authors (Creswell, 2003). When designing a mixed methods research, these classifications should be considered and the most suitable research design for the aims of the current study should be chosen. Creswell (2003) suggests four key terms to consider when defining the mixed methods research type of a study such as follows:

1. Timing: In what sequence will the qualitative and quantitative data collection be implemented?
2. Weighting: What relative priority will be given to the qualitative and quantitative data collection and analysis?
3. Mixing: At what stage of the project will the qualitative and quantitative data be integrated?
4. Theorizing or Transforming Perspectives: Will an overall theoretical perspective be used to guide the study? (p.206-208)

In the light of these questions, Creswell (2003) suggests three types of mixed methods research and their variations as follows:

1. Sequential Mixed Methods Design: In this design, the findings of one method are followed by another method. For example, it can begin with a qualitative interview and be followed up with a quantitative survey method and the results can be generalized to a population.
2. Concurrent Mixed Methods Design: In this design, the researcher collects the qualitative and quantitative data at the same time and then the data is combined together in the interpretation section.
3. Transformative Mixed Methods Design: In this design, the researcher uses a theoretical perspective as a framework for topics of interest, methods for collecting data, and outcomes or changes anticipated by the study. Within this theoretical perspective could be a data collection method that involves a

sequential or a concurrent approach (p.14-15). Figure 2 shows the three main types of mixed methods research and their variations.

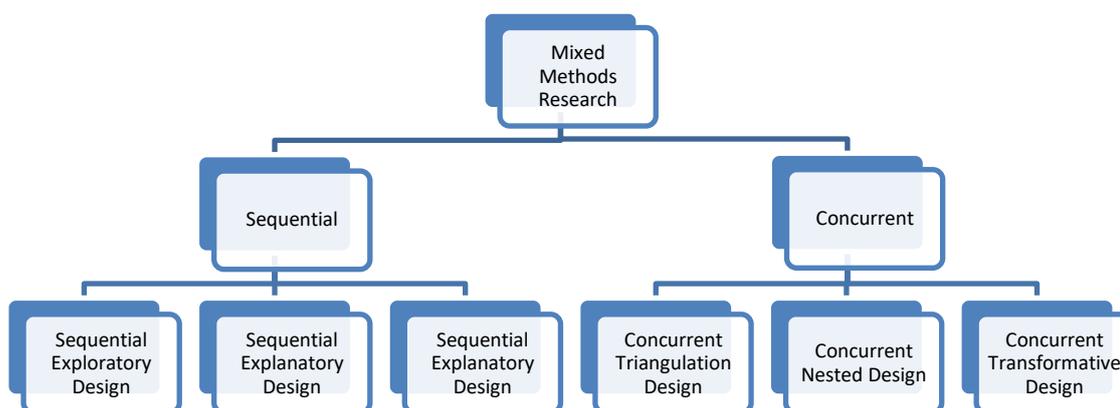


Figure 2: Main types of mixed methods research and their variations

In the present study, *Concurrent Triangulation Mixed Method Research Design* is used in order to investigate the FLA in higher education EMI classrooms. In this design, the qualitative and quantitative data is collected at the same time or as parallel. Each data is analyzed separately and the results are combined together in the interpretation facet. The motivation behind this type of research is to approve the findings created by every data collection tool through evidence delivered by the other. (Kroll & Ner, 2009). Likewise, in this study, qualitative (Semi-structured Interviews) and quantitative (English-Medium Classes Anxiety Scale) data collection instruments were conducted concurrently. The results were analyzed separately and the findings were integrated and compared in interpretation and discussion part. (See Figure 3)

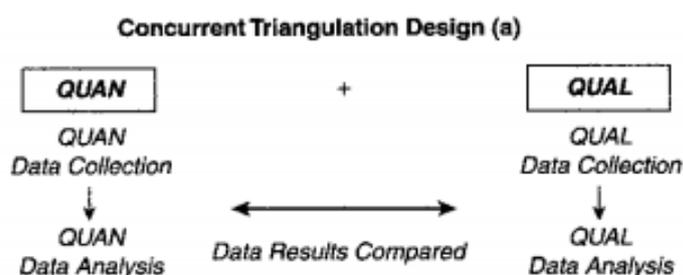


Figure 3. Concurrent Triangulation Design

Retrieved from: Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.

3.3. Setting and Participants

3.3.1. Research Site

This study was conducted in a private university in Alanya, Antalya. Forenamed institution is a newly established university with a small number of students. The school accepted its first students in 2014-2015 Academic Year for three departments: Architecture Department, Department of Gastronomy and Culinary Arts and Tourism Management Department. In addition, the university has a School of Foreign Languages which consists of Basic English (Preparatory class) and Modern Language courses. Medium of instruction in departments is offered in the medium of English and lectures are held by Turkish and foreign native speaker lecturers.

3.3.2. Participants

All the students in three different departments (Architecture, Gastronomy and Culinary Arts, Tourism Management) of forenamed private university were the population of this research. Total number of students in three different departments (Prep Class students were excluded) were 210. Convenience sampling and purposive sampling were used for the present study. Convenience sampling is a non-probability sampling in which the participants are chosen because of their accessibility and closeness to the researcher. (Etikan, Musa & Alkassim, 2016). On the other hand, it is purposive; because of the fact that it focuses on participants who take classes in English. Purposive or selective sampling refers to choosing the participants according to the objectives of the study. In purposive sampling, researchers should ask themselves what they want to conclude and what are things that they want to know (Palys, 2008). The quantitative data collection part was conducted with 190 students because of the fact that some students were absent during implementation of data collection tools.

As the university is a newly-established institution and this study was conducted in 2017-2018 Academic Year; freshman, sophomore and junior year students of all departments were included; however, senior year students were not available for this study. Table 1 reveals the demographic features of the participants in quantitative data collection part.

Table 1

Demographic Features of the Participants in Quantitative Data Collection

	Number (n)	Percentage (%)
Gender		
▪ Female	112	59
▪ Male	78	41
Department		
▪ Architecture	109	57.4
▪ Gastronomy and Culinary Arts	65	34.2
▪ Tourism Management	16	8.4
High School		
▪ Science/Anatolian High School	133	70
▪ Vocational School	22	11.6
▪ Private High School	35	18.4
Year		
▪ Freshman Year	96	50.5
▪ Sophomore Year	58	30.5
▪ Junior Year	36	18.9
Total	190	

On the other hand, 15 students participated in the qualitative data collection process. They were conducted a semi-structured interview and shared their opinions about the topic. Table 2 gives detailed information about the participants in qualitative data collection process.

Table 2

Demographic Features of the Participants in Qualitative Data Collection

	Number (n)	Percentage (%)
Gender		
▪ Female	10	66.6
▪ Male	5	33.3
Department		
▪ Architecture	8	53.3
▪ Gastronomy and Culinary Arts	5	33.3
▪ Tourism Management	2	13.3

High School		
▪ Science/Anatolian High School	8	53.3
▪ Vocational School	2	13.3
▪ Private High School	5	33.3
Year		
▪ Freshman Year	6	40
▪ Sophomore Year	5	33.3
▪ Junior Year	4	26.6
Total	15	

3.4. Data Collection Instruments

In this study, both qualitative and quantitative data collection instruments were used. In quantitative data collection process, an adapted questionnaire was conducted to students. Then, in qualitative data collection part, semi-structured interviews were used to reveal students' detailed opinions about anxiety in EMI classes. In the following sections, these data collection instruments are described in detail. Table 3 shows the data collection instruments used according to the research questions of the study.

Table 3

Data Collection Instruments

	Research Questions	Data Collection Instruments
1	How does English-medium instruction affect anxiety level of students?	EMCAS (Questionnaire)
a	To what extent do students feel anxious in communication apprehension in EMI classroom?	EMCAS (items 1,4,9,14, 15,18,24,27,29,30,32)
b	To what extent do students experience fear of feedback by peers and teachers in EMI classroom?	EMCAS (items 2, 7, 13, 19, 23, 31, 33)
c	To what extent do students experience fear of exams in EMI classroom?	EMCAS (items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28)
2	Is there a significant difference between anxiety levels of freshman, sophomore and junior year students?	EMCAS (Questionnaire)
3	What are students' opinions about FLA in EMI classroom?	Semi-structured Interview

3.4.1. An Adapted Version of FLCAS: English-Medium Classes Anxiety Scale (EMCAS)

Quantitative data collection tool for this study was an adapted version of the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986). Horwitz et al. (1986) developed this scale to provide researchers with a standard tool to verify the relationship between anxiety and second language achievement by testing individual's response to specific stimulus of language learning (see Appendix 1). FLCAS is a 33-item questionnaire which is scored on a 5- point Likert Scale, ranging from "strongly agree" to "strongly disagree". The scale has three sub-dimensions. First dimension is about communication apprehension and has 12 items (items 1,4,9,14,15,18,24,27,29,30,32). Second dimension has 7 items which are connected with fear of feedback by peers and teachers (items 2,7,13,19,23,31,33); and third dimension has 13 items related to test anxiety (3,5,6,8,10,11,12,16,17,20,21,22,25,26,28). Administering FLCAS in a number of studies, Horwitz (1986) reported that internal consistency as measured by Cronbach's alpha was .93. On the other hand, in Aida's (1994) study with students of Japanese, internal consistency was obtained as .94, which was very similar to those of Horwitz.

In this study, FLCAS was adapted for English-medium classes by the researcher. For this aim, "Foreign Language Class" term in each item was replaced with "English-medium Class". The adapted form was checked by one professor in the field of ELT, one curriculum development expert, one testing and assessment expert and one English language instructor in order to assure the validity of the questionnaire. Based on the given feedback, necessary alterations were made before the implementation of the pilot study. The pilot study was conducted with a group of 20 students and Cronbach alpha was found .77. After the implementation of pilot study, the questionnaire evolved into its final form.

3.4.2. Semi-structured Interview

In order to investigate the subject in depth and understand the possible underlying reasons, a semi-structured interview form was designed by the researcher. All seven open-ended questions in the form were based on the sub-dimensions of the quantitative data tool and the related literature. After the form was finalized, it was checked by one professor in the field of ELT, one curriculum development expert, one testing and assessment expert and one English language instructor in order to assure the validity of

the interview form. Based on the given feedback, necessary alterations were made before the implementation of the pilot study. The pilot study was conducted with three students who are not the subjects of this study to check the understandability of the questions. After the implementation of pilot study, the interview evolved into its final form.

3.5. Data Collection Procedure

3.5.1. Pilot Study

A pilot study was conducted for each data collection tool in order to check the validity and effectiveness of the instruments. 20 students took place in the piloting of questionnaire and Cronbach alpha was found .77. Also, three students were interviewed and semi-structured interview form was checked in terms of understandability and some ambiguities were eliminated. Eventually, the pilot studies gave the researcher significant feedback to enhance the data collection instruments and helped the researcher get familiar with the research context.

3.5.2. Quantitative Data Collection Procedure

Following the pilot study and necessary alterations, quantitative data was collected in May, 2018. First, the participants were informed about the purpose of the study and ethical considerations. After signing the consent form, a total of 190 students from 3 different departments (n= 65 Gastronomy and Culinary Arts, n=109 Architecture, n=65 Tourism Management) responded the questionnaire. It was given to participants in paper and pencil format and the data collection process lasted for one week.

3.5.3. Qualitative Data Collection Procedure

Following the pilot study and necessary modifications on the interview form, qualitative data collection was done as parallel to quantitative data collection process. Random sampling was made for choosing the participants. Semi-structured interviews were implemented to 15 volunteer students (n=8 Architecture, n=5 Gastronomy and Culinary Arts, n=2 Tourism Management). First, participants were informed about the purpose of the study and ethical issues. Then, each participant was asked the pre-determined interview questions. Some follow up questions were asked to obtain deeper expressions and encourage the participants explain their opinions freely. Each interview

lasted nearly 15 minutes. In order to avoid misunderstandings and have broader perspectives from the participants, the interviews were held in Turkish. All the interviews were audio recorded in order not to disturb the participant by taking notes during the interview. After the interview sessions, the data verbatim was transcribed by the researcher.

3.6. Data Analysis

3.6.1. Quantitative Data Analysis

In order to analyze the quantitative data of the study, SPSS (Statistical Package for the Social Sciences) statistics program was used.

Within the scope of the study, three frequency tables were created with the data collected in order to answer the question “How does EMI affect anxiety levels of students?” which is the first research problem. Then, extreme values and loss values in the data set were examined. There is no missing value in the data set. Subjects 34 and 149 in the data set were determined to be extreme values and these individuals were excluded from the data set.

In order to answer the third research question “Is there a significant difference between anxiety levels of freshman, sophomore and junior year students?”, the total score from the scale and the total scores from the sub-dimensions of the scale were calculated. Afterwards, it is examined to see if the distribution of these total scores at different undergraduate levels is suitable for normal distribution. The normality test results are presented in Table 4:

Table 4

Tests of Normality

	Year	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
EMCAS	Freshman	,073	94	,200*	,956	36	,163
	Sophomore						
	Junior	,109	58	,085			

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

When Table 4 is examined, it is seen that the total scores obtained from the scale are appropriate for normal distribution in all three undergraduate levels ($p>0.05$).

3.6.2. Qualitative Data Analysis

To investigate the third research problem of the study “What are students’ opinions about FLA in EMI classroom?.” content analysis was conducted to analyze data collected through interviews.

3.6.2.1. Content Analysis

Content analysis may briefly be defined as the systematic, objective, quantitative analysis of written materials. In content analysis, the quantitative data is analyzed systematically, and then, grouped based on some determined criteria in order to make information obtained meaningful and finally, to provide a ground for future research (Berelson, 1952; Çalık & Sözbilir, 2014).

In the present study, to prevent data loss, with the permission of students; first, the interviews were recorded with a voice recorder; then, each interview was transcribed by the researcher. Written interview data was analyzed using content analysis. In the current research, bottom-up approach of content analysis was used. In the bottom-up approach, the researcher creates simple codes, and eventually groups them together and creates themes. That is, codes were created by investigating the data and combining the related codes, themes were created according to word and sentence frequencies found in the transcriptions for each interview question and frequency tables were designed.

