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ÖĞRETİM DİLİ OLARAK İNGİLİZCE: ÖĞRETİM ELEMANLARININ GÖRÜŞLERİ

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ÖZ

Bu çalışma, Türk öğretim elemanlarının üniversite seviyesinde öğretim dili olarak İngilizce kullanımı ile ilgili görüşlerini ortaya çıkarmayı hedefler. Bu amaçla, farklı üniversitelerde çalışan, unvanları araştırma görevlisinden doçente değişen 30 katılımcıya bir anket verilmiştir. Araştırmada öğretim dili olarak İngilizce kullanımının küresel boyuttaki faydaları, öğrenme-öğrenme süreçlerine etkileri, ulusal kimlik, dil ve kalkınma üzerindeki etkileri ile öğretim dili ile çalışma dili arasındaki uyumsuzluk hakkında öğretim elemanlarının görüşleri incelenmiştir. Ayrıca, bu çalışma öğretim elemanlarının görüşlerindeki cinsiyet, unvan, eğitim dili ve özel veya devlet okulunda çalışmak gibi değişkenlere bağlı farklılıkları da ortaya çıkarmayı hedeflemiştir. Toplanan veriler nicel yöntemler kullanılarak analiz edilmiştir. Bulgular, a) öğretim dili olarak İngilizce kullanımının ulusal dil, kimlik gibi ulusal kavramlar üzerindeki etkisine ilişkin görüşlerinde kadın ve erkek katılımcılar arasında farklılık olduğunu; b) kendi öğrenimlerinde öğrenim dili olarak İngilizce kullanılan katılımcıların, öğretim dili olarak İngilizce kullanımının küresel açıdan ve öğrenme-öğretme süreçlerine faydaları konusunda daha olumlu olduklarını, c) unvanları incelendiğinde, katılımcıların ulusal kavramlar ile öğrenme-öğretme süreçleri hakkındaki görüşlerinin birbirlerinden farklı olduğunu, d) katılımcıların öğretimde kullanılan dil nedeniyle iş yeri ve okul arasında bir uyumsuzluk olabileceği görüşüne katıldıklarını, e) ve son olarak devlet kurumlarında görev yapan öğretim elemanlarının öğretim dili olarak İngilizce kullanımının öğrenme-öğretme süreçlerine etkisi konusunda özel kurumlarda çalışan öğretim elemanlarından daha olumlu olduklarını göstermiştir.

Anahtar Kelimeler: Eğitim dili olarak İngilizce, üniversite eğitimi, ortak dil, yabancı dil eğitimi

ENGLISH AS A MEDIUM OF INSTRUCTION: FROM ACADEMIC STAFF'S PERSPECTIVE

ABSTRACT

This study reveals Turkish academic staff's opinions about English as a medium of instruction at the university level. A survey was given to 30 participants whose titles ranged from research assistants to associate professors working at different universities. In the study, the academic staff's opinions about the benefits of EMI from global aspects, its effects on learning and teaching processes, its impact on the national identity, language, and development, and also the discrepancy between the language of instruction and work-life were examined. Additionally, the study reveals the differences in the academic staff's opinions depending on gender, title, medium of instruction in education, and working in private or public institutions. The data were analyzed by quantitative methods. The findings showed a) a difference between male and female participants in their opinions regarding the effect of EMI on national concepts such as national language, identity; b) that the participants educated in EMI were more positive about the benefits of EMI for its global aspects and its effects on learning and teaching processes; c) that the participants' opinions differed from each other in national concepts as well as learning and teaching processes when the titles were analyzed; d) that the participants agreed on the possibility of a mismatch between the workplace and school due to the language of instruction e) and finally a difference between academic staff working in state institutions and private institutions revealing the academic staff in state institutions were more positive about the impact of EMI on learning and teaching processes.

Keywords: English as a medium of instruction, university education, lingua franca, foreign language teaching

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1. INTRODUCTION

English-medium instruction (EMI), also referred to as foreign language medium instruction, content learning through English (Van Leeuwen, 2004), teaching through a foreign language and foreign language-mediated instruction (Hellekjaer & Westergaard, 2003), refers to instruction of university-level major courses through the medium of English, a foreign language in Turkey (Arkin, 2013). EMI is expanding in institutions of higher education in the countries where English is not spoken as a native language as an effect of globalization (Başıbek et al., 2014). The fundamental reasons why institutions offer programs teaching English are listed as a) to attract international students, b) to make domestic students fit for the global/ international labor market, and c) to sharpen the profile of the institution (Wächter & Maiworm, 2008). Although EMI has already been adopted in a number of countries including Turkey, the debate on the effectiveness of education in English is still going on.

The literature shows that there are a number of studies conducted to explore the benefits and drawbacks of EMI in Turkey and in different countries (Aydın et al., 2004; Çekiç, 1992; Floris, 2014; Flowerdew et al., 1998; Lo & Macaro, 2011; Sav et al., 2003; Zorlu, 1991). When the recent research has been analyzed in detail, it has been found that Margić and Vodopija-Krstanović (2018), for example, investigated the strengths and weaknesses of a teacher language development program in EMI in Croatia by means of surveys, self-reflection tools, and classroom observation forms. The research of Margić and Vodopija-Krstanović (2018) showed that effective teaching in EMI relies on teachers' linguistic proficiency and language skills. The fact that instruction is more learner-centered and effective in L1 implies that good command of English is necessary for teaching to be effective, and the more language proficient teachers are, the more effectively they can employ the methods and techniques; share their knowledge, and increase and engage in interaction in class (Margić & Vodopija-Krstanović, 2018). In another study, Simbolon et al. (2020) conducted focus group interviews to find out lecturers' perceptions about EMI in Indonesia. In their research, Simbolon et al. (2020) revealed lecturers' limited understanding of EMI, which in turn reflected upon their pedagogical approaches and indicated that for successful implementation of EMI, planning curriculum, arranging policy guidelines and professional development for the lecturers are vital. In addition, Rowland and Murray (2020) revealed university students' and lecturers' perceptions regarding their experience of EMI at a Master's program in an Italian university employing a qualitative approach. The findings of Rowland and Murray's study (2020) did not indicate language proficiency as a handicap for the students as opposed to what has the literature suggests. Rowland and Murray (2020) interpret this finding with the assumption that "English competence is less critical in more technical disciplines" (241). According to Rowland and Murray (2020), the students' anxiety in their study was low for the use of EMI, which, as the researchers expound, seems to be the effect of a tolerant attitude towards the use of L1 (Italian in the context). Likewise, the use of L1 in the courses enabled the lecturers to feel certain that the content was understood by the students and made the lecturers whose English proficiency levels were low more engaging, as Rowland and Murray (2020) state. It has been reported by Rowland and Murray (2020) that EMI needs a lot of time for students, so they are required to be more motivated, competent, and flexible. Similarly, EMI is found to be more time-consuming for the lecturers when the work they have to deal with at school, the process of adapting the content and the materials, etc., are taken into consideration (Rowland & Murray, 2020). In this respect, Margić and Vodopija-Krstanović (2018) underscore that it is a prerequisite to provide the staff in higher education with language support in EMI, which is crucial for standards and quality of EMI.