In order to ensure reliability, the data were coded again by another researcher and both codes were compared. Reliability was calculated via Miles and Huberman’s (1994) formula:

$$\text{Reliability} = (\text{Agreement}) / (\text{Agreement} + \text{Disagreement}) \times 100$$

The agreement between the researchers obtained using this formula was calculated as 0.81. Since the value is over 70%, reliability can be said to be proven. (Dinçer, 2018, Miles & Huberman, 1994; Özkan Elgün, 2018).

CHAPTER IV

FINDINGS

4.1. Introduction

In this chapter, the findings of the statistical analyses of the data collected from the questionnaire and the qualitative analysis of the open-ended questions in the interview transcripts are presented. The research questions of the study are as follows:

1. How does English-medium instruction affect anxiety levels of students?
 - a. To what extent do students experience communication apprehension in EMI classroom?
 - b. To what extent do students experience fear of negative evaluation from peers and teachers in EMI classroom?
 - c. To what extent do students experience test anxiety in EMI classroom?
2. Is there a significant difference between anxiety levels of the freshman, sophomore and junior year students?
3. What are students' opinions about FLA in EMI classroom?

4.2. The Findings of the Quantitative Data

4.2.1. Research Question 1: How does English-medium instruction affect anxiety levels of students?

Within the scope of the study, three frequency tables were created with the data collected in order to answer the question “How does EMI affect anxiety levels of students?” which is the first research problem. In order to answer this question, an adapted version of FLCAS: English-Medium Classes Anxiety Scale (EMCAS) was used. This instrument has three sub-dimensions called “Communication Apprehension”, “Fear of Negative Evaluation” and “Test Anxiety”. The sub-problems of the first research question were decided according to these sub-dimensions. EMCAS scores ranged depending on the anxiety level. Table 5 shows anxiety score ranges of EMCAS.

Table 5
Anxiety Score Ranges of EMCAS

Anxiety Level	Score Range
Low	33-75
Moderate	76-119
High	120-165

4.2.1.1. Descriptive Statistics Results of EMCAS

Within the scope of this problem of the study, descriptive statistics regarding the total scores obtained from the scale and the total scores obtained from the sub-dimensions of the scale were calculated. Descriptive statistics are presented in Table 6:

Table 6
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EMCAS (Total)	190	61.00	152.00	94.9632	16.05855
EMCAS_1 (CA)	190	20.00	54.00	32.6105	5.76304
EMCAS_2(FNE)	190	7.00	32.00	18.9789	5.38758
EMCAS_3 (TA)	190	29.00	66.00	43.3737	6.63264
Valid N (listwise)	190				

When Table 6 is analyzed, the total score obtained from the scale ($\bar{X} = 94.96$) shows that the participants of the study has a moderate level of anxiety. Between the sub-dimensions of the scale, the highest score ($\bar{X} = 43.37$) obtained from the third sub-dimension of the scale which is “Test Anxiety”. Second highest score ($\bar{X} = 32.61$) is obtained from the first sub-dimension which is “Communication Apprehension”. The second sub-dimension of the scale “Fear of Negative Evaluation” got the lowest score ($\bar{X} = 18.97$).

4.2.1.2. Findings of the First Sub-problem: To what extent do students experience communication apprehension in EMI classroom?

This section presents the findings of EMCAS items that are related to communication apprehension. Item 1 “*I never feel quite sure of myself when I am*

speaking in English-medium classes”, Item 4 *“It frightens me when I don't understand what the teacher is saying in the foreign language in English-medium classes”* , Item 9 *“I start to panic when I have to speak without preparation in English-medium classes”* , Item 14 *“I would not be nervous speaking the foreign language with native speakers”* , Item 15 *“I get upset when I don't understand what the teacher is correcting”* , Item 18 *“I feel confident when I speak in English-medium classes”* , Item 24 *“I feel very self-conscious about speaking the foreign language in front of other students”* , Item 27 *“I get nervous and confused when I am speaking in my language class”* , Item 29 *“I get nervous when I don't understand every word the lecturer says”*, Item 30 *“I feel overwhelmed by the number of rules you have to learn to speak a foreign language”* and Item 32 *“I would probably feel comfortable around native speakers of the foreign language”* aim to assess the communication apprehension of students. The frequency table which was created to answer to the first sub-question *“To what extent do students experience communication apprehension in EMI classroom?”* is presented in Table 7.

Table 7

Frequency table for the first sub-dimension

		Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree	
		f	%	f	%	f	%	f	%	f	%
1	I never feel quite sure of myself when I am speaking in English-medium classes.	29	15.3	50	26.3	35	18.4	46	24.2	23	15.8
4	It frightens me when I don't understand what the teacher is saying in the foreign language in English-medium classes.	48	25.3	49	25.8	33	17.4	36	18.9	24	12.6
9	I start to panic when I have to speak without preparation in English-medium classes.	23	12.1	42	22.1	35	18.4	53	27.9	37	19.5
14	I would not be nervous speaking the foreign language with native speakers.	23	12.1	26	13.7	41	21.6	61	32.1	39	20.5
15	I get upset when I don't understand what the teacher is correcting.	42	22.1	29	15.3	64	33.7	40	21.1	15	7.9
18	I feel confident when I speak in English-medium	21	11.1	39	20.5	58	30.5	42	22.1	30	15.8

with native speakers” is highly agreed by the participants. 61 students (32.1%) “agree” and 39 students (20.5%) “strongly agree” with the statement. Contrarily, 49 students (25.8%) “disagree” or “strongly disagree” and 41 students (21.6%) do not have a definite idea about this item. Therefore, it can be concluded that students are calm when they speak with native speakers.

When Table 7 is examined, most of the students (n=71) “disagree” with item “I get upset when I don’t understand what the teacher is correcting”. Second mostly preferred answer is “neither agree nor disagree”(n= 64). Only 55 students (29%) “agree” with the statement. Accordingly, it can be said that it does not bother students when they do not understand the corrections made by the teacher.

As seen in Table 7, the item “I feel confident when I speak in English-medium classes” is mostly “agreed” by the participants (n=72 , 37.9%). On the other hand, 60 students (31.6%) “disagree” with the item. The number of students who “neither agree nor disagree” with the statement is 58 (30.5%). Therefore, it can be concluded that students have self-confidence when speaking in English-medium classes.

As Table 7 shows, the item “I feel very self-conscious about speaking the foreign language in front of other students” is mostly “disagreed” by the participants (n=79, 41.6%). In contrast, it is “agreed” by 60 participants (31.6%). 51 students answered “neither agree nor disagree” (30.5%). Consequently, it can be said that students do not feel shy when they speak in front of their classmates.

When Table 7 is analyzed, students mostly disagree (n=83, 43.7%) with the item “I get nervous and confused when I am speaking in my English-medium classes”. On the contrary, 70 students (36.8%) “agree” with the statement. 37 students (19.5%) “neither agree nor disagree” with this item. As a conclusion, it can be said that students are not anxious or confused when they are speaking in English-medium classes.

As it is seen in Table 7, most of the participants (n=100, 52.6%) “disagree” with the item “I get nervous when I don’t understand every word the lecturer says”. 49 participants have no specific opinion about the item (25.8%). Only 41 participants agree with the statement (21.6%). Thus, it can be concluded that more than half of the participants do not get nervous when they do not understand the lecturer word by word.

When Table 7 is examined, most of the participants (n=84, 44,2%) “disagree” with the item “I feel overwhelmed by the number of rules you have to learn to speak a foreign language”. 68 students (35.8%) “agree” with the statement while 38 students (20%) have no specific opinion. Hence, it can be concluded that students does not agree

that there are too many rules to learn to speak a foreign language.

As Table 7 is examined, nearly half of the students (n=89, 46.8%) “agree” with the item “I would probably feel comfortable around native speakers of the foreign language”. When 47 students (24.7%) choose the answer “neither agree nor disagree”, 54 students “disagree” with the statement. Accordingly, it can be inferred that most of the students would feel comfortable around native speakers of English.

All in all, considering students’ answers included in Table 7, it can be generally concluded that students are self-confident and relaxed in English-medium classes; however, they tend to be nervous when they need to speak without preparation.

4.2.1.3. Findings of the Second Sub-problem: To what extent do students experience fear of negative evaluation from peers and teachers in EMI classroom?

This section presents the findings of EMCAS items that are related to fear of negative evaluation. Item 2 “*I don't worry about making mistakes in English-medium classes*”, Item 7 “*I keep thinking that the other students are better at languages than I am*”, Item 13 “*It embarrasses me to volunteer answers in English-medium classes*”, Item 19 “*I am afraid that my language teacher is ready to correct every mistake I make*”, Item 23 “*I always feel that the other students speak the foreign language better than I do*”, Item 31 “*I am afraid that the other students will laugh at me when I speak the foreign language*” and Item 33 “*I get nervous when the lecturer asks questions which I haven't prepared in advance*” are to identify the fear of negative evaluation of the students. The frequency table created to answer to the second sub-question “To what extent do students experience fear of negative evaluation from peers and teachers in EMI classroom?” is presented in Table 8.

Table 8

Frequency table for the second sub-dimension

		Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree	
		f	%	f	%	f	%	f	%	f	%
2	I don't worry about making mistakes in English-medium classes.	34	17.9	45	23.7	36	18.9	44	23.2	31	16.3
7	I keep thinking that the other students are better at languages than I am.	40	21.1	40	21.1	56	29.5	42	22.1	12	6.3
13	It embarrasses me to volunteer answers in English-medium classes.	36	18.9	42	22.1	55	28.9	35	18.4	22	11.6
19	I am afraid that my language teacher is ready to correct every mistake I make.	68	35.8	51	26.8	31	16.3	27	14.2	13	6.8
23	I always feel that the other students speak the foreign language better than I do.	58	30.5	51	26.8	36	18.9	31	16.3	14	7.4
31	I am afraid that the other students will laugh at me when I speak the foreign language.	69	36.3	44	23.2	38	20.0	26	13.7	13	6.8
33	I get nervous when the lecturer asks questions which I haven't prepared in advance.	19	10.0	24	12.6	46	24.2	56	29.5	45	23.7

When Table 8 is examined, 79 students (41.6%) “disagree” with the item “I don't worry about making mistakes in English medium classes” 75 students (39.5%), on the other hand, “agree” with the statement. 36 students (18.9%) answered “never agree nor disagree.” Considering these answers, it can be concluded that nearly half of the students worry about making mistakes in English-medium classes.

As seen in Table 8, students mostly “disagree” with the item “I keep thinking that the other students are better at languages than I am.” (n=80, 42.2%) Only 34 students (28.4%) “agree” with the statement, 56 students (29.5%) answered “neither agree nor disagree.” To conclude, it can be said that students do not think their classmates are better at foreign languages than they are.

When Table 8 is examined, the participants mostly “disagree” with the item “It embarrasses me to volunteer answers in English-medium classes.” (n=78, 41%). In

contrast 77 students (30%) “agree” with the statement. 55 students (28.9%) “neither agree nor disagree”. Accordingly, it can be concluded that students do not have a hesitation when they volunteer answers in English-medium classes..

As seen in Table 8, more than half of the students “disagree” with the statement “I’m afraid that my language teacher is ready to correct every mistake I make.” (n=119, 62.6%) Only 40 students (21%) agree and 31 students (16.3%) “neither agree nor disagree” with the statement. Thus, it can be inferred that students are not afraid of being corrected by their teacher each time they make a mistake.

When Table 8 analyzed, more than half of the students (n=109, 57.3%), “disagree” with the item “I always feel that the other students speak the foreign language better than I do.” In contrast, 45 students (23.7%) “agree” and 36 of them (18.9%) “disagree” with the statement. To conclude, it can be said that students do not think that their classmates speak better English than they do.

When Table 8 is analyzed, more than half of the students (n=113 59.5%) “disagree” with the item “I’m afraid that the other students will laugh at me when I speak the foreign language” 39 students(20.5%) “agree” with the statement when 38 of them (20%) “neither agree nor disagree” Hence, it can be concluded that students are not afraid of being laughed by their classmates when they attempt to speak in the foreign language in English-medium classes.

When Table 8 is examined, more than half of students (n=101, 53.2%) “agree” with the statement “I get nervous when the lecturer asks questions which I haven’t prepared in advance” Only 43 students (22.6%) “disagree” with the statement and 46 of them (24.2%) have no specific idea. Accordingly, it can be inferred from students’ answers that they get anxious when the lecturer asks questions which they haven’t prepared beforehand.

In conclusion, when Table 8 is analyzed, students do not experience fear of negative evaluation from peers and teachers, however, they get nervous when they are asked some questions for which they are not prepared in advance.

4.2.1.4. Findings of the Third Sub-problem: To what extent do students experience test anxiety (and general EMI classroom anxiety) in EMI classroom?

This section presents the findings of EMCAS items that are related to test anxiety. Item 3 “I tremble when I know that I’m going to be called on in English-medium classes”, Item 5 “It wouldn’t bother me at all to take more English-medium classes”,

Item 6 “*During English-medium classes, I find myself thinking about things that have nothing to do with the course*” Item 8 “*I am usually at ease during tests in English-medium classes*” Item 10 “*I worry about the consequences of failing in English-medium classes*”, Item 11 “*I don't understand why some people get so upset over English-medium classes*”, Item 12 “*In English-medium classes, I can get so nervous when I forget things I know*”, Item 16 “*Even if I am well prepared for English-medium classes, I feel anxious about it*”, Item 17 “*I often feel like not going to English-medium classes.*”, Item 20 “*I can feel my heart pounding when I'm going to be called on in English-medium classes*”, Item 21 “*The more I study for an English-medium test, the more confused I get*”, Item 22 “*I don't feel pressure to prepare very well for English-medium classes*”, Item 25 “*English-medium classes move so quickly I worry about getting left behind*”, Item 26 “*I feel more tense and nervous in English-medium classes than in mother tongue classes*” and Item 28 “*When I'm on my way to an English-medium class, I feel very sure and relaxed*” aim to identify the test anxiety of the students. The frequency table created to answer the third sub-question “*To what extent do students experience fear of exams in EMI classroom?*” is presented in Table 9:

Table 9

Frequency table for the third sub-dimension

	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		
	f	%	f	%	f	%	f	%	f	%	
3	I tremble when I know that I'm going to be called on in English-medium classes.	50	26.3	47	24.7	45	23.7	37	19.5	11	5.8
5	It would not bother me at all to take more English-medium classes.	46	24.2	34	17.9	59	31.1	32	16.8	19	10.0
6	During English-medium classes, I find myself thinking about things that have nothing to do with the course.	24	12.6	42	22.1	55	28.9	46	24.2	23	12.1
8	I am usually at ease during tests in English-medium classes.	31	16.3	43	22.6	53	27.9	41	21.6	22	11.6

10	I worry about the consequences of failing in English-medium classes.	29 15.3 34 17.9 29 15.3 72 37.9 26 13.7
11	I do not understand why some people get so upset over English-medium classes.	26 13.7 41 21.6 61 32.1 28 14.7 34 17.9
12	In English-medium classes, I can get so nervous when I forget things I know.	21 11.1 34 17.9 40 21.0 62 32.6 33 17.4
16	Even if I am well prepared for English-medium classes' exams, I feel anxious about it.	42 22.1 33 17.4 37 19.5 46 24.2 32 16.8
17	I often feel like not going to English-medium classes.	78 41.1 27 14.2 39 20.5 27 14.2 19 10.0
20	I can feel my heart pounding when I am going to be called on in English-medium classes.	41 21.6 51 26.8 38 20.0 40 21.1 20 10.5
21	The more I study for an English-medium test, the more confused I get.	50 26.3 48 25.3 36 18.9 25 13.2 31 16.3
22	I do not feel pressure to prepare very well for English-medium classes.	27 14.2 42 22.1 25 13.2 50 26.3 46 24.2
25	English-medium classes move so quickly I worry about getting left behind.	29 15.3 54 28.4 45 23.7 38 20.0 24 12.6
26	I feel more tense and nervous in English-medium classes than in mother tongue classes.	53 27.9 78 25.3 21 11.1 41 21.6 27 14.2
28	When I am on my way to an English-medium class, I feel very sure and relaxed.	32 16.8 29 15.3 58 30.5 45 23.7 26 13.7

When Table 9 is examined, more than half of the students (n=97, 51%) “disagree” with the statement “I tremble when I know that I’ going to be called on in English-medium classes.” while 48 of them (25.3%) “agree” with the statement. 45 students (23.7%) have no specific idea. So, it can be inferred that the students do not get excited when they feel they are going to be called on in English-medium classes.

When Table 9 is examined, 80 students (42.1%) “disagree” with the item “I wouldn’t bother me at all to take more English-medium classes” While 50 of them (26.8%) “agree” with the statement. 59 students (31.1%) have no specific idea about the statement. In conclusion, it can be concluded that students would be bothered if they needed to take more English-medium classes.

It can be inferred from Table 9 that 69 students (36.3%) “agree” with the item “During English-medium classes, I find myself thinking about things that have nothing to do with the course” While 66 students (34.7%) “disagree” with the statement.

Accordingly, it can be inferred that students think about different things that have nothing to do with the course when they are in English-medium classes.

When Table 9 is examined, 74 students (38.9%) “disagree” with the item. “*I’m usually at ease during tests in English-medium classes.*” While 63 students (33.2%) “agree” Thus, it can be inferred that students are excited during tests in English-medium classes.

As seen in Table 9, 98 students (51.6%) “agree” with the item “*I worry about the consequences of failing in English-medium classes.*” While only 63 students (33.2%) “disagree” 29 students (15.3%) does not have a specific opinion about the statement. Accordingly, it can be concluded that students worry about failing English-medium classes.

As Table 9 shows, 67 students (35.3%) “disagree” with the item “*I don’t understand why some people get so upset over English-medium classes.*” when 62 students (32.6%) agree with the statement. 61 students (32.1%) neither agree nor disagree. So, it can be concluded that students understand the reasons to get upset over English-medium classes.

When Table 9 is examined, half of the students (n=95, 50%) “agree” with the item “*In English-medium classes, I can get so nervous when I forget things I know.*” While 55 students (29%) “disagree” On the other hand, 40 students (21%) “neither agree nor disagree” with the statement. Thus, it can be inferred from the answer of the participants that they get very anxious when they forget the things they know in English-medium classes.

As seen in Table 9, 78 students (41%) “agree” with the item “*Even if I am well prepared for English-medium classes’ exams, I feel anxious about them.*” While 75 students (39.5%) “disagree” with the statements. Accordingly, it can be inferred that students get nervous when they have an exam in English-medium classes even if they are well-prepared.

When Table 9 is examined, more than half of the students (n=105, 55.3%) “disagree” with the item “*I often feel like not going to English-medium classes*” while 46 students (24.2%) “agree”. It can be said that students are eager to go to EMI classes.

As Table 9 shows, 92 students (48.4%) “disagree” with the item “*I can feel my heart pounding when I am going to be called on in English-medium classes*” while 60 students (31.6) “agree” with the statement. It can be said that students do not get excited when they feel that they are going to be called on in EMI classes.

When Table 9 is analyzed, more than half of the participants (n=98, 51.6%) “disagree” with the item “*The more I study for an English-medium test, the more confused I get*”. 56 students (29.5%) “agree” with the statement while 36 of them (18.9%) “neither agree nor disagree”. It proves that students do not get confused while they are getting prepared for the exams of EMI classes.

As Table 9 shows, 96 students (50.5%) “agree” with the item “*I do not feel pressure to prepare very well for English-medium classes*”, while 69 of them (36.3%) “disagree”. It can be concluded that students doesn’t feel much pressure for getting prepared very well for EMI classes.

When Table 9 is examined, almost half of the students (n=83, 43.7%) “disagree” with the item “*English-medium classes move so quickly I worry about getting left behind*”. On the other hand, 68 students (32.6%) “agree” with the statement. Thus, it can be concluded that students do not feel left behind in EMI classes. They do not think EMI classes move so quickly.

As seen in Table 9, more than half of the participants (n=131, 53.2%) “disagree” with the item “*I feel more tense and nervous in English-medium classes than in mother tongue classes*”. On the other hand, 68 students (35.8%) “agree” with the statement. Accordingly, it can be inferred that, when compared to the classes in their mother tongue, students are not more tense or nervous in EMI classes.

When Table 9 is examined, 71 students (37.4%) “agree” with the item “*When I am on my way to an English-medium class, I feel very sure and relaxed*”. However, 61 students (32.1 %) “disagree” with the statement. It can be inferred from the participants’ answers that students do not feel tense or nervous while they are going to EMI classes.

In conclusion, when Table 9 is analyzed, students are not tense or nervous in general atmosphere of EMI classes; however, when it comes to test anxiety, they express some fear of evaluation. It can be seen that they experience some anxiety in the exams of EMI classes.

4.2.2. Research Question 2: Is there a significant difference between anxiety levels of the freshman, sophomore and junior year students?

Total scores obtained from the scale were compared to answer the second research question “Is there a significant difference between anxiety levels of the freshman, sophomore and junior year students?” Descriptive statistics according to class level are

presented in Table 10:

Table 10

Descriptive Statistics According to the Class Level (ANOVA)

Year	N	Mean	Std.		Minimum	Maximum
			Deviation	Std. Error		
EMCAS Freshman	94	91.8830	13.45071	1.38733	61.00	126.00
Sophomore	58	95.2414	17.73025	2.32810	68.00	124.00
Junior	36	99.3889	12.96870	2.16145	68.00	122.00
Total	188	94.3564	15.01570	1.09513	61.00	126.00

When Table 10 is examined, the total scores obtained from the scale differ significantly according to undergraduate level, ($F(2,185) = 3.488$, $p < 0.05$). The total scores ($\bar{X} = 95.24$) of the sophomore students were statistically higher than the total scores ($\bar{X} = 91.88$) of the freshman year students. On the other hand, the total scores ($\bar{X} = 99.38$) of the junior year students were statistically higher than the total scores of freshman ($\bar{X} = 91.88$) and sophomore ($\bar{X} = 95.24$) year students. It can be concluded that there is a statistically significant difference among three class levels.

4.3. Findings of the Qualitative Data

4.3.1. Research Question 3: What are students' opinions on FLA in EMI classroom?

In order to find answers to the third research question of the study, a semi-structured 7 questions interview was used. The data was transcribed by the researcher and content analysis was conducted. Codes and themes created for each interview question are presented in this chapter.

4.3.1.1. Findings of General Opinions on EMI

The findings obtained from the analysis of students' general opinions about English-medium instruction and their frequency distributions are presented in Table 11.

Table 11

Frequency Distributions of General Opinions on EMI

Theme	Codes	<i>f</i>
General Opinions on EMI	Being necessary and useful	12
	Being advantageous	11
	Being useless	4
	Being prestigious	3
	Being effective for learning English	1
	Should be optional	1

As seen in Table 11, most of the students ($f=12$) think EMI is necessary and useful for them. Some answers related to this code are presented below:

S1: "...I think English-medium instruction is very useful for us. I find it very necessary to have content classes in English..."

S5: "...I strongly preferred studying at an EMI university. Because I am sure of that EMI classes are very useful for my academic career and my future. I think everybody should consider studying at an EMI university."

As seen in Table 11, 11 students find EMI advantageous. Some answers related to this code are presented below:

S4: "...In my opinion, studying at an EMI university is very advantageous for us. It has a lot of benefits for our future..."

S9: "...For me, EMI has a lot of advantages for personal development and academic career. I didn't specifically choose to be here, but I'm really pleased to study at an EMI university..."

When Table 11 is analyzed, it can be seen that four students have negative opinions about EMI. Some answers related to this code are presented below:

S2: "...I don't think EMI is a must. It is good to learn things via EMI, but what if you are not good at English? I would be easier and more meaningful to study at a Turkish-medium university..."

S13: "...Of course EMI has advantages; however, I don't think it is a must in higher education. Especially, when it is applied wrong, it becomes really useless and it causes problems..."

As Table 11 shows, three students think EMI is prestigious. Some answers related to this code are presented below:

S6: "...I think graduating from an EMI university is very prestigious for a person. It is a good qualification to write on your Curriculum Vitae. It is a plus in your work life."

S10: "...I think being a graduate of an EMI university is a good impression when you apply for a position."

When Table 11 is examined, it can be seen that one student thinks EMI supports his English skills. The answer related to this code is presented below:

S3: "...In my opinion, EMI has positive effects on English practice. Before I started university, I had not been able to understand and speak English as much as I can do now. I listen to the lecture, give presentations, ask and answer questions, take exams in English. Communication in the classroom is mostly in English. It helps me improve my English skills. That's why I find it very useful..."

As seen in Table 11, one student thinks EMI should be optional and students should study whether in EMI or TMI. The answer related to this code is presented below:

S9: "...EMI shouldn't be a compulsory way of teaching. Schools should offer both EMI and TMI. In this way, students can choose whichever they want and they can be more successful in their departmental courses..."

4.3.1.2. Findings of Advantages of EMI

The findings obtained from the analysis of advantages of English-medium instruction for students and their frequency distributions are presented in Table 12:

Table 12

Frequency Distributions of Advantages of EMI

Theme	Codes	<i>f</i>
Advantages of EMI	Meeting and exploring new cultures	13
	Better job opportunities	14
	Reaching academic resources easily	5
	Improving English skills	3
	Social Prestige	3
	Original terminology	1

Table 12 shows that most of the students ($f=13$) think EMI helps them meet and explore new cultures. Some answers related to this code are presented below:

S8: "...EMI is very advantageous because it provides interaction with other cultures. You can have opportunity to meet new people, people from other countries and this gives you a broader vision in life..."

S10: "...Studying at an EMI university allows you to meet new cultures and new people from these cultures. Because of the fact that medium of instruction is English, a lot of foreign students from different countries come to our school to study. For example, I have a lot of friends who come from other countries. I can learn they culture and teach them our culture. It is a big advantage for me..."

When Table 12 is analyzed, it can be seen that most of the students ($f=14$) think EMI provides better job opportunities. Some answers in this context are presented below:

S12: "...I think the most important advantage of EMI is the possibility of finding

better jobs in the future. Today, it is very important to know English to be able to find a job. If you are graduated from an EMI university, it is more likely to have a better job...”

S10: “...In today’s world, it is a must to know English in every part of life. When you study at an EMI university, you are one step further. I think finding a job will be easier. You are likely to find a job in international companies or abroad...”

Table 12 shows that five students think EMI helps them to reach academic resources easily. An answer related to this code is presented below:

S4: “...Studying at an EMI university provides you some benefits in your academic studies. For example, when you are required to do a scientific research, you can review the related resources easily, because you know English and you are familiar with the English terms of your context...”

As seen in Table 12, some students think studying EMI improves their English skills. Some answers related to this code are presented below:

S14: “...EMI helps me to improve my English. Because everything is in English at school, we read, listen, speak and write in English. I really helped me practice English. Since I started university, my English has been much better than before...”

S15: “...To be honest, my English were not good when I started university. I had concerns about EMI classes. However, as far as I can see now, my English getting better day by day. I think it is a benefit of EMI. Because when you have to learn, you learn. My English skills are developing thanks to studying at an EMI university...”

When Table 12 is analyzed, it is seen that three students consider social prestige as an advantage of EMI. An answer in this context is presented below:

S11: “To be honest, studying at an EMI university is cool. It has some prestige in the community. When you graduate knowing another language, having departmental courses in that language, it creates a good impression...”

As seen in Table 12, one student thinks that EMI is advantageous in term of providing original terminology for your department. The answer related to this code is presented below:

S1: “...Studying in an EMI university and taking all your courses and exams in English provides you English terminology of your subject. It is a bid advantage for you in your academic studies. For example, I am an architecture student and thanks to my classes, I learn English meanings of architectural terms. Being familiar to these words makes it easy to read and analyze articles or books related to the subject...”