Despite the ample number of research investigating the use of EMI in education across countries where English is spoken as a foreign language or second language, this small scale study intends to add to the existing literature by exploring the opinions of Turkish academic staff from different universities where the content classes are taught in English. The present study specifically reveals what the Turkish academic staff think of the advantages of EMI for the university students, the effects of EMI on their students' learning and their teaching processes, the impact of EMI on the effects of their native language, and the discrepancy between the language which the students use in work life and which is used as a means of instruction at university. Additionally, the current study aims to give insights about the differences in the academic staff's opinions depending on the factors such as gender, title, or prior exposure to EMI in their education and workplace types (private or state).

1.1. The benefits of English-medium instruction

EMI is widely investigated by researchers worldwide in the countries where English is used as the language of instruction, and the researchers come up with the same lists of advantages (Coleman, 2006). To illustrate, Coleman (2006, p. 4) explains the reasons to adopt EMI as "internalization, student exchanges, teaching and research materials, staff mobility and the market in international students". For instance, many countries where the native language is not English accepted Bologna Process, with which academic mobility and student exchange are achieved across Europe (Björkman, 2008). In addition, as Reagan (2009) notes, today, there is a notion that English is sufficient, which primarily influences the academic areas. It is possible to find anything important published in English.

The supporters of foreign language education claim that learning a foreign language is vital for globalization or internalization (Karakas, 2013). Accordingly, English as an international language is essential to accelerate the country's development; Turkish is not a science language (Görgülü, 1998, as cited in Tarhan, 2003). As a result, knowing a foreign language is compulsory, and this can be realized with a foreign language medium instruction (Çelebi, 2006). Somer (2001) explains that education in foreign languages is more effective, and it provides the graduates of university with an opportunity to follow research written in English. Additionally, English is essential to find a job because, as stated by Doğançay-Aktuna, "it acts as a gatekeeper for advancement in prestigious jobs" (2010, p. 34).

1.2. The drawbacks of English-medium instruction

EMI has attracted significant institutions' attention and has already been in practice; however, some researchers oppose EMI and state their concerns. Smith (2004) noted the problems related to "EMI as inadequate language skills and the need for training of staff and students, ideological objections rising 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" (as cited in Coleman, 2006, p.6). Shohamy (2013) adds that the achievement of academic content cannot be realized via a language with which the students are unfamiliar. Additionally, the researcher expresses the lack of lecturers with a high level of knowledge in both content and English.

The opponents argue that the number of the drawbacks of EMI in content classes outnumbers the benefits. Demircan (1998) expresses that EMI causes science subjects to be learned through memorization. Also, when learners' preparation for one year English preparatory classes is considered, EMI makes education last longer (Sinanoğlu, 2000). Thus, EMI increases the cost of education (Demircan, 1998). Sinanoğlu (2000) states science cannot be taught in English because unless students learn English as much as necessary, they will not be able to learn in classes like science, physics, and math. Sinanoğlu (2000) maintains that language learning should take place in additional courses (summer or winter) in visual and audio labs; universities are not for learning a language. Additionally, Ören (2012) explains in his article that though foreign-language medium instruction in universities seems good in the short term, it actually causes serious problems in the long run. Therefore, students should be taught in their native language (Ören, 2012). When the students do not know the national equivalents of the terms in their professional areas, they can neither produce terms in their mother tongue nor know the equivalent terms already existing in their mother tongue (Ören, 2012). In addition, Somer (2001, p. 37) reports that education in a foreign language is perceived as "a threat to Turkish national identity and Turkish language", and education in a foreign language has a negative influence on Turkish national identity and prevents Turkish to be a science language. Likewise, Kavcar (1998) expresses that in the institutions where the classes are conducted in English, Turkish students start to neglect their native language, even to underestimate it. Thus, individuals who have been brought up with the belief that their mother tongue is insufficient start to be alienated from their mother tongue and their own culture (Kavcar, 1998). Even, their skills of expressing themselves writing, and speaking in their native language deteriorate when they are educated in a foreign language (Kavcar, 1998). Çelebi (2006) explains the negative aspects of EMI, saying that education in a foreign language will cause Turkish to degenerate because both educators and individuals educated in English do not have complete competency in language; thus, learning will be slow and insufficient. The opponents support that a person can learn best in their mother tongue, so Turkish students taught in a foreign language by Turkish lecturers have handicaps in learning (Hasol, 1999). Kavcar (1998) also underscores the effect of education in a foreign language on the brain drain, explaining that EMI can lead trained professionals to move into the countries in which English is spoken.

Though English-medium instruction is a controversial issue that has specific benefits and drawbacks, it has been commonly adopted in educational settings at the tertiary level. This study presents the thoughts about the use of English from the academic staff's perspective. Consequently, the study contributes to the literature by providing some recent information about its use. In the following section, the method used in this present study is given in detail.

2. METHOD

Aiming at revealing the academic staff's opinions about EMI at universities, this study addressed the following research questions:

- 1- What are the academic staff's opinions about English-medium instruction at universities?
- 2- To what extent do the academic staff's opinions about English-medium instruction differ from each other?

2.1. Setting and participants

This study was conducted with the participation of 30 academic staff working at different universities where the medium of instruction is English. The participants in the study were all Turkish (12 female and 18 male) and teaching at various departments at university (as given in Table 1 below).

Table 1.
Departments at Which the Participants (Academic Staff) are Teaching

Department	Frequency
Business	4
City and regional planning	2
Communication and design	2
Computer engineering	2
Economics	4
Interior architecture	6
Mathematics	2
Sociology	8
Software engineering	2
TOTAL	30

The titles of the academic staff ranged from research assistant to associate professor. All of the participants were graduates of various universities in Turkey. 22 out of 30 participants stated that the medium of instruction was English in the university where they graduated, while eight stated the education was Turkish. 12 of the participants had an abroad experience for reasons such as masters' studies, research, or for Ph.D. studies. Also, two of the participants reported work experience abroad. Nine of the participants worked in private universities, while the others were affiliated with public universities as academic members.

2.2. Instrument

The present study was descriptive and involved the use of a survey to explore the Turkish academic staff's opinions about EMI in classes at the university level. The survey involved two parts. The first part collected demographic information regarding the academic staff's gender, work experience, and educational background. In the second part, 22 survey items on a 5-point-item scale (from strongly agree to strongly disagree) were used to reveal the academic staff's opinions about EMI. The second part of the survey was based on the relevant literature and previous questionnaires employed in other research (Arkin, 2013; Başıbek et al., 2014; Kavcar, 1998; Somer, 2001; Tarhan, 2003; Jensen & Thøgersen, 2011). The survey items were grouped under five categories: a) the benefits of EMI from global aspects; b) the effect of EMI on learning and teaching processes; c) the effect of EMI on national identity, language, and development; and finally d) the discrepancy between the language of instruction and work life. Based on expert opinions from three specialists in the English language learning and teaching field, necessary modifications were made to the items, and the reliability analysis of the instrument was performed on the Statistical Package of Social Sciences (SPSS) 17.0 using the reliability coefficient test and it showed that the Cronbach Alpha value is 70, which shows acceptable consistency of reliability.

2.3. Data collection and analysis procedures

The data were collected via the survey prepared in the native language of the participants, delivered online to the participants and completed individually by each participant. The collected data were analyzed quantitatively on the SPSS version 17.0. In the data analysis, descriptive statistics and frequencies were used to reveal the participants' opinions about EMI. Also, independent samples t-tests and one-way between-groups analysis of variances (ANOVA) were conducted to see the differences among the participants in their opinions with respect to the variables such as gender, titles or based on the instruction provided in the academic staff's own education and the differences in their workplaces (private or public).

3. FINDINGS

In this section, the findings regarding the first research question and the second research question are presented consecutively.

3.1. The academic staff's opinions about English-medium instruction

This study was conducted with the participation of 30 academic staff working at different universities where the medium of instruction is English. The participants in the study were all Turkish (12 female and 18 male) and teaching at various departments at university (as given in Table 1).

With the purpose of revealing the participants' opinions about the benefits of EMI from global aspects, the frequencies were performed on the SPSS. The results showing what the participants think about the benefits of EMI from global aspects were as presented in Table 2 below:

Table 2.*The Benefits of EMI from Global Aspects*

Statements	SA	A	NS	D	SD
Q2. English medium instruction is necessary to orient students themselves towards an international job market.	46.7%	46.7%	6.7%	0%	0%
Q6. English medium instruction increases students' knowledge and willingness to change to suit conditions outside Turkey.	53.3%	13.3%	33.3%	0%	0%
Q8. Thanks to English medium instruction, students familiarize themselves with English as an academic lingua franca.	26.7%	46.7%	26.7%	0%	0%

Strongly Agree (SA), Agree (A), Not sure (NS), Disagree (D), Strongly Disagree (SD)

As shown in Table 2, most of the participants agreed on the benefits of EMI from a global aspect. Taking the high percentage of agreement on the necessity of EMI to prepare students for the international job market into consideration, it is clear that the participants were positive about the importance of EMI to provide students to catch up with the global standards in professional life.

The analysis of the survey items in this section showed that a large number of the participants agreed on the necessity of EMI for the students to get prepared for the international job market, to familiarize students with English as an academic lingua franca, and to broaden students' horizons and adaptability to settings outside Turkey (66%).

When the overall percentage of the participants' opinions about its effect on learning and teaching was taken into consideration, the results showed that the participants (45%) agreed on the positive effect of EMI on learning and teaching processes. However, a non-negligible number of participants were negative (33%) or not sure about the impact of EMI (22%). The results were indicated in Table 3 below in detail:

Table 3.*The Effects of EMI on Learning and Teaching Processes*

Statements	SA	A	NS	D	SD	
Learning	Q1. English medium instruction causes my students to spend more energy on linguistic processing, which causes them to spend less time to relate the subject in a critical manner.	33.3%	26.7%	33.3%	2.6%	0%
	Q4. English medium instruction affects students' achievements positively.	13.3%	33.3%	20.0%	26.7%	6.7%
	Q10. English medium instruction makes students' access to disciplinary sources or materials.	60.0%	33.3%	6.7%	0%	0%
	Q12. Teaching in English increases students' motivation to learn.	0%	26.7%	46.7%	20.0%	6.7%
	Q15. Academic standards fall when the medium of instruction is English.	0%	6.7%	26.7%	33.3%	33.3%
	Q17. Students learn best when they are taught in their native language.	33.3%	33.3%	13.3%	20.0%	0%
	Q20. My students can participate in the classes actively in English.	6.7%	6.7%	26.7%	46.7%	13.3%
Teaching	Q3. Teaching in English negatively affects my teaching performance.	6.7%	20.0%	33.3%	13.3%	26.7%
	Q14. It is easier to find foreign sources to get ready for the class.	40.0%	40.0%	13.3%	6.7%	0%
	Q16. I am capable of sharing my knowledge with the same precision as I would in Turkish.	6.7%	40.0%	6.7%	26.7%	0%
	Q18. English medium instruction causes the teaching style to be relatively more monotonous and less interactive than I would do in Turkish.	20.0%	33.3%	13.3%	6.7%	26.7%

Strongly Agree (SA), Agree (A), Not sure (NS), Disagree (D), Strongly Disagree (SD)

The results showed that the participants had positive opinions about the effect of EMI on students' achievements, academic standards, and the easiness of access to disciplinary sources. However, the results also indicated that the participants agreed EMI was more tiring because of linguistic processing, and this caused students to spend less

time thinking on the subject. Therefore, EMI affected students' active participation in classes in English negatively. One contradicting result here was that although the academic staff agreed on the positive effect of EMI on students' academic success (46.6%), the majority of them (66.6%) thought instruction in mother tongue would be better for students' learning. About the motivational effect of EMI on learning, an equal number of participants stated their disagreement and agreement on the topic (26.7% each) while the majority of the participants (46.7%) stated not to be sure about it.