4.3.1.3. Findings of Disadvantages of EMI

The findings obtained from the analysis of disadvantages of English-medium instruction for students and their frequency distributions are presented in Table 13:

Table 13

Frequency Distributions of Disadvantages of EMI

Theme	Codes	<i>f</i>
Disadvantages of EMI	Inadequacy in the course knowledge	4
	Difficulty in understanding the lecture	3
	Restricting academic creativity	1
	None	7

It can be inferred from Table 13 that four students suggest EMI has a disadvantage in terms of gaining adequate course knowledge. The answer related to this code is presented below:

S13: “... The most important disadvantage for me is that I miss things in the lesson. And the problem is, these things are related to my department. Because

the medium of instruction is English, I believe that I do not get all the necessary information that will help me do my job in the future. There is always something missing. We ask each other after the lessons but we see that nobody has an idea...”

As seen in Table 13, three students think EMI negatively affects their understanding of the lecture. Some answers related to this code are presented below:

S2: “...The disadvantage of EMI is the hardships which occur during the lesson in terms of understanding. Sometimes I have a really hard time when I do not understand the lecture and miss some key points. Because the lectures are given in English, there may be some words that I do not know and that is why I miss some important parts of the lectures...”

S7: “...I do not understand everything in the lectures. It is a big problem because I cannot learn the subject thoroughly...”

As seen in Table 13, one student thinks EMI restricts academic creativity. The answer related to this code is presented below:

S15: “...Language of instruction restricts me. I cannot explain everything I know neither in the class nor in exams. I know lots of things but when it comes to explain them in English, verbally or written, I have to stop...”

When Table 13 is analyzed, it can be concluded that most of the students ($f=7$) think EMI has no disadvantages at all.

4.3.1.4. Findings of General Feelings on EMI

The findings obtained from the analysis of general feelings of students on English-medium instruction and their frequency distributions are presented in Table 14:

Table 14

Frequency Distributions of General Feelings on EMI

Theme	Codes	<i>f</i>
General Feelings on EMI	Feeling confident	9
	Feeling excited	4
	Feeling shy	3
	Afraid of getting behind	1

When Table 14 is analyzed, it can be inferred that most of the students ($f=9$) feel confident during EMI classes. Answers related to this code are presented below:

S5: "...In EMI classes, I feel more confident and relaxed than Turkish-medium classes. Because Turkish language has more complex structures than English does; it is easier for me to understand an English lecture..."

S10: "...I don't feel stressed in EMI classes, I'm really self-confident. I have enough knowledge of English that will help me to understand the lecture, that's why I am always confident and sure in EMI classes..."

As seen in Table 14, four students feel excited during EMI classes; 3 students feel shy and 1 student is afraid of getting behind in EMI classes. Answers related to these codes are presented below:

S13: "...I cannot say that I feel very good in EMI classes. I get really excited and nervous during the lecture. Especially when I need to ask questions about the lecture, I get really shy and excited. Everything moves really quickly, I am afraid of getting behind, because I cannot understand everything the lecturer says..."

S2: "...I'm excited and frightened. I feel happy when I understand what is being told. In parallel to this, I am worried that I cannot understand what the teacher tells me many times and I think that the education I received is not good enough..."

4.3.1.5. Findings of Speaking English in EMI Classes

The findings obtained from the analysis of speaking English in EMI classes and its frequency distributions are presented in Table 15:

Table 15

Frequency Distributions of Speaking English in EMI Classes

Theme	Codes	<i>f</i>
Speaking English in EMI Classes	Being confident	9
	Getting nervous	5
	Feeling excited	2
	Confusing the words	1

As it is seen in Table 15, most of the students ($f=9$) feel confident when speaking in EMI classes. The answers related to this code are presented below:

S4: "...When I need to ask questions, I easily ask them. I don't get shy or afraid. Because I know that if I don't ask the things that I don't understand, I cannot be successful in that subject. When the teacher asks me questions, I try to explain even if I cannot speak fluently. If I need help or do not know the meaning of a word, I ask the instructor..."

S8: "...Even if I cannot speak English perfectly, I try to speak in the lectures. I ask questions and give answers; I try to participate in the lecture. Our teachers are really helpful, they appreciate our efforts. That's why; I try to give answers when I am asked..."

Table 15 shows that five students are nervous when they are required to speak in EMI classes. An answer related to this code is presented below:

S2: "...As I mentioned before, I have difficulty in understanding things and asking questions. When I need to talk, I need to ask something I don't understand, or when I have to answer a question that the teacher asks, I get nervous and feel bad. Because I find it difficult to express myself in English..."

Table 15 shows that two students explained that they feel excited when they need to speak in EMI classes. An answer related to this code is presented below:

S7: "...I feel tense and excited. I can fully construct the sentence in my mind, but I have difficulty speaking. I get so excited that I stop asking something I want to ask. Because, I am afraid of being criticized by my friends. I'm afraid to be criticized by the teacher, so I stop asking questions..."

According to Table 15, one student states that he confuses the words when he is needed to speak in EMI classes. The answer related to this code is presented below:

S15 "...When I need to talk in lessons, I mix some words with similar words. It makes me a little nervous. Most of the time the teacher corrects my mistake. However, I know that I need to learn more words to reduce my mistakes and speak more fluently..."

4.3.1.6. Findings of Effects of EMI on Exams and Achievement

The findings obtained from the analysis of effects of EMI on exams and their frequency distributions are presented in Table 16:

Table 16

Frequency Distributions of Effects of EMI on Exams

Theme	Codes	<i>f</i>
Effects of EMI on Exams and Achievement	Creating high anxiety level in exams	12
	Difficulty in understanding the questions	11
	Difficulty in answering the questions	10
	Resulting in failure	8
	No effects	3

When Table 16 is analyzed, it is seen that most of the students ($f=12$) states that EMI has negative effects in terms of exams. According to these students, EMI creates

high anxiety level in exams. Some answers in this context are presented below:

S12: "...The fact that the questions are in English affects my level of anxiety. I am worried that there will be a word that I do not understand, that I will never understand the question or that I will not make true sentences to answer it. This is why EMI exams are more stressful..."

S10: "...I get really stressed in the exams, because there are many things to be stressful when it comes to exams. For example, sometimes, when you do not understand just one word, you can miss the whole question, so you fail. It gets me really nervous..."

As seen in Table 16, 11 students think that EMI causes difficulty in understanding the questions in the exams. Some answers related to this code are presented below:

S2: "...The exams of EMI classes are difficult. Perhaps the questions will not be difficult if they are in Turkish but when they are in English you have difficulty in understanding the questions and answering them by forming English sentences. So the exams are really difficult..."

S9: "...Although I read some questions for many times, I cannot understand them, which may affect my level of anxiety. I have fear of failure. For example, I will probably fail in the last exam because I did not understand the questions and the teacher did not translate them into Turkish; so four questions remained unanswered..."

Table 16 shows that 10 students have difficulty answering the questions in EMI exams. Also, 8 of them states that EMI results in failure in the exams. Some answers related to these codes are presented below:

S15: "...Because of the words I don't understand or can't remember at that moment, exams in English affect my grade. I can think of a Turkish sentence but I have difficulty translating it into English. That's why my desire to answer questions disappears. I want to let go and quit ..."

S7: "...Exams in English definitely affect my success. Since I am not a native, I try to answer some questions thinking in Turkish. This causes me making mistakes..."

S2: "...Exams in English really affect my performance. I think I would get higher grades if the questions were in Turkish..."

As seen in Table 16, three students stated that EMI does not affect their anxiety levels or achievements in the exams. An answer related to this code is presented below:

S3: "...I don't get nervous because of the fact that the questions are in English. I does not affect my performance in the exams. I can understand and answer the questions in English. If I know the answer of a question, I can write it both in English and Turkish. It doesn't matter..."

S8: "... Exams being in English does not affect my performance, laziness does. If I study, I can answer the questions no matter in English or in Turkish. However, when I do not study for an exam, I fail even the exam is in my native language..."

4.3.1.7. Findings of Students' Suggestions for EMI Classes

The findings obtained from the analysis of suggestions for EMI classes and their frequency distributions are presented in Table 17:

Table 17

Frequency Distributions of Students' Suggestions for EMI Classes

Theme	Codes	<i>f</i>
Students' Suggestions for EMI Classes	Teachers should summarize the lesson in Turkish.	10
	EMI should be selective.	8
	Teachers should improve themselves in English.	5
	Native teachers should conduct EMI classes.	2
	Teachers should simplify the language of expression.	2
	Preparatory school should review its programme.	1
	Teachers should make lessons fun.	1

When Table 17 is analyzed, it can be concluded that most of the students ($f=10$) suggest that teachers should summarize the lesson in Turkish. The answers related to this code are presented below:

S5: "...Sometimes, in subjects that we do not understand, teachers can summarize the subject in Turkish..."

S11: "...I think that at the end of each lesson, teachers should summarize the subject in Turkish to make sure that the subject is well understood by everybody in the classroom..."

S14: "...It is good that the lessons are taught in English, I already support this. However, in my opinion, some important subjects should be summarized in Turkish after being discussed in English..."

As seen in Table 17, eight students suggest that EMI should be selective. An answer about this context is presented below:

S4: "...I think EMI should be selective. Students may take courses in English if they want to. If they think that they will not be successful in EMI classes, they can have their lessons in Turkish..."

S6: "...I am studying architecture. English is needed for me because lots of resources are in English. However, for some departments, English is not so crucial. These students can get education in their mother tongue. That is why EMI should be selective and everybody should decide whether to choose it or not according to their aims and the needs of their departments..."

When Table 17 is examined, it can be inferred that five students think teachers need to improve their English skills. Some answers related to this code are presented below:

S15: "...I think many teachers do not have enough knowledge of English to explain the subject in English. I think they should improve their English skills. Many teachers teach the subject in Turkish instead of English. It's a little weird in a 100%

EMI university...”

S9: “...I don't understand anything when some teachers speak in English. I think they should be able to speak English well enough to explain the subject in English...”

As seen in Table 17, two students suggest that EMI classes should be taught by native teachers. The answers related to this code are presented below:

S2: “...In order to solve some understandability problems in EMI classes, the institution can hire foreign teachers from abroad who have profession in content courses...”

S15: “...I think EMI courses should be taught by native teachers. In this way the content may be more understandable. Because when we ask a question, Turkish teachers are tend to answer them in Turkish. It is no good, because the question can be in the exam and we have to answer it in English. Not all teachers but some teachers explain some deeper subjects in Turkish. I think this is wrong because we take exams in English. To be able to solve this, native teachers should teach EMI classes...”

When Table 17 is analyzed, it can be seen that two students suggest that teachers should simplify their language of explanation in EMI courses. An answer related to this code is presented below:

S7: “...on the other hand, some teachers may simplify their level of explanation in EMI classes. Sometimes the instruction can be too complex for us to understand. They may stop for a second and explain a term they use which students may not be familiar with. I think it is very crucial for students to understand the lecture better...”

As seen in Table 17, one student suggests that preparatory school’s program should be revised. The answer related to this code is presented below:

S13: "...I think most of the problems we encounter in EMI classes result from our English level. In preparatory class, all the necessary information should be given to prepare us for departmental courses. I think there are some deficiencies in this part. The program of preparatory school should be revised. For example, they can start academic English courses to prepare students and teach some English terminology related to their departments. I think this is really important. If you lack English knowledge, how can you succeed in an EMI university?..."

As seen in Table 17, one student suggests that teachers should make EMI classes fun. The answer related to this code is presented below:

S10: "...Because it is hard for us to gather attention into EMI classes, teachers should find some ways to make the lesson fun. They can take advantage of games or stories. So it might be easier to get our attention. Because when the language of expression is English, you can blow out after a while..."

This chapter included both quantitative and qualitative findings of the data collected through the instruments. The following chapter focuses on the discussion of these findings by comparing the previous research on the literature.

CHAPTER V

DISCUSSION

5.1. Introduction

In this chapter, the discussion of the findings from both data collection instruments is presented. Findings are interpreted and discussed according to the themes created in the scope of research questions of the study. Previous studies that are related to the present study are discussed and the results are compared to the results of the present study.

5.2. Effects of EMI on Anxiety Levels of Students

Research Question 1: How does English-medium instruction affect anxiety levels of students?

With the aim of investigating the anxiety levels of the participants, a 33-item adapted questionnaire EMCAS was used. The total average score obtained from the scale was $\bar{X} = 94.96$ which means that there is a moderate negative relationship between FLA and EMI. This finding of the study is in concordance with those of Çağatay (2015) and Hong (2012). There have been numerous studies in the literature, which was concluded moderate negative relationship between language anxiety and some other factors since Horwitz et al. (1986) developed FLCAS, which was a valid instrument to measure FLA (Bruce & Young, 1986; Horwitz et al., 1986; MacIntyre & Gardner, 1991). Some researchers claim that is the learners have anxiety in the learning process, it becomes really challenging for them to be successful (Gardner, 1987), whereas some studies suggest that a degree of anxiety supports learning process and help them become successful in classroom tasks and exams (Scovel, 1991). However, there are more studies in the literature revealing that there is a significant negative relationship between FLA and performance. For instance, in their study which investigates the relationship between FLA and performance of language learners, Demirdaş and Bozdoğan (2009) found out a statistically significant negative relationship between language anxiety and language performance of the students. Similarly, Hamamcı and Hamamcı (2015) had stated that FLA had an undeniable effect on language learning.

Accordingly, it can be concluded from the total scores of EMCAS that EMI has caused a moderate level of FLA on students; and although there might be some rare

positive effects, it may cause some negative effects on learning via EMI.

Between the sub-dimensions of the scale, the highest score ($\bar{X} = 43.37$) is obtained from the third sub-dimension of the scale which is “Test Anxiety”. Second highest score ($\bar{X} = 32.61$) is obtained from the first sub-dimension which is “Communication Apprehension”. The second sub-dimension of the scale “Fear of Negative Evaluation” got the lowest score ($\bar{X} = 18.97$).