The survey items related to the academic staff's opinions about their teaching process showed the participants were positive about the effect of EMI on the teaching process due to the easiness of finding disciplinary resources in English to prepare their classes and sharing their knowledge in English without any differences with the one they would do in Turkish; nevertheless, there were a few points about which the majority of the participants were negative in regard to the effect of EMI on their teaching process. To illustrate, more than half of the participants said that their classes were monotonous and less interactive in EMI than they would be in Turkish.

Another purpose of this study was to reveal the faculty members' opinions about whether or not they thought EMI affected national identity, language, and development. The following table presents the results related to the participants' opinions about the effect of EMI on national identity, language, and development.

Table 4.
The Effects of EMI on National Identity, Language, and Development

Statements	SA	A	NS	D	SD
Q5. The Turkish language and thus an important part of the nation's cultural heritage may, in the long run, be threatened by the increasing use of English in education.	13.3%	13.3%	40.0%	33.3%	0%
Q7. Teaching in English negatively affects my students' national identity.	0%	6.7%	0%	6.7%	86.7%
Q11. Teaching in English has a negative influence on my students' thinking abilities in Turkish.	13.3%	0%	20.0%	40%	26.7%
Q9. Educating students in English increases the brain drain from Turkey to more developed countries.	6.7%	13.3%	20.0%	20.0%	33.3%
Q13. The increasing use of English in content classes has a negative impact on the development of Turkish as a science language.	6.7%	13.3%	33.3%	33.3%	13.3%
Q22. English medium instruction increases the infiltration of more foreign words to Turkish.	33.3%	33.3%	26.7%	6.7%	0%

Strongly Agree (SA), Agree (A), Not sure (NS), Disagree (D), Strongly Disagree (SD)

As shown in Table 4, most of the participants thought that EMI did not negatively affect national identity, and also, there was no influence of EMI on brain drain. Although the number of the participants who were unsure about the detrimental effect of EMI on the development of Turkish as a science language (33.3 %) was high, the disagreement on the topic had the highest percentage (46.6 %). The participants disagreed that EMI was a threat to the national identity and the development of Turkish as a science language; however, they agreed that EMI increased the infiltration of foreign words to Turkish (66.6 %).

Finally, the table below shows the participants' opinions about the problems which might be resulted from differences between the language used as a medium of instruction and the one used in work life.

Table 5.
The Discrepancy Between the Language of Instruction and Work-Life

Statements	SA	A	NS	D	SD
Q19. When students are taught in English, the language of instruction might be discrepant from the language employed in actual work life.	13.3	40.0	20.0	20.0	6.7
Q21. Students who will be employed in the Turkish labor market should be taught only in Turkish.	10.0	13.3	6.7	63.3	6.7

Strongly Agree (SA), Agree (A), Not sure (NS), Disagree (D), Strongly Disagree (SD)

According to Table 5, more than half of the participants thought that EMI caused a discrepancy between the language used as a medium of instruction at university and the language used in the workplace. However, a great number of participants also disagreed on the idea that the students to be employed in the Turkish labor market should be taught only in Turkish.

3.2. Differences in the academic staff's opinions about EMI

To reveal the factors having an influence on the academic staff's opinions about EMI, the information collected from the demographic part of the questionnaire was employed. Thus, the differences based on the participants'

gender, title, the language of instruction the academic staff themselves were exposed to in their education, and the differences in their workplaces (public or private) were analyzed using the SPSS.

In order to find out whether there were any differences between male and female academic staff, an independent samples *t*-test was conducted. The results were as presented in the table below.

Table 6.
The Difference Between Female and Male Participants

		t-test				
		M	SD	df	T	p (two-tailed)
Global Aspect	Male	16.33	2.87	28	-.683	.500
	Female	17.00	2.17			
Learning & Teaching	Male	35.11	4.74	28	-1.749	.091
	Female	38.00	3.91			
National Aspect	Male	13.00	2.43	28	-3.080	.005
	Female	17.00	4.67			
School-Work Discrepancy	Male	3.11	1.13	28	-.907	.372
	Female	2.67	1.56			

Table 6 showed that there were not any differences between male and female academic staff in terms of their opinions about EMI when the categories of the benefits of EMI from a global aspect, its effects on learning and teaching processes, and the participants' thoughts about the discrepancy between the language of instruction and the language used at the workplace were analyzed. However, the difference between male and female participants' opinions about the effect of EMI on national identity, language, and development was found statistically significant. The results showed that female participants ($M=17.00$) agreed on the negative influence of EMI on the national language more than the male participants ($M=13.00$), $t(28) = -3.08$, $p=.005$.

Whether the academic staff's own experiences with EMI during their university education had an influence on their opinions or not was also in the scope of this study to regard it as a variable. To explore the differences (if any) between the academic staff whose medium of instruction was English during their own education (22 participants) and the ones whose medium of instruction was Turkish (8 participants), an independent samples *t*-test was performed on the SPSS. The results from the test were presented in Table 7 below.

Table 7.
The Difference Between Participants Who Studied in English and the Ones Who Studied in Turkish

		t-test				
		M	SD	df	T	p (two-tailed)
Global Aspect	Turkish	14.25	1.39	28	-3.54	.001
	English	17.45	2.40			
Learning & Teaching	Turkish	39.00	3.85	28	2.08	.047
	English	35.00	4.5			
National Aspect	Turkish	16.50	3.59	28	1.63	.115
	English	13.91	3.94			
School-Work Discrepancy	Turkish	2.50	1.20	28	-1.10	.283
	English	3.09	1.34			

The results showed no significant difference between the participants' opinions about the items related to national concepts and the discrepancy between the language of instruction in education and at the workplace. However, the participants' opinions about the effect of EMI in terms of its importance from the global aspect ($p=.001$), and its effect on learning and teaching processes were statistically significant ($p=.047$). Out of 30, 22 participants who studied in English ($M= 17.45$) were more positive about the importance of EMI for globalization than eight participants in the study who studied in Turkish ($M=14.25$), $t(28) = -3.53$, $p=.001$. As for the opinions about the effect of EMI on learning and teaching processes, it was explored that more participants who studied in Turkish agreed on the negative effect of EMI on learning and teaching processes ($M= 14.50$) than the participants who studied in English ($M=10.73$), $t(28) = 2.69$, $p=.012$.

The participants in this study were holding different titles ranging from research assistant to associate professor. An ANOVA was conducted to explore whether the academic staff's opinions about EMI differed depending on their titles. The subjects were divided into four groups (Group 1: research assistant; Group 2: instructor; Group 3: assistant professor; Group 4: associate professor). The test showed a statistically significant difference in the participants' opinions about the effect of EMI on national concepts, $F(3,26) = 4.19$, $p=.02$. Likewise, a statistically significant difference was found in the participants' opinions about the positive effect of EMI on learning and teaching, $F(3,26) = 4.07$, $p=.02$. The effect size, which was calculated using eta squared, was .03, small size

effect according to Cohen's *d*. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Group 1 ($M=16.71$, $SD= 4.21$) was statistically significant from Group 2 ($M= 12.00$, $SD= 2.62$). Group 3 ($M= 14.00$) and Group 4 ($M= 16.00$) did not differ from either Group 1 or Group 2. Thus, it means that academic staff working as research assistants were different from the academic staff working as instructors because the research assistants believed that EMI affected national identity, language, or development. In addition, the post-hoc tests indicated a statistically significant difference in the opinions of the groups in terms of the effect of EMI on learning and teaching processes. Accordingly, the opinions given by Group 1 ($M= 27.00$, $SD= 2.88$) and Group 4 ($M= 30.00$, $SD= .00$) did differ statistically from Group 2 ($M= 24.00$, $SD= 2.89$) ($p < .05$). Such a finding suggests that the academic staff in Group 2 (instructors) had the opinions upholding the positive effect of EMI on learning and teaching processes less than the academic staff in the other groups (research assistant, assistant professor, associate professor).

The academic staff in this study worked in different types of universities (private and public). In order to see the differences between them, an independent samples *t*-test was administered on the SPSS. The results showed a statistically significant difference in the opinions about the positive effects of EMI on learning and teaching of the participants in the public institutions ($M= 26.80$, $SD= 2.86$) and the participants in the private institutions ($M= 24.20$, $SD= 3.22$), $t(28)= 2.52$, $p= .03$ (two-tailed). The magnitude of the differences in the means (mean difference = 1.15, 95% CI: -1.17 to 2.97) was large (eta squared = .85). This result showed that the academic staff working in public institutions were more positive about the effect of EMI on learning and teaching procedures than the academic staff in private institutions.

4. DISCUSSION and CONCLUSION

This small-scale study shows that English-medium instruction in university education is recognized as important to prepare students for the international market, to adapt themselves to the settings outside Turkey, and to learn and understand English as an academic lingua franca by Turkish academic staff. Wächter and Maiworm (2008) express that the motive behind implementing EMI at universities is to fit students into international markets. Thus, providing students with better education helps to get them ready for the competitive job market and is crucial for internationalization or globalization (Başibek et al., 2014; Bozdoğan & Karlıdağ, 2013). Also, English is a science language, and easy to pursue the studies written in English more easily (Dearden & Macaro, 2016). As similar to the previous research, the positive side of EMI mentioned above has also been put forth by the participants in this study.

Another result from this study is that the academic staff has positive opinions about the effect of EMI on learning and teaching processes. The participants agreed on the positive effect of EMI on students' achievements, academic standards, and the easiness of access to disciplinary sources. However, it was found that the medium of instruction provided in the participants' own education might have an influence on their thoughts about its effect on learning and teaching processes because the participants taught in Turkish agreed on the negative effect of EMI on learning and teaching processes more than the participants taught in English during their own education.

The participants agreed that EMI was more tiring than the instruction provided in one's mother tongue. This might arise from the fact that EMI causes the students to focus on the linguistic form rather than the content. This result is in accord with the concerns of Demircan (1998), who states that students taught in English spend more energy on linguistic processing and memorizing the material when the instruction is given in a foreign language. As a result, they cannot learn the subject in a critically analytical manner.

Considering the findings from this study, it might be concluded that in general, EMI is not thought to have a detrimental effect on learning and teaching processes; however, the finding that a big number of participants agreed EMI causes less classroom interaction and more monotonous classes draws attention to the effect of EMI on classroom interaction. Thus, the result here confirms with the previous research, which shows that EMI causes less classroom interaction (Flowerdew et al., 1998); that the interaction in the classroom becomes one-way (from teacher to student) (Lo & Macaro, 2011); and the class participation decreases (Karakas, 2013). Likewise, Kılıçkaya (2006) found that instruction given in the mother tongue has advantages over EMI because it increases learning. In this way, learners can understand the content presented in a lesson more efficiently and effectively (Başibek et al., 2014). This might be also explained by the result from this study that the participants having experienced Turkish-medium of instruction in their own education were found more negative about the effect of EMI on learning and teaching than the others. As Çelebi (2006) discusses, students educated in a language different from their mother tongue will not be able to discuss, interact or thoroughly learn the subject matter. Therefore, it might be stated that despite the positive opinions of the participants about the effect of EMI on learning and teaching processes, the effect of education in the mother tongue cannot be ignored as it might be more effective in terms of the benefit it provides with classroom interaction. However, it should not be forgotten that such a result

might also draw attention to the lack of English proficiency of the learners and might call a necessity for quality in foreign language education.