Test anxiety had the highest scores in this study and it can be concluded that students’ anxiety is mostly caused by test anxiety in EMI classrooms. According the results of this sub-dimension of the scale, students mostly agreed that they think about different things in EMI classes and they strongly disagreed that they are at ease during the exams of EMI. On the other hand, it was found that students feel nervous in the exams of EMI and they are concerned about the consequences of failing in the exams. It is generally observed that, although students do not feel anxious in general atmosphere in EMI classes, when it comes to the exams, they experience a higher level of anxiety. This finding of the study does not comply with Chan and Wu (2004) and Aydın (2008). Because in their research, the highest points were obtained from fear of negative evaluation sub-dimension of FLCAS. In Hong’s (2012) study the highest points were from communication apprehension. This is also in contrast with the findings of the current study.

Either negative or positive, test anxiety has an influence on learners (Alam & Halder, 2018). A normal degree of test anxiety may help students to succeed in their exams whereas a high level of it can result negative effects on students’ mental, physical and emotional well-being. As in this study, test anxiety is a very common issue among students. In this specific study, it is supposed that, since the students take their departmental exams in English, they are afraid of not being able to understand the questions and find trues words to answer them. Consequently, they experience high levels of test anxiety in EMI exams.

Communication apprehension, being the first sub-dimension of the EMCAS, was not highly experienced by the students in this study ($\bar{X} = 32.61$). From their answers, it can be concluded that, students are mostly relaxed in terms of communication with the lecturer and other students in the classroom. They also stated that they would not feel nervous when speaking to a native speaker in English. Moreover, when they do not understand the explanations the lecturer makes or the feedbacks the lecturer gives, they do not feel bad. Although students seem to be very confident and relaxed when

communicating in EMI classes, there is one aspect about which they feel high level of anxiety. Many students confirmed that they panic when they need to speak without preparation in EMI classes. Thus, it is seen in the study that unprepared talking in foreign language is a source of anxiety in EMI classroom. Nisa (2017), focuses on similar problems in her research on students' speaking anxiety in English foreign language. The study concluded that students who are anxious believe that they cannot speak in English and as a result of this get nervous when they need to speak and make mistakes. According to Nisa (2017), this belief in failure leads students to put less effort and miss the opportunities to practice and develop better speaking skills in English. Similarly, the current study indicates that students need some guidance and help to be encouraged to communicate without being afraid of making mistakes.

The lowest points in the scale were obtained from the third sub-dimension of the scale, fear of negative evaluation ($\bar{X} = 18.97$). Students do not believe that the other students are better in English than they are; and they do not get afraid of volunteering answers in front of other students. They do not fear that they will be laughed at if they say something wrong. They also do not seem being afraid of the feedbacks of lecturers. The self-confidence that students have in EMI classroom may be considered as some important feature of the classroom created by the lecturers. It shows that the lecturers does error correction correctly and manages the classes wisely.

The only concern of the students under this sub-dimension of the research was that being anxious when teacher asks them questions that they are not prepared in advance. This conclusion complies with the unprepared speaking anxiety, which has been revealed in the previous section.

However, the results of fear of negative evaluation sub-dimension of the scale are inconsistent with the results of other studies found in literature. Aydın (2008), for instance, concludes in his study that the main source of FLA is fear of negative evaluation. Balemir (2009) also indicates fear of negative evaluation between the primary causes of FLA.

5.3. Comparison of Anxiety Levels of the Freshman, Sophomore and Junior Year Students

Research Question 2: Is there a significant difference between anxiety levels of the freshman, sophomore and junior year students?

It was concluded in the current study that the total scores obtained from the scale differ significantly according to undergraduate level. The total scores ($\bar{X} = 95.24$) of the sophomore students were statistically higher than the total scores ($\bar{X} = 91.88$) of the freshman year students. On the other hand, the total scores ($\bar{X} = 99.38$) of the junior year students were statistically higher than the total scores of freshman ($\bar{X} = 91.88$) and sophomore ($\bar{X} = 95.24$) year students. It can be concluded that there is a statistically significant difference among three class levels.

According to the results obtained from the quantitative data, junior year students obtained the highest scores of anxiety that resulted from EMI. Second highest scores belonged to sophomore year students whereas freshman year students got the lowest scores. This result shows that EMI caused anxiety increases as the degree of education rises. In their study on the factors associated with FLA, Onwuegbuzie, Bailey and Daley (1999) came up with a similar finding. Their study also indicated that freshmen and sophomore students had lower levels of FLA than junior and senior year students did.

Consequently, the results of the second research question show that level of anxiety increases as the function of the study year increases. This may result from students' future anxieties. As they get closer to graduation, their anxiety of failure naturally increases and this have a connection with anxiety in EMI; because all their exams and instruction of delivery is in English. As they get older, their concerns about future starts to grow and they automatically feel more anxious. On the other hand, freshmen's lower levels of anxiety may be a result of their preparatory school experience. As they are new graduates of prep school, they may have high self-confidence and positive perceptions toward English. However, as they move to higher levels of study, the course subjects get harder and because lack of practice and self-study in English, they start to encounter some EMI related problems.

5.4. Opinions of Students toward FLA in EMI Classroom

Research Question 3: What are students' opinions on FLA in EMI classroom?

Findings from the semi-structures individual interviews are categorized as Opinions of Students toward FLA in EMI Classroom; and the discussion of findings from qualitative data collection procedure of the research is presented under this title.

Concerning General Opinions on EMI, it was found out that students mostly find EMI necessary, useful advantageous. However, there have been a few negative opinions such as being useless. Findings in this aspect show that students mostly have positive

general opinions toward EMI and most of them find it advantageous. This finding complies with the findings of Turhan's (2018) study in which she investigated lecturers' opinions on EMI.

Concerning perceived advantages of EMI, students clarified different benefits of studying in EMI. Students' perceived advantages of EMI are found to be meeting and exploring new cultures, better job opportunities, reaching academic resources easily, improving English skills, social prestige and opportunity to use original terminology in departmental courses. These findings show that students find EMI advantageous and they are aware of that these advantages will provide a brighter future for them. In accordance with some students' answers, Smith, in Wilkinson (2004) stated that EMI may be useful for the improvement of English language abilities. In a similar way, Zare-ee and Ggolami (2013) remarked that EMI might be useful for reading and understanding international academic resources and by using them, it provides sharing information throughout the world since it is a global language.

Regarding the perceived disadvantages of EMI for students, students stated a limited number of disadvantages such as inadequacy in the course knowledge, difficulty in understanding the lecture and restricting academic creativity while half of the students stated no disadvantage. The findings show that there is limited number of disadvantages of EMI perceived by students. One significant disadvantage may be the difficulty in understanding the lecture. This fact is possibly resulted from students' poor knowledge of English and not being advanced enough to understand EMI lectures. In the study of Başıbek, et al. (2013), it was also mentioned as a disadvantage, because students' English proficiency were not adequate to cope with EMI.

On the other hand, the findings obtained from the analysis of general feelings of students on EMI included feeling confident, feeling excited, feeling shy, being afraid of getting behind. The results showed that students were often felt positive towards EMI because they were mostly confident in EMI classes. Only a few students experienced negative feelings towards EMI. These findings correspond to Atik's (2010) study, which indicated that although they sometimes had difficulty, students had positive perceptions of EMI.

In terms of speaking English in EMI classes, the findings included being confident, getting nervous, feeling excited and confusing the words. The results showed that most of the students feel confident when they speak in EMI courses; however, there are some students who encounter some problems of mixing vocabulary and getting excited when

they intend to speak. One of the students also suggests that he gets so excited when he needs to ask a question in EMI classes, he refrains from asking that question. So, it can be concluded that although most of the students have confidence in speaking in EMI classes, there are a few students who encounter some problems in speaking. Chou (2018) indicated some similar results in his study. The research found out that EMI sometimes resulted in difficulty in speaking English.

As being one of the most significant aspects, effects of EMI on exams was analyzed and the results included creating high anxiety level in exams, difficulty in understanding the questions, difficulty in answering the questions, resulting in failure, no effects. The results showed that students are mostly anxious in exams of EMI. They encounter difficulties in understanding the questions and in finding the suitable vocabulary to answer them. Some students stated that, their failure of departmental courses were not due to the context of the lecture, it was due to the exams in English. This finding of the study is in contradiction with Ghani's (2015) research; as he found no significant relationship between students' anxiety levels and achievement.

In terms of students' suggestions for EMI classes, numerous ideas were gathered from students. These include "teachers should summarize the lesson in Turkish, EMI should be selective, teachers should improve themselves in English, native teachers should conduct EMI classes, teachers should simplify the language of expression, and preparatory school should review its program". The results showed that many students were in favor of use of Turkish in EMI classes. They suggested that teachers could summarize the lecture in Turkish at the end of each lecture. This finding of the study coincides with Karakaş's (2016) study, which investigates the views of lecturers on use of mother tongue in teaching content courses via EMI. The results of the study showed that most of the Turkish lecturers were in favor of using Turkish in EMI classes and letting students use their mother tongue when necessary. However, this suggestion would be very inappropriate in multilingual classes where international students are present. Some students suggested that EMI should be selective. That is, students may choose to study in EMI or not. One student suggested that students should be able to choose EMI if they think it would be useful for studying in their departments. Some students, on the other hand, suggested that teachers should improve their English levels. They stated that they had difficulty in understanding some lecturers speaking English and this caused inadequacy in learning course content. A few students suggested that native teachers should conduct EMI courses. In that way, they think the delivery of

instruction would be clearer and they would understand the lecture better. A few students suggested that teachers should simplify the language of instruction. They complained the excessive use of complex terminology and advanced level of English, which made understanding harder. Finally, some students suggested that preparatory program should review its program in order to prepare students for content courses in English. Integrating an EAP course into preparatory program might be useful in terms of providing pre-knowledge for students who will take EMI in their departmental courses.

This chapter presented a discussion of the findings by comparing the related literature and answering the research questions. The following chapter includes the conclusions, implications, limitations and suggestions for further studies.



CHAPTER VI

CONCLUSION AND SUGGESTIONS

6.1. Overview of the Study

This study mainly examined the FLA levels of the students who study at an EMI university. The study followed a concurrent triangulation design mixed method research methodology. The data were collected using both quantitative and qualitative data collection instruments.

The quantitative data were collected via and adaption of Horwitz's Foreign Language Anxiety Scale. First, the necessary permission was obtained from the researcher and the 33 items of the scale were modified for EMI classroom. The adapted scale was piloted and it was validated. It was a 5-point Likert type scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The scale also had three sub-dimensions such as: communication apprehension, fear of negative evaluation and test anxiety. The findings were categorized according to the sub-dimensions. The scale was implemented to 190 students from three different departments and three different levels of higher education.

The quantitative data, on the other hand, were obtained from a semi-structured interview from with 7 open-ended questions. The questions were structured according to the sub-dimensions of the quantitative data collection instrument. 15 students were interviewed and the interviews were transcribed. Themes and codes are generated and the transcripts were analyzed.

6.2. Conclusions

The results of the quantitative data indicated that there was a moderate relationship between FLA and EMI. Moreover, the obtained results proved a significant difference between the FLA levels of freshman, sophomore and junior year students of EMI. It can be concluded that the most anxious group was third year students and the least anxious group was first year students. This means that as students get close to university graduation, their anxiety levels increase. Concerning the sub-dimensions of the quantitative data collection instrument, the highest level of anxiety was test anxiety,

which means students tends to become more anxious in the exams of EMI. That is followed by communication apprehension, which is the second highest level of anxiety. Some students expressed their nervousness in some unprepared speaking situations. The lowest level of anxiety type was fear of negative evaluation. That is, students mostly do not experience the anxiety of being criticized by their peers and lecturers.

In relation to the results obtained from qualitative data analysis of the study, semi-structured interviews revealed students' opinions on EMI. It can be concluded from students' answers that they have positive opinions and feelings toward EMI. Although the students are in favor of EMI, they indicated some suggestions such as integration of a short summary of the content in Turkish and some modifications in English Preparatory Programs at universities in order to prepare students for EMI.

6.3. Implications

Findings of the present study reveal that students need to be encouraged in EMI classes in many ways. It is understood from the findings that the biggest problem for students is the anxiety in exams of EMI classes. In order to reduce their anxiety, exams should be revised by the lecturers. The language of the questions may be simplified and the most understandable structures may be used. Moreover, universities should take precautions for test anxiety that is prevalent among EMI students.

On the other hand, as it is stated in students' responses to interviews, one problem they encounter in EMI classes is about listening skills. They stated that they missed lots of things the lecturer told in EMI class. To help overcome this problem, lecturers should create a more encouraging and motivating atmosphere using attention gathering materials and strategies. Writing, on the other hand, is an important skill for EMI students because of the fact that they write in the exams and prepare their papers in English. It is stated in the interviews with the students that they had difficulty in finding correct vocabulary to answer the questions in the exams. In order to solve these problems and indirectly reducing students' anxiety levels, lecturers should work in collaboration with English Preparatory Program. If necessary, additional listening, speaking, reading and writing courses should be given besides departmental courses.

On the other hand, as stated in students' answers, lecturers should be aware of the factors that make students anxious in EMI classes. If they know what makes students nervous during an EMI lesson, lecturers can take precautions. They may try new strategies to make students more relaxed in EMI classes and EMI exams. International

exchange programs can be a good motivation source for the students with high anxiety levels in EMI. That is, both EMI students and the lecturers should take part in international exchange programs.

It can be concluded from the findings of the present study that students are highly anxious when they cannot learn academic terminology related to their departmental courses. It causes them not to recognize new words during the lecture and they may not understand the lecture. In order to overcome these challenges, departmental courses and English Preparatory Program teachers should work together. EAP and ESP programs should be included in English Preparatory Program. In this way, students can get familiar with departmental terminology beforehand.

One of the most important findings of the study was that the students expressed their anxiety when they do not understand the lecture sufficiently. According to students' answers, the lecturers should make the content more relevant. They should include visual support in their way of instruction. Visualizing the content can give students a broader understanding of the verbal instruction. Relating the subject to real life situations is also a useful strategy to use in EMI classes. Lecturers should make the content as meaningful as possible for the students to create a better understanding.

In conclusion, findings of the present study may show that there is need for urgent regulations toward EMI. Both departmental courses and English Preparatory Programs should be revised for a more fruitful EMI environment. The first thing to do is to provide a higher level of English to students in order to be successful in their departmental courses.

6.4. Recommendations

Within the scope of the conclusions obtained from this study, some recommendations to students, lecturers and Council of Higher Education can be offered related to EMI matters.

For the students studying in EMI programs, it can be recommended that they should make more effort to improve their English skills. They should try to participate in the lessons as much as they can and they should not use mother tongue as a way of escape. Students should always keep in mind that school is the only place for them to practice English, so they should make advantage of every opportunity to speak English. On the other hand, students should try to use peer teaching and learning method, which is one of the best ways to construct English knowledge (Angelova, Gunawardena & Volk,

2006). They should always interact with their classmates, ask questions and manage group work. Finally, they should explore their learning style in order to overcome the struggles that may occur when getting EMI.

For the lecturers, it can be recommended that they should choose appropriate teaching methodologies according to the requirements of the learners to support their departmental terminology and pronunciation abilities. Furthermore, English Preparatory School should also give more classes in their departments to prepare learners for their academic studies. Students' academic vocabulary deficiency should also be taken into account during the curriculum design phase and students should be given the required assistance. In order to enhance their teaching and research performance, lecturers should be provided with latest trends in second language teaching strategies. They should always be alarmed to let students use all their English knowledge to enhance classroom interaction and they should always encourage them. Additionally, lecturers should embrace a multilingual view and flexible teaching strategies and use modern language teaching approaches that allow learners with low language of instruction to use their complete knowledge to enhance their understanding of content, second language acquisition and classroom interaction. On the other hand, it is recommended that lecturers should not be the only authority in the classroom. That is, they should give space to students to feel comfortable and feel free to explain themselves. Moreover, lecturers should not do all the talking in the classroom. Instead, they should direct students to speak and explain their ideas. It is very crucial for lecturers to create an environment that will help students develop positive attitudes toward EMI. The lecturers should analyze the situations clearly and find the deficiencies. For example, in the present study, students stated that they find it difficult to speak and explain their ideas in English. To overcome this, lecturers should focus on encouraging students to talk in classroom. Also, in order not to create an uncomfortable teaching environment, lecturers should not force themselves or students just to use English in the classroom. Sometimes they can use mother tongue, if necessary. In this way, they can create a comfortable teaching environment and a mutual understanding.

For the Council of Higher Education, it can be recommended that they can start EMI in an earlier phase of education because it can be seen that most of the problems students encounter are related to their poor English knowledge background. In addition, some teacher training programs can be organized for the lecturers of EMI. First, a need analysis can be done and a program can be planned. It would be very useful for

implementations of lecturers. In addition, an “Academic English Program” can be included in English Preparatory Programs of the schools. Students can attend these programs according to their departments and get a prior knowledge of terminology before they move into their departmental courses. On the other hand, one big step would be to include “English for Academic Purposes Program” in English Teaching departments in Education Faculties. In this way, candidate teachers can have some valuable knowledge for giving English-medium courses for different subjects in the future.

6.5. Limitations of the Study

Since the research site was a newly established university, this research was conducted with a limited number of students. In addition, because of the same fact, there were no senior year students in the university. That is why, this research included freshman, sophomore and junior year students. Senior year students anxiety levels may be considerably higher, but this research could not assess that.

On the other hand, data collection instruments in this study were questionnaire and semi-structured interview questions. These two instruments focus on only students’ own claims. They may not be frank enough about their anxiety situation. One more data instrument tool, for instance observation form could be included in this study.

Since the current study’s findings are collected from three departments, the results are limited with the students of these departments. They cannot be generalized. The anxiety levels of students from other disciplines may differ according to their departments.

Finally, as the students included in this study share the same first language and the university has a restricted amount of global learners, EMI processes have been assessed only with the participation of Turkish students. In order to analyze the effects of EMI on anxiety levels of students in a broader scope, there is also a need to undertake studies in a more multilingual setting.

6.6. Suggestions for Future Research

The current study investigates students’ anxiety levels in EMI classroom from only students’ perspective. Further research can be conducted with both students and teachers in order to examine the problem from lecturers’ perspective. Moreover, involving parents and conducting interviews with them can also Show the effect of parents on

students to study in an EMI university.

In the present study, a questionnaire and an interview were applied. For further research, use of classroom observation forms may be recommended to see both students and lecturers in the setting of classroom while processing EMI classes. Conducting a research on process of EMI can reveal some different causes of anxiety in EMI classes and some new strategies for solution.

The present study was conducted in a small and newly established university. Further research can be carried out in a bigger scope including more participants. Since it is a newly established university, this study does not include senior year students. However, senior year students' anxiety levels may show a significant difference when compared to other levels because their concerns are graduation and getting a job. Further research can be done by including senior year students.

Since the present research does not study the effects of demographic variables on students' anxiety levels; further research can be done by integrating demographic characteristics of participants such as gender, age and departments to see if these variables have a significant difference upon FLA.

Findings of the present study reveal a significant negative relationship between EMI and test anxiety. Further research may focus on test anxiety and aim to reveal the underlying causes, which result high levels of anxiety of exams. The research in this context may provide some solutions to this common problem of EMI students.

Finally, the present study only handles the students in one institution. Further research may compare the anxiety levels of two different institutions in order to have a better understanding of anxiety caused by EMI. Also, this research was conducted in a %100 EMI university. In order to see the difference, further research can be conducted in a partial EMI university and the results may be compared.

REFERENCES

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal*, 78(2), 155-168.
- Akinciođlu, M., Dearden, J. & Macaro, E. (2016). English Medium Instruction in Universities: A Collaborative Experiment in Turkey. *Studies in English Language Teaching*, 4(1), 51-76.
- Alam, K. & Halder, U.K. (2018). Test anxiety and adjustment among secondary students. *IJRAR- International Journal of Research and Analytical Reviews*, 5(3), 675-683.
- Ammon, U. & McConnell, G. (2002). *English as an academic language in Europe: A survey of its use in teaching*. Frankfurt am Main: Peter Lang GmbH.
- Angelova, M., Gunawardena, D., Volk, D. (2006). Peer teaching and learning: co-constructing language in a dual language first grade. *Language and Education*, 20(3), 173-190.
- Arnold, J. (Ed.) (1999). *Affect in language learning*. Cambridge: Cambridge University Press.
- Atik, E. (2010). *Perceptions of students towards English medium instruction at tertiary level: the case of a Turkish private university*. Unpublished Master Thesis, Middle East Technical University, Ankara, Turkey.
- Aydın, S. (2008). An investigation on the language anxiety and fear of negative evaluation among Turkish EFL Learners. *Asian EFL Journal, Teaching Articles*, 30(1), 421-444.
- Aydın, S., Harputlu, L., Savran Çelik, Ş., Uştuk, Ö. & Güzel, S. (2017). A descriptive study on foreign language anxiety among children çocuklarda yabancı dil kaygısı üzerine betimsel bir araştırma. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 33(1), 229-241.
- Aydın, S. (2018). Technology and foreign language anxiety: Implications for practice and future research. *Journal of Language and Linguistic Studies*, 14(2), 193-211.
- Balemir, S.H. (2009). *The sources of foreign language speaking anxiety and the relationship between proficiency level and the degree of foreign language speaking anxiety*. Unpublished master thesis. Bilkent University, Ankara,

Turkey.

- Baş, G. (2014). Lise öğrencilerinde yabancı dil öğrenme kaygısı: Nitel bir araştırma. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 36, 101-119.
- Başıbek, N., Dolmacı, M., Cengiz, B. C., Bür, B., Dilek, Y.&Kara, B. (2014). Lecturers' perceptions of English medium instruction at engineering departments of higher education: A study on partial English medium instruction at some state universities in Turkey. *Procedia-Social and Behavioral Sciences*, 116, 1819-1825.
- Berelson, B. (1952). *Content analysis in communication research*. Michigan: Free Press
- Bruce, V., & Young, A. W. (1986). Understanding face recognition. *British Journal of Psychology*, 77, 305-327.
- Byun, K., Chu, H., Kim, M., Park, I., Kim, S., & Jung, J. (2011). English-medium teaching in Korean higher education: Policy debates and reality. *Higher Education*, 62(4), 431-449.
- Chan, Y. & Wu, G. (2004). A study of foreign language anxiety of EFL elementary school students in Taipei county. *Journal of National Taipei Teachers College*, 17(2), 287-320.
- Chang, Y. Y. (2010). English-medium instruction for subject courses in tertiary education: Reactions from Taiwanese undergraduate students. *Taiwan International ESP Journal*, 2(1), 55-84.
- Che Ghani, N. F. B. (2015). *Attitudes towards English medium instruction courses among second language learners in relation to learning anxiety, learning motivation and learning achievement: A case study at tertiary education*. Unpublished Master thesis. University Teknologi Mara, Malaysia.
- Chou, M. H. (2018). Speaking anxiety and strategy use for learning English as a foreign language in full and partial English-medium instruction contexts. *TESOL Quarterly*, 52(3), 611-633.
- Collins, B. A. (2010). English-Medium higher education: Dilemma and problems. *Eurasian Journal of Educational Research*, 39, 97-110.
- Colbert, A., Levary, R. R., & Shaner, M. C. (2000). Determining the relative efficiency of MBA programs using DEA. *European Journal of Operational Research*, 125(3), 656-669.
- Coleman, J. A. (2006). English medium instruction in European higher education. *Language Teaching*, 39(1), 1-14.

- Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. (2nd Ed.). Thousand Oaks, California: SAGE Publications, Inc.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research*, (pp.209–240). Thousand Oaks, CA: SAGE Publications, Inc.
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: SAGE Publications.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge: Cambridge University Press.
- Curran, C. A. (1976). *Counselling-learning in Second Languages*. Apple River, IL: Apple River Press.
- Çağatay, S. (2015). Examining EFL students' foreign language speaking anxiety: The case at a Turkish state university. *Procedia - Social and Behavioral Sciences*, 199, 648-656.
- Çalık, M. & Sözbilir, M. (2014). İçerik analizinin parametreleri [Parameters of content analysis]. *Eğitim ve Bilim*, 39(174), 33-38.
- Çankaya, P. (2017). Challenges in English medium of instruction from the teachers and students' eyes. *International Journal of Languages' Education and Teaching*, 5(4), 830-839.
- Danaher Peter, J. (1997). Using conjoint analysis to determine the relative importance of service attributes measured in customer satisfaction surveys. *Journal of Retailing*, 73(2), 235–260.
- Dawn, R. (2012). *The effects of English-medium instruction on language proficiency of students enrolled in higher education in the UAE*. Unpublished master thesis. University of Exeter, England.
- Dearden, J. (2015). *English as a medium of instruction: A growing global phenomenon*. London: British Council. Retrieved August 2016 from <https://www.britishcouncil.org/education/ihe/knowledge-centre/english-languagehigher-education/report-english-medium-instruction>
- Demirdağ, Ö. & Bozdoğan, D. (2009). Foreign language anxiety and performance of language learners in preparatory classes. *Turkish Journal of Education*, 2(3), 4-13.

- Dewaele, J. M., & Ip, T. (2013). The link between foreign language classroom anxiety, second language tolerance of ambiguity and self-rated English proficiency among Chinese learners. *Studies in Second Language Learning and Teaching*, 3(1), 47–66.
- Dinçer, A. (2018). Motivational factors in multilingual students' learning additional languages: The case of English and Turkish. *Eurasian Journal of Applied Linguistics*, 4(2), 275-299.
- Dinçer, S. (2018). Content analysis in for educational science research: Meta-analysis, Meta-synthesis, and descriptive content analysis. *Bartın Üniversitesi Eğitim Fakültesi Dergisi*, 7(1), 176-190.
- Doğancay-Aktuna, S. (1998). The Spread of English in Turkey and its Current Sociolinguistic Profile. *Journal of Multilingual and Multicultural Development*, 19(1), 24-39.
- Er, S. (2015). Foreign language learning anxiety of Turkish children at different ages. *International Online Journal of Education and Teaching (IOJET)*, 2(2), 68-78.
- Erling, E. J., & Hilgendorf, S. K. (2006). Language policies in the context of German higher education. *Language Policy*, 5(3), 267–293.
- Etikan, I., Musa, S. E., Alkassim, R.S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4.
- Fidan Uçar, H. & Soruç, A. (2018). Examining Turkish university students' sense of achievement, motivation, and anxiety: A comparison of the English- and French-medium education systems. *Eurasian Journal of Applied Linguistics*. 4(2), 177-191.
- Ganschow, L. & R. Sparks. (1996). Anxiety about foreign language learning among high school women. *The Modern Language Journal*, 80, 199-212.
- Gardner, R. C., Smythe, P. C., Clément, R., & Gliksmann, L. (1976). Social and psychological factors in second language acquisition. *Canadian Modern Language Review*, 32, 198 – 213.
- Gardner, P. L. (1987). Measuring ambivalence to science. *Journal of Research in Science Teaching*, 24(3), 241 – 247.
- Gardner, R.C. & MacIntyre, P.D. (1993). On the measurement of affective variables in second language learning. *Language Learning*, 43, 157-194.