One major concern about foreign language education is that it harms national identity and culture (Çelebi, 2006; Kavcar, 1998; Ören, 2012; Sinanoğlu, 2000; Tosun, 2006). In this study, the results showed that the participants do not consider EMI a threat to national identity or a detrimental factor causing brain drain to more developed countries. However, one negative effect of EMI on the national language stated by the academic staff is the infiltration of foreign words to Turkish. With this respect, the study gave similar results to Ölçü and Eröz-Tuğ'a's (2013) study based on the investigation of the academic staff's ideas on EMI. The infiltration of the foreign words into Turkish as a result of EMI might be related to the lack of the equivalents of the professional terminology used in professional areas (or the lack of popularity of the terms in the national language even though they exist). Related to this finding, more research might be conducted to explore whether academic staff holds positive or negative opinions about the infiltration of foreign words into Turkish.

The study also showed that the participants think EMI causes a discrepancy between the language which is taught in school and the language which is employed in the places where the students will work in the future; however, they also reject Turkish as the 'only' medium of instruction at school. This finding may suggest that while the academic staff finds the native language essential as a medium of instruction, they do not underestimate the value of English to catch up with the pace of globalization in the students' subject areas. Bozdoğan and Karlıdağ (2013) explain with the findings from their own study that EMI is effective and essential; however, it should not be forgotten that it is difficult to comprehend the course content and terminology when EMI is employed.

This present research has also given some insights about the variables leading to the differences in the academic staff's opinions. As discussed above, one's own experience with EMI in education, for example, might provide more agreement on the positive effect of EMI upon learning and teaching or the benefits of EMI for global reasons. Also, a difference based on gender was found in the opinions related to the detrimental effect of EMI on national identity and language, as more female participants agreed on the negative effect of EMI on national concepts than the male participants. In addition, a difference was found between the research assistants and the instructors in their opinions about the effect of national concepts as research assistants agreed on the negative effect of EMI on them more than the instructors. Finally, the participants in public universities were more positive about the effect of EMI on learning and teaching processes than the participants in private universities. All the findings here require to be interpreted carefully, and further investigation is necessary to arrive at a concrete conclusion because the differences in the participants' departments, experience, age, or settings they work in might have affected their thoughts about EMI. Therefore, the study gives insights into why the academic staff's opinions differ from one another, but further research is necessary to arrive at a plausible interpretation of the variables sought and found in this study.

4.1. Limitations and recommendations for further studies

The present study suffers from certain limitations based on its small sample size. Since the survey was administered to a small number of participants ($n < 50$), the results cannot be generalized as a representation of the population (Brown, 2001). One reason for this is that the data collection in the present study involved the use of e-mail surveys, which has the drawback of a low rate of response (Brown, 2001). Therefore, despite the fact that more participants were aimed to be reached at the beginning of the study, a small number of responses were received and the data collected in the present study remained at a minimum. In future studies, the study had better be conducted with a larger sample size so as to yield more reliable and valid results.

Another limitation lies in the research design followed in the present study. The data collection and analysis were carried out using solely quantitative research methods. However, Lund (2012, p. 157) explains that employing mixed methods provides "extra reflection, revised hypothesis, and further research" when the data were analyzed accurately. In this way, a better understanding can be reached on the topic under study. Thus, instead of using one method as in the present study, a mixed-method research design could be used in future studies, and thus, a deeper understanding of the results would be gained. To illustrate, in further studies, interviews with the participants could be held so as to learn the participants' opinions regarding the use of EMI at the university level, and also some class observations might be made to gain better insights regarding the findings. Besides, instead of exploring only the academic staff's perspective, learners' perspectives could be explored, which would provide an understanding of how EMI is perceived in education.

4.2. Implications of the study

The present study indicated that there is an agreement among the academic staff on the importance of EMI while teaching content classes in universities, especially because English is deemed essential for achieving the targets of globalization and internationalism. In other words, the participants in the study supported the thought that EMI is

necessary for orienting learners towards international job markets and increasing knowledge and willingness at global terms. However, the study also indicated that the academic staff was of the opinion that when the learners' prospective working places were thought, EMI could cause learners to have some discrepancy problems related to language. So as to avoid such problems and to get ready EMI learners who would prefer to work in Turkey context for their future career better, universities could integrate courses to reduce the mismatch between the language the students learn in school and they use in a workplace.

The study also showed that the academic staff's opinions about how EMI affects learning and teaching processes vary. The academic staff who was not a graduate of an EMI university tended to be less positive about the effect of EMI on learning and teaching processes compared to the academic staff who was a graduate of a university where courses were taught in EMI. This issue may be related to two reasons. For one thing, such a result may suggest that academic staff who graduated from non-EMI universities did not feel competent to conduct their classes in English, and in turn, held negative opinions about the influence of EMI on class activities. Considering this, it might be suggested that there is a need for universities to provide programs (presenting additional language programs, encouraging the staff to go abroad exchange programs) to qualify the academic staff's English competence so as to increase their readiness and effectiveness in classes.

Another reason why EMI was considered negatively affecting learning and teaching processes could depend on university learners' English proficiency levels and competence. Learners' language proficiency could be insufficient to understand the content, express opinions, and carry out projects. Hence, academic staff's classroom experiences with these students may cause them to think of EMI as unfavorable for learning and teaching. This result may call for the necessity that English preparation schools of universities are to consider enriching their language programs so as to prepare learners for courses in departments. However, the conclusions here should be interpreted very carefully as they are a subject of mere speculation without further investigation.

All in all, this study investigated what the academic staff working at different universities think about teaching and learning content courses in English. Despite the small sample size of this study, the study puts forth general opinions reached as a result of the quantitative analysis of the participants' ideas about EMI for global aspects, its effect on learning and teaching processes, and the discrepancy between the languages used in workplace and instruction. Although some differences were found in its influence on the national identity, language, and development depending on some variables such as gender or titles held by the participants, further research is required to put an accurate interpretation on the results drawn from this study.