- Gu, Y. (2004). Bilingualism as policy: What can we learn from the Hong Kong experience? Paper presented at international conference on foreign language teaching methodology in China, Shanghai, China.
- Güler, C. (2004). *An investigation into the academic English language needs of students at Yıldız Technical University and disciplinary teachers' attitude towards English-medium instruction at the tertiary level*. Unpublished Master Thesis, Bilkent University, Ankara, Turkey.
- Hamamcı, Z. & Hamamcı, E. (2015). Yabancı dil öğreniminde kaygı üzerine bir alan yazın taraması. *Journal of Research in Education and Teaching*, 4(4), 374-383.
- Hanson, W. E., Creswell, J. W., Plano Clark, V. L., Petska, K. S., & Creswell, J. D. (2005). Mixed methods research designs in counseling psychology. *Journal of Counseling Psychology*, 52(2), 224–235.
- Harlech-Jones, B., Baig, M., Sajid, S., & Ur-Rahman, S. (2005). Private schooling in the northern areas of Pakistan: A decade of rapid expansion. *International Journal of Educational Development*, 25(5), 557–568.
- Hatton, N. & Smith, D. (1995). Reflection in teacher education: Towards a definition and implementation. *Teaching and Teacher Education*, 11, 33-49.
- Hellekjær, G. O. (2010). Lecture comprehension in English-medium higher education. *Hermes—Journal of Language and Communication Studies*, 45, 11-34.
- Higgins, J. C. (1989). Performance measurement in universities. *European Journal of Operational Research*, 38(3), 358–368.
- Hong, W. (2012). *Language anxiety in Chinese learners of English in the U.K.: Conceptualisation of language anxiety in second language learning and its relationship with other learner variables*. Unpublished master thesis. University of Newcastle Upon Tyne.
- Horwitz, E., Horwitz, M., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.
- Horwitz, E.K. & Young, D. J. (1991) *Language anxiety: from theory and research to classroom implications*. Englewood Cliffs, NJ: Prentice Hall
- Horwitz, E. K. (2000). Horwitz comments: it ain't over 'til it's over: on foreign language anxiety, first language deficits, and the confounding of variables. *The Modern Language Journal*. 84(2), 256-259.
- Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112-126.

- Hsu, M.-H. (2008). A personalized English learning recommender system for ESL students. *Expert Systems with Applications*, 34(1), 683–688.
- Hu, G. (2002). Recent important developments in secondary English-language teaching in the People's Republic of China. *Language, Culture and Curriculum*, 15, 30–49.
- Jensen, C., & Thøgersen, J. (2011). Danish university lecturers' attitudes towards English as the medium of instruction. *Ibérica*, 22(22), 13-33.
- Johnson, R.B., & Onwuegbuzie, A.J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
- Kang, S. Y., & Park, H. S. (2004). Student beliefs and attitudes about English-medium instruction: Report of questionnaires study. *Yonsei Review of Educational Research*, 17(1), 33–53.
- Karakaş, A. (2016a). *Turkish lecturers' and students' perceptions of English in English-medium universities*. PhD dissertation. Southampton University, Southampton.
- Karakaş, A. (2016b). Turkish lecturers' views on the place of mother tongue in the teaching of content courses through English medium. *Asian Englishes*, 18(3), 242-257.
- Kaygusuz, M. (2015). *An analysis of the factors relating foreign language anxiety of university students studying at the preparatory school of Beykent university*. Unpublished master thesis. Çukurova University.
- Kenneth, E.W. (2008). Is “facilitating anxiety” all in your head? *Sophia Junior College Faculty Journal*, 28, 1-7.
- Kırkgöz, Y. (2005). Motivation and student perception of studying in an English-medium university. *Journal of Language and Linguistic Studies*, 1(1), 101-122.
- Kırkgöz, Y. (2006). Developing a corpus-based academic reading course. In M.A. Snow and L. D. Kamhi-Stein (Eds.), *Developing New Course for Adult Learners* (pp.143-165). Alexandria, VA:TESOL Publications.
- Kırkgöz, Y. (2009). Students' and lecturers' perceptions of the effectiveness of foreign language instruction in an English-medium university in Turkey. *Teaching in higher education*, 14(1), 81-93.
- Kırkgöz, Y. (2014). Students' perceptions of English language versus Turkish language used as the medium of instruction in higher education in Turkey. *Turkish Studies*, 9(12), 443-459.

- Kim, J. Y. (2014). College EFL learners' speaking motivation under English-medium instruction policy. *The Journal of Asia TEFL*, 11(1), 37-64.
- Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research*, 45(2), 10-36.
- Kroll, T., & Neri, M. (2009). Designs for mixed methods research. In Andrew, S., Halcomb, E.J. (Eds.), *Mixed Methods Research for Nursing and the Health Sciences* (pp.31-49). Hoboken: Wiley-Blackwell.
- Kudo, S., Harada, T., Eguchi, M., Moriya, R., & Suzuki, S. (2017). Investigating English speaking anxiety in English-medium instruction. *Essays on English Language and Literature*, 46, 7-23.
- Lee, D. H., Kim, S. H., & Ahn, B. S. (2000). A conjoint model for internet shopping malls using customer's purchasing data. *Expert Systems with Applications*, 19(1), 59-66.
- Lee, S. Y., Yoon, J. Y., Kim, T. H., & Sohn, S. Y. (2007). Strategic analysis for college engineering education based on two kinds of satisfaction indices: Korean case. *Journal of Engineering Education*, 96(2), 157-165.
- Leech, N. L., & Onwuegbuzie, A. J. (2007). A typology of mixed methods research designs. *Quality & Quantity*, 43(2), 265-275.
- Lei, J., & Hu, G. W. (2014). Is English-medium instruction effective in improving Chinese undergraduate students' English competence?. *International Review of Applied Linguistics in Language Teaching*, 52, 99-126.
- Li, N., Leung, D. Y. P., & Kember, D. (2001). Medium of instruction in Hong Kong universities: The mis-match between espoused theory and theory in use. *Higher Education Policy*, 14(4), 293-312.
- MacIntyre, P.D. & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A Review of the literature. *Language Learning*, 41(1), 85-117.
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44, 283-305.
- Manh, L. D. (2012). English as a medium of instruction at tertiary education system in Vietnam. *The Journal of Asia TEFL*, 9(2), 97-122.
- Marsh, D., & Laitinen, J. (2005). Medium of instruction in European higher education: Summary of research outcomes of European Network for language learning

- amongst undergraduates (ENLU). *Task Group*, 4, University of Jyväskylä.
- McCroskey, J. C. (1970). Measures of communication-bound anxiety. *Speech Monographs*, 37, 269-277.
- May, R. (1977). *The meaning of anxiety*. New York: W. Norton, 205.
- Miles, M. B., & Huberman, A. M. (1994). *An expanded sourcebook qualitative data analysis*. London: SAGE Publications.
- Moyer, K. H. (2008). Debilitating and facilitating anxiety effects on identification. *Journal of Undergraduate Psychological Research*, 3, Western Connecticut State University.
- Nelly, P. S. (2007). Internationalization as a response to globalization: Radical shifts in university environments. *Higher Education*, 53(1), 81–105.
- Nisa, A. K. (2017). Students' speaking anxiety in English foreign language. *Journal of Education and Learning*. 11(1), 83-90.
- Oda, A.H. (2011). The effect of anxiety on learning English as a foreign language. *Journal of the College of Arts, University of Basrah* ,58, 1-24.
- Onwuegbuzie, A., Bailey, P., & Daley, C. (1999). Factors associated with foreign language anxiety. *Applied Psycholinguistics*, 20(2), 217-239.
- Özkan Elgun, İ. (2018). *Evaluation of second grade English curriculum based on eclectic model*. Unpublished Doctoral Dissertation, Hacettepe University, Ankara.
- Palys, T. (2008). Purposive sampling. In L.M. Given (Ed.) *The Sage Encyclopedia of Qualitative Research Methods* (pp. 697-8). Sage: Los Angeles.
- Phillips, E. M. (1991). Anxiety and oral competence: Classroom dilemma. *French Review*, 65,1 – 14.
- Phillips, E. M. (1992). The effects of language anxiety on student oral test performance and attitudes. *The Modern Language Journal*, 76, 14 – 26.
- Philips, L. (2005). *A study of the impact of foreign language anxiety on tertiary students' oral performance*. Unpublished Master Thesis. University of Hong Kong.
- Plano Clark, V. L. (2008). An expanded typology for classifying mixed methods research into designs. *The Mixed Method Reader*, 7, 159-196.
- Rathore, B. & Pancholi, M. (2013). A study of the effect of medium of instruction on students' anxiety at colleges of education. *Voice of Research*, 2(3), 9-11.
- Rogier, D. (2012). *The effects of English-medium instruction on language proficiency of*

- students enrolled in higher education in the UAE*. Unpublished Doctoral Dissertation. The University of Exeter.
- Sari, Z. (2017). *The relationship between beliefs about language learning and foreign language classroom anxiety: English-medium instruction in a Turkish universities STEM context*. Unpublished master thesis. Kafkas University, Kars.
- Scovel, T. (1991). The effect of affect on foreign language learning: A review of the anxiety research. In Horwitz, E.K. and Young, D. J. (eds.) *Language Anxiety: from Theory and Research to Classroom Implications*. (pp.15-24). Englewood Cliffs, NJ: Prentice Hall.
- Shamas, A. (2006). *The use of computerized pronunciation practice in the reduction of foreign language classroom anxiety*. Unpublished Doctoral Dissertation. The Florida State University.
- Smith, K. (2004). Studying in an additional language: What is gained, what is lost and what is assessed? In Wilkinson (Ed.). *Integrating content and language: Meeting the challenge of a multilingual higher education* (pp. 78-93). Maastricht: Universitaire pers.
- Somer, S. (2001). *The role of English-medium instruction in engineering and architecture courses at Anadolu University*. Unpublished Master Thesis, Bilkent University.
- Soutar, G. N., & Turner, J. P. (2002). Students' preferences for university: A conjoint analysis. *The International Journal of Educational Management*, 16(1), 40–45.
- Sparks, R. L., Ganschow, L., & Javorsky, J. (2002). Déjà vu all over again: a response to Saito, Horwitz, and Garza. *The Modern Language Journal*, 84(2), 251-259.
- Tao, P. K. (1994). Comprehension of non-technical words in science: The case of students using a 'foreign' language as the medium of instruction. *Research in Science Education*, 24(1), 322–330.
- Tashakkori, A., & Teddlie, C. (2003). The past and future of mixed methods research: From data triangulation to mixed model designs. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research*, (pp. 671–701). Thousand Oaks, CA: SAGE Publications.
- Tashakkori, A, Creswell, JW (2007) Editorial: the new era of mixed methods. *Journal of Mixed Methods Research*, 1(1), 3-7.

- Taş, Y. (2006). Kaygı nedir? *Bilkent Üniversitesi Öğrenci Gelişim ve Danışma Merkezi*, Bilkent, Ankara.
- Tuncer, M., & Doğan, Y. (2015). Effect of foreign language classroom anxiety on turkish university students' academic achievement in foreign language learning. *Journal of Education and Training Studies*, 3(6), 14-19.
- Turhan, B. (2017). *An investigation into motivation of engineering students and lecturers toward English-medium instruction at tertiary level in Turkey*. Unpublished Master Thesis, Çukurova University.
- Turhan, B., & Kırkgöz, Y. (2018). Motivation of engineering students and lecturers toward English medium instruction in Turkey. *Journal of Language and Linguistic Studies*, 14(1), 261-277.
- Tsui, A. B. M., & Tollefson, J. W. (2007). Language policy and the construction of national cultural identity. In A. B. M. Tsui & J. W. Tollefson (Eds.), *Language policy, culture, and identity in Asian contexts* (pp.1-24). Mahwah, NJ: Lawrence Erlbaum Associates.
- Ulengin, B., Ulengin, F., & Güvenç, U. (2001). A multidimensional approach to urban quality of life: The case of İstanbul. *European Journal of Operational Research*, 130(2), 361–374.
- Walker, M. J. (2016). *The influence of teaching strategies and behaviours in the EFL classroom on student motivation and anxiety*. Unpublished master thesis. Open University.
- Watson, D., & Friend, R. (1969). Measurement of social-evaluative anxiety. *Journal of Consulting and Clinical Psychology*, 33, 448-457.
- Wächter, B. & Maiworm, F. (2014). (Eds.) *English-Taught Programmes in European Higher Education. The State of Play in 2014*. Bonn: Lemmens Medien.
- Wiklund, P. S., & Wiklund, H. (1999). Student focused design and improvement of university courses. *Managing Service Quality*, 9(6), 434–443.
- Williams, K. E. & Andrade, M. R. (2008). Foreign language learning anxiety in Japanese EFL university classes: Causes, coping, and locus of control. *Electronic Journal of Foreign Language Teaching*, 5(2), 181–191.
- Wright, S. (2004). *Language policy and language planning: From nationalism to globalisation*. New York: Palgrave Macmillan.
- Vinke, A. A., & Jochems, W. M. G. (1993). English proficiency and academic success in international postgraduate education. *Higher Education*, 26(3), 275.

- Yan, J. X., & Horwitz, E. K. (2008). Learners' perceptions of how anxiety interacts with personal and instructional factors to influence their achievement in English: A qualitative analysis of EFL learners in China. *Language Learning*, 58(1), 151-183.
- Young D. J. (1999). *Affect in foreign and second language learning: a practical guide to creating a low-anxiety classroom atmosphere*. Boston, MA: McGraw-Hill.
- Zare-ee, A., & Gholami, K. (2013). Academic justifications for preferring English as a medium of instruction by Iranian university teachers. *Proceedings of the Global Summit on Education*, 426-431.
- Zhang, L. J. (2001). Exploring variability in language anxiety: Two groups of PRC students learning ESL in Singapore. *RELC Journal*, 32(1), 73-94.



APPENDICES

Appendix 1

Öğretim Dili İngilizce Olan Sınıflarda Yabancı Dil Kaygı Ölçeği

Değerli Katılımcı,

Bu anket formu, öğretim dili İngilizce olan yükseköğretim kurumlarında yabancı dil kaygısını araştıran bir tez çalışması için bilgi toplamak üzere hazırlanmıştır. Elde edilecek bilgiler tamamen bilimsel amaçlı kullanılacak olup, isim belirtme gerekliliği bulunmamaktadır. Ankette yer alan sorulara içtenlikle ve HİÇBİR SORUYU ATLAMADAN yanıt vermeniz, araştırmanın bilimsel geçerliliği ve güvenilirliği açısından büyük önem taşımaktadır. Bu anketi cevaplayarak çalışmaya sağlamış olduğunuz katkıdan dolayı çok teşekkür ederim.