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GENİŞLETİLMİŞ ÖZET

1. GİRİŞ

Türkiye'nin de içinde bulunduğu İngilizcenin yabancı dil olarak konuşulduğu birçok ülkede, üniversitelerde eğitim dili olarak İngilizcenin kullanımı, öğrencileri uluslararası iş piyasasına hazırlamak; yabancı öğrenciler için üniversiteyi cazip kılmak gibi temel nedenlerden dolayı yaygınlaşmaktadır. Bu bağlamda, öğretim dili olarak İngilizcenin faydaları ve zorlukları önceki çalışmalarda geniş bir şekilde araştırılmıştır (Aydın vd., 2004; Çekiç, 1992; Floris, 2014; Flowerdew vd., 1998; Lo & Macaro, 2011; Sav vd., 2003; Zorlu, 1991). Bu çalışma, diğer çalışmalara benzer bir şekilde öğretim dili olarak İngilizce kullanımına yönelik öğretim elemanlarının fikirlerini ortaya koyarak alana güncel veri sağlamayı amaçlamaktadır.

2. YÖNTEM

Bu çalışmada, öğretim elemanlarının öğretim dili olarak İngilizcenin kullanımı ile ilgili görüşlerini ortaya çıkarmak için nicel veri analiz yöntemleri kullanılmıştır. Bu bağlamda, öğretim dili olarak İngilizcenin kullanıldığı farklı üniversitelerde çalışan, unvanları araştırma görevlisi, öğretim görevlisi, Dr. öğretim üyesi ve doçent Dr. olarak değişen toplam 30 katılımcıya iki bölümden oluşan bir anket verilmiştir. Anketin ilk kısmı, katılımcıların cinsiyet, eğitim bilgileri, tecrübelerine yönelik demografik bilgilerini; ikinci kısmı ise beşli Likert ölçeği (kesinlikle katılıyorum – kesinlikle katılmıyorum) üzerinde katılımcıların öğretim dili olarak İngilizcenin kullanımına yönelik görüşlerini ortaya çıkarmayı hedeflemiştir. Her katılımcı bireysel olarak anketi tamamlamış ve toplanan veriler betimleyici istatistikler, bağımsız grup t-test ve tek yönlü varyans analiz yöntemleri kullanılarak analiz edilmiştir.

3. BULGULAR, TARTIŞMA VE SONUÇLAR

Yapılan analiz göstermiştir ki katılımcıların büyük bir bölümü öğretim dili olarak İngilizcenin küresel açıdan öğrencileri uluslararası iş sahasına hazırlamak, küresel standartları yakalamak için, öğrencileri bilim dili olarak İngilizceye alıştırmak ve öğrencilerin Türkiye dışındaki yerlere uyumluluğunu sağlamak için yararlı olduğunu düşünmektedir. Ayrıca, bu çalışma, öğretim dili olarak İngilizcenin öğrenme ve öğretme süreçlerine etkisi konusunda katılımcıların öğrenci başarısı, akademik standartlar ve disiplinle ilgili kaynaklara ulaşım açısından olumlu etkisi olduğunu ortaya çıkarmıştır. Fakat katılımcıların büyük kısmı yabancı dilde eğitimin daha yorucu olduğu, öğrencilerin içerikten daha çok dilsel işleme vakit harcadığını düşünmektedir. Ayrıca, yine katılımcıların büyük çoğunluğu İngilizce eğitimin sınıf içi iletişime olumsuz şekilde etki ettiğini bu yüzden ana dilde eğitimin öğrencilerin öğrenme süreçlerine olumlu katkısı olacağını düşünmektedir. Bu çalışma ayrıca katılımcıların büyük bir kısmının öğretimde İngilizce kullanımının milli benlik, dil ya da gelişim ve beyin göçü üzerinde olumsuz bir etkisinin olmadığını düşündüğünü ortaya koymuştur. Ek olarak, araştırma sonuçları katılımcıların eğitim dili ve iş yerinde kullanılan dil arasındaki farklılıkların bir uyumsuzluğa sebep olduğunu düşündüğünü göstermiştir. Ancak, katılımcıların büyük bir çoğunluğu Türkiye'de çalışacak olan öğrencilere alanlarında sadece Türkçe eğitim verilmesi gerektiği görüşüne katılmadıklarını da belirtmiştir.

Öğretim elemanlarının öğretim dili olarak İngilizce kullanımını ile ilgili görüşlerinde farklılıklar olup olmadığı cinsiyet, unvan, eğitim dili ve çalıştıkları kurumların özel veya devlet kurumu olması gibi bağımsız değişkenlere bağlı olarak araştırılmıştır. İlk olarak, bağımsız grup t-testi katılımcılar arasında sadece öğretim dili olarak İngilizcenin kullanılmasının milli benlik, dil ve gelişim ile ilgili görüşlerinde cinsiyet bakımından anlamlı bir farklılık göstermiştir. Buna göre, kadın katılımcıların erkek katılımcılara göre daha fazla öğretim dili olarak İngilizcenin söz edilen milli kavramlara olumsuz etkisi olduğunu düşündüğü bulunmuştur. Bir diğer anlamlı farklılık, kendi eğitimlerinde öğretim dili İngilizce olan öğretim elemanlarının anadilde eğitim görenlere göre yabancı dilde eğitimin küresel faydaları ve öğrenme ve öğretme süreçlerinde olumlu etkisi olduğu konusunda daha pozitif olduğu bulunmuştur. Ayrıca, öğretim elemanlarının unvanlarının öğretim dili olarak İngilizce üzerinde etkisi olup olmadığını araştırmak için tekyönlü varyans analiz yöntemi kullanılmıştır ve araştırma görevlilerinin, öğretim görevlilerinden daha fazla öğretim dili olarak İngilizcenin kullanılmasının milli benlik, dil ve gelişimi etkilediğini düşündüğü bulunmuştur. Bir diğer anlamlı farklılık öğretim görevlileri ve diğer unvanlara sahip katılımcılar arasında bulunmuştur. Buna göre, bu çalışmaya katılan öğretim görevlilerinin öğretim dili olarak İngilizcenin kullanımının öğrenme ve öğretme süreçlerine pozitif etkisinin daha az olduğunu düşündüğü bulunmuştur. Son olarak, bağımsız değişken t-testi devlet okulları ve özel okullarda çalışmaları açısından katılımcılar arasında anlamlı bir fark ortaya çıkarmıştır. Buna göre, devlet okullarında çalışan öğretim elemanlarının öğretim dili olarak İngilizcenin öğrenme ve öğretme süreçlerine etkisi konusunda özel okulda çalışanlara oranla daha pozitif olduğu ortaya çıkarılmıştır.

Bu küçük ölçekli çalışma öğretim dili olarak İngilizcenin kullanılmasının küresel anlamda olumlu sonuçlar getirdiği konusunda katılımcıların olumlu görüşlerini göstermiştir. Bu anlamda bu çalışma, önceki çalışmalar (Başibek vd., 2014; Bozdoğan & Karlıdağ, 2013; Dearden & Macaro, 2016) ile benzer sonuçlar ortaya koymuştur.

Öğretim dili olarak yabancı dil kullanımının öğrenme öğretme süreçleri üzerinde olumsuz olduğu düşünülmesi de katılımcılar arasında kendi eğitimlerini İngilizce veya Türkçe alanlar arasında bir farklılık olduğu ve kendi eğitim süreçlerinde eğitim dili İngilizce olan öğretim görevlilerinin bu konuda görüşlerinin daha olumlu olduğu bulunmuştur. Ayrıca yine aynı konuyla ilgili ana dilde eğitimin özellikle sınıf içi iletişime daha olumlu etki edeceği büyük çoğunlukta katılımcı tarafından kabul edilmiştir. Bunun sebebi olarak, anadilin dışında bir eğitim verildiğinde öğrencilerin anlatılan konudan daha çok dil ile ilgili süreçlere odaklanması ve ezbere yönelmesi düşünülebilir (Demircan, 1998; Macaro, 2011).

Öğretim dili olarak İngilizcenin milli benlik, dil ve gelişim üzerindeki etkisi konusunda çalışmaya katılan öğretim elemanlarının görüşleri önceki çalışmalar ile benzerlik göstermiştir. Buna göre, bu milli konular ve beyin göçü ile ilgili öğretim dili olarak İngilizcenin kullanılmasının bir etkisi olduğu düşünülmemekte ancak, yabancı dilden Türkçeye kelimelerin girmesi konusunda (Ölçü & Eröz-Tuğa, 2013) katılımcıların çoğunluğu aynı görüştedir.

Çalışmaya katılan öğretim elemanları öğretim dili olarak yabancı dil kullanımı ve iş yerinde anadil kullanılmasının bir uyumsuzluğa sebep olduğu görüşüne katılırken Türkiye’de çalışacak öğrencilerin sadece anadilde öğretim görmesi konusuna katılmamıştır. Bu sonuca göre, çalışmaya katılan öğretim elemanlarının yabancı dilde eğitimin küreselleşme ya da öğrencileri uluslararası yabancı pazara hazırlama gibi etkisine verdiği olumlu görüşlerini düşünerek, yabancı dilde eğitimin öneminin farkında olduğu sonucu çıkarılabilir. Ancak, öğretim elemanları tamamen yabancı dilde yapılan eğitimin öğrencilerin kendi anadillerinin konuşulduğu iş ortamlarında ileride uyumsuzluğa sebep olacağına dair görüş bildirmişlerdir. Ayrıca, konuya ilişkin, Bozdoğan ve Karlıdağ’ın (2013) belirttiği gibi yabancı dilde öğretim yapıldığında konuyu ve kullanılan terim bilgisini kavramanın zor olmasından kaynaklı sebeplerden dolayı bu çalışmadaki öğretim elemanları tamamen yabancı dilde eğitim fikrine katılmamış olabilirler.

Çalışmada öğretim elemanlarının öğretim dili olarak İngilizce kullanımı ile ilgili görüşlerinde kendi eğitimlerinde kullanılan öğretim dili, cinsiyet ya da sahip oldukları unvan gibi bağımsız değişkenlere bağlı olarak farklılık olabileceği ortaya koyulmuştur. Burada bulunan sonuçlar, öğretim elemanlarının görüşleri ile ilgili fikir vermek ile beraber sonuçları etkileyen farklı değişkenler olabileceği ve onlar da bu çalışmada araştırılmadığı için bu sonuçların dikkatli yorumlanması ve ileri çalışmalarda araştırılması gerekmektedir.

Sonuç olarak, bu çalışma İngilizce eğitim ile ilgili farklı üniversitelerde çalışan öğretim elemanlarının görüşlerini araştırmıştır. Çalışma, nicel veri yöntemleri kullanılarak bulunan sonuçlara göre katılımcıların üniversitede İngilizce eğitimin küresel faydaları, öğrenme ve öğretme süreçlerine etkisi, iş yerinde kullanılan dil ve okulda öğrenilen dil arasındaki farklılığa etkisi açısından olumlu fikirlerini ortaya çıkarmıştır. Bu çalışmada, ayrıca katılımcıların cinsiyet ve unvanlarına bağlı olarak İngilizce eğitimin milli benlik, dil ve gelişim üzerinde etkisi olduğuna dair farklar bulunmuştur ancak çalışmanın küçük ölçekli olduğu göz önünde bulundurulup bu sonuçların dikkatle yorumlanması ve gelecek başka çalışmalarda detaylı bir şekilde araştırılması gerekmektedir.

ARAŞTIRMACILARIN KATKI ORANI

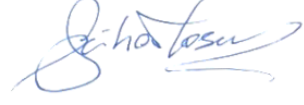
Araştırma tek yazarlı olduğu için yazarın katkısı %100’dir.

ÇATIŞMA BEYANI

Araştırmada herhangi bir kişi ya da kurum ile finansal ya da kişisel yönden bağlantı bulunmamaktadır. Araştırmada herhangi bir çıkar çatışması bulunmamaktadır.

ETİK BEYANNAME

Bu çalışmanın araştırma ve yazım sürecinde arařtırmacı tarafından bilimsel ve etik kurallara uyulduđunu, farklı eserlerden yararlanılması durumunda atıfta bulunulduđunu, kullanılan verilerde herhangi bir tahrifat yapılmadıđını, arařtırmanın tamamının veya bir kısmının farklı bir akademik yayın platformuna yayımlanmak üzere gönderilmediđini, belirtilen konularda arařtırmanın yazarının bilgi sahibi olduđunu ve gerekli kurallara uyulduđunu beyan ederim.09/11/2021



Saliha Toscu

Arařtırmanın Sorumlu Yazarı