Gülşah ÇELİK GARİP
Çukurova Üniversitesi
İngiliz Dili Eğitimi

Bölüm	Mezun Olduğu Okul	1.Sınıf
Gastronomi ve Mutfak Sanatları	Fen / Anadolu Lisesi	2.Sınıf
Mimarlık	Meslek Lisesi	3.Sınıf
Turizm İşletmeciliği	Kolej	

Öğretim Dili İngilizce Olan Sınıflarda Yabancı Dil Kaygı Ölçeği	Hiç Katılmıyorum.	Katılmıyorum.	Ne katılmıyorum ne katılmıyorum	Katılıyorum.	Tamamen katılıyorum.
	1. Öğretim dili İngilizce olan derslerde konuşurken kendimden asla emin olamıyorum.	[1]	[2]	[3]	[4]
2. Öğretim dili İngilizce olan derslerde hata yapmak beni endişelendiriyor.	[1]	[2]	[3]	[4]	[5]
3. Öğretim dili İngilizce olan derslerde bana söz verileceği zaman titriyorum.	[1]	[2]	[3]	[4]	[5]
4. Öğretim dili İngilizce olan derslerde, öğretim elemanının söylediklerini anlamamak beni korkutuyor.	[1]	[2]	[3]	[4]	[5]
5. Öğretim dili İngilizce olan derslere daha fazla girsem bile sıkılmam.	[1]	[2]	[3]	[4]	[5]
6. Öğretim dili İngilizce olan derslerde kendimi dersten başka şeyler düşünürken buluyorum.	[1]	[2]	[3]	[4]	[5]
7. Sınıftaki diğer arkadaşlarımdan yabancı dil konusunda benden daha iyi olduklarını düşünüyorum.	[1]	[2]	[3]	[4]	[5]
8. Öğretim dili İngilizce olan derslerin sınavlarında genellikle rahatım.	[1]	[2]	[3]	[4]	[5]
9. Öğretim dili İngilizce olan derslerde hazırlıksız olarak İngilizce konuşmam gerektiğinde panik olmaya başlıyorum.	[1]	[2]	[3]	[4]	[5]
10. Öğretim dili İngilizce olan derslerde başarısız olmamın sonuçları beni	[1]	[2]	[3]	[4]	[5]

endişelendiriyor.	
11. Bazı insanların öğretim dili İngilizce olan derslerde neden mutsuz olduklarını anlamıyorum.	[1] [2] [3] [4] [5]
12. Öğretim dili İngilizce olan derslerde bildiğim şeyleri unuttuğumda çok sinirlenebiliyorum.	[1] [2] [3] [4] [5]
13. Öğretim dili İngilizce olan derslerde söz hakkı almaya utanıyorum.	[1] [2] [3] [4] [5]
14. Ana dili İngilizce olan biriyle konuşurken gerilmem.	[1] [2] [3] [4] [5]
15. Öğretim elemanının yaptığı düzeltmeyi anlamadığımda üzülüyorum.	[1] [2] [3] [4] [5]
16. Çok iyi hazırlanmış olsam bile, öğretim dili İngilizce olan derslerde kaygılı hissediyorum.	[1] [2] [3] [4] [5]
17. Öğretim dili İngilizce olan derslere gitmeyi istemiyorum.	[1] [2] [3] [4] [5]
18. Derslerde İngilizce konuşurken kendime güveniyorum.	[1] [2] [3] [4] [5]
19. Öğretim elemanı, yaptığım her hatayı düzeltecek diye korkuyorum.	[1] [2] [3] [4] [5]
20. Öğretim dili İngilizce olan derslerde bana seslendiği zaman kalbimin çarptığını hissedebiliyorum.	[1] [2] [3] [4] [5]
21. Öğretim dili İngilizce olan derslerin sınavlara ne kadar çok çalışırsam kafam o kadar karışıyor.	[1] [2] [3] [4] [5]
22. Öğretim dili İngilizce olan derslere çok iyi hazırlanınca kendimi baskı altında hissetmiyorum.	[1] [2] [3] [4] [5]
23. Sınıftaki diğer arkadaşlarımdan İngilizceyi benden daha iyi konuştuklarını her zaman hissediyorum.	[1] [2] [3] [4] [5]
24. Sınıftaki arkadaşlarımdan önünde İngilizce konuşurken çok gerildiğimi hissediyorum.	[1] [2] [3] [4] [5]
25. Öğretim dili İngilizce olan dersler öyle hızlı ilerliyor ki, geride kalmaktan endişeleniyorum.	[1] [2] [3] [4] [5]
26. Öğretim dili İngilizce olan derslerde, ana dildeki derslerde olduğumdan daha gergin ve sinirli hissediyorum.	[1] [2] [3] [4] [5]
27. Öğretim dili İngilizce olan derslerde konuşurken geriliyorum ve kafam karışıyor.	[1] [2] [3] [4] [5]
28. Öğretim dili İngilizce olan derslere giderken kendimi rahat ve güvenli hissediyorum.	[1] [2] [3] [4] [5]
29. Öğretim görevlisinin söylediklerini kelimesi kelimesine anlayamayınca sinirleniyorum.	[1] [2] [3] [4] [5]
30. İngilizce konuşabilmem için öğrenmem gereken kuralların sayısı beni boğuyor.	[1] [2] [3] [4] [5]
31. İngilizce konuşurken diğer arkadaşlarımdan bana gülmelerinden korkuyorum.	[1] [2] [3] [4] [5]
32. Ana dili İngilizce olan insanların yanında kendimi muhtemelen rahat hissedirdim.	[1] [2] [3] [4] [5]
33. Öğretim elemanı, hazırlanmadığım yerlerden sorular sorduğunda geriliyorum.	[1] [2] [3] [4] [5]

Appendix 2

English Medium Classes Anxiety Scale (EMCAS)

English-medium Classes Anxiety Scale		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1.	I never feel quite sure of myself when I am speaking in English-medium classes.	[1]	[2]	[3]	[4]	[5]
2.	I don't worry about making mistakes in English-medium classes.	[1]	[2]	[3]	[4]	[5]
3.	I tremble when I know that I'm going to be called on in English-medium classes.	[1]	[2]	[3]	[4]	[5]
4.	It frightens me when I don't understand what the teacher is saying in the foreign language in English-medium classes.	[1]	[2]	[3]	[4]	[5]
5.	It wouldn't bother me at all to take more English-medium classes.	[1]	[2]	[3]	[4]	[5]
6.	During English-medium classes, I find myself thinking about things that have nothing to do with the course.	[1]	[2]	[3]	[4]	[5]
7.	I keep thinking that the other students are better at languages than I am.	[1]	[2]	[3]	[4]	[5]
8.	I am usually at ease during tests in English-medium classes.	[1]	[2]	[3]	[4]	[5]
9.	I start to panic when I have to speak without preparation in English-medium classes.	[1]	[2]	[3]	[4]	[5]
10.	I worry about the consequences of failing in English-medium classes.	[1]	[2]	[3]	[4]	[5]
11.	I don't understand why some people get so upset over English-medium classes.	[1]	[2]	[3]	[4]	[5]
12.	In English-medium classes, I can get so nervous when I forget things I know.	[1]	[2]	[3]	[4]	[5]
13.	It embarrasses me to volunteer answers in English-medium classes.	[1]	[2]	[3]	[4]	[5]
14.	I would not be nervous speaking the foreign language with native speakers.	[1]	[2]	[3]	[4]	[5]
15.	I get upset when I don't understand what the teacher is	[1]	[2]	[3]	[4]	[5]

	correcting.	
16.	Even if I am well prepared for English-medium classes, I feel anxious about it.	[1] [2] [3] [4] [5]
17.	I often feel like not going to English-medium classes.	[1] [2] [3] [4] [5]
18.	I feel confident when I speak in English-medium classes.	[1] [2] [3] [4] [5]
19.	I am afraid that my language teacher is ready to correct every mistake I make.	[1] [2] [3] [4] [5]
20.	I can feel my heart pounding when I'm going to be called on in English-medium classes.	[1] [2] [3] [4] [5]
21.	The more I study for an English-medium test, the more confused I get.	[1] [2] [3] [4] [5]
22.	I don't feel pressure to prepare very well for English-medium classes.	[1] [2] [3] [4] [5]
23.	I always feel that the other students speak the foreign language better than I do.	[1] [2] [3] [4] [5]
24.	I feel very self-conscious about speaking the foreign language in front of other students.	[1] [2] [3] [4] [5]
25.	English-medium classes move so quickly I worry about getting left behind.	[1] [2] [3] [4] [5]
26.	I feel more tense and nervous in English-medium classes than in mother tongue classes.	[1] [2] [3] [4] [5]
27.	I get nervous and confused when I am speaking in my language class.	[1] [2] [3] [4] [5]
28.	When I'm on my way to an English-medium class, I feel very sure and relaxed.	[1] [2] [3] [4] [5]
29.	I get nervous when I don't understand every word the lecturer says.	[1] [2] [3] [4] [5]
30.	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	[1] [2] [3] [4] [5]
31.	I am afraid that the other students will laugh at me when I speak the foreign language.	[1] [2] [3] [4] [5]
32.	I would probably feel comfortable around native speakers of the foreign language.	[1] [2] [3] [4] [5]
33.	I get nervous when the lecturer asks questions which I haven't prepared in advance.	[1] [2] [3] [4] [5]

Appendix 3

Semi-Structured Interview Form (Turkish Version)

GÖRÜŞME SORULARI

- 1.Yabancı dilde eğitim hakkındaki genel görüşleriniz nelerdir?
- 2.Sizce öğretim dilinin İngilizce olmasının avantajları nelerdir?
- 3.Sizce öğretim dilinin İngilizce olmasının dezavantajları nelerdir?
- 4.Öğretim dili İngilizce olan derslerde kendinizi nasıl hissediyorsunuz?
- 5.Derslerde İngilizce konuşmanız gerektiğinde kendinizi nasıl hissediyorsunuz?
- 6.Öğretim dili İngilizce olan derslerin sınavları hakkında ne düşünüyorsunuz?
- 7.Öğretim dili İngilizce olan derslere yönelik önerileriniz nelerdir?

Appendix 4

Semi-Structured Interview Form (English Version)

INTERVIEW QUESTIONS

1. What are your general opinions about foreign language education?
2. What do you think are the advantages of having the language of instruction in English?
3. What do you think are the disadvantages of having the language of instruction in English?
4. How do you feel about the language of instruction in English?
5. How do you feel when you need to speak English in class?
6. What do you think about the exams of the courses in which the language of instruction is English?
7. What are your suggestions for courses in English?

Appendix 5

Consent Mail 1

Re: Request: "Foreign Language Classroom Anxiety Scale" Message 2 of 2

 From **Horwitz, Elaine K**
To **Gülşah ÇELİK**
Date **2017-10-18 20:25**

I appreciate your interest in my work. I believe that there have already been several Turkish translations of the FLCAS.

Subject to the usual requirements for acknowledgment, I am pleased to grant you permission to use the Foreign Language Classroom Anxiety Scale in your research. Specifically, you must acknowledge my authorship of the FLCAS in any oral or written reports of your research. I also request that you inform me of your findings. Some scoring information about the FLCAS can be found in my book *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*, Pearson, 2013.

Best wishes on your project.

Elaine Horwitz

On Oct 18, 2017, at 11:30 AM, Gülşah ÇELİK <gcelik@baskent.edu.tr> wrote:

Dear Madam,

I am a postgraduate student at Çukurova University and an English language instructor at Baskent University, writing my dissertation titled "Investigating Foreign Language Anxiety in English Medium Instruction Environment: The Case of a Turkish Private University", under the direction of my supervisor Prof.Dr.Yasemin Kirkgöz. I would request your permission to adopt and use your "Foreign Language Classroom Anxiety Scale" instrument in my research study. I will translate the survey into Turkish and adopt it to English Medium Instruction Classroom. I would be grateful if I have your permission to use it.

Regards

Gülşah ÇELİK
Başkent University, Turkey
School of Foreign Languages



Appendix 6

Consent Mail 2

Re: Request: FLAS Message 1 of 1

 From **Selami Aydın** 
To **Gülşah ÇELİK** 
Date 2017-10-24 11:32

Gülşah Hocam, I would like to thank you for your interest in our study. Please feel free to adopt and use the scale. I would be also happy if you please inform me about the results of your study,

Best regards,

2017-10-23 21:44 GMT+03:00 Gülşah ÇELİK <gcelik@baskent.edu.tr>:

Dear Mr. Aydın,

I am a postgraduate student at Çukurova University and an English language instructor, writing my dissertation titled "Investigating Foreign Language Anxiety in English Medium Instruction Environment: The Case of a Turkish Private University" I would request your permission to adopt and use your Turkish version of "Foreign Language Classroom Anxiety Scale" instrument in my research study. I would be grateful if I have your permission to use it. You can be sure that I will acknowledge your authorship on all copies of the instrument and send a copy of the results to your attention upon completion of the study.

Regards

Gülşah ÇELİK



CURRICULUM VITAE

PERSONAL INFORMATION

Name & Surname :Gülşah ÇELİK GARİP
Date / Place of Birth :28.02.1988 / Seyhan
E-mail :gulsahcelikgarip@gmail.com

EDUCATIONAL BACKGROUND

2012-2019 : MA, Çukurova University, Institute of Social Sciences,
English Language Teaching Department
2007-2011 : BA, Çukurova University, Education Faculty, English
Language Teaching Department

WORK EXPERIENCE

2019- : English Instructor, Turkish National Defence University,
Air Forces NCO Vocational High School, İzmir
2016-2018 : English Instructor, Ahep University, Antalya
2015-2016 : English Teacher, Bilfen College, Adana
2013-2015 : English Instructor, Başkent University, Ankara