

English-medium Instruction in Higher Education: A Case Study in a Turkish University Context

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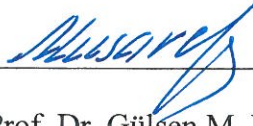
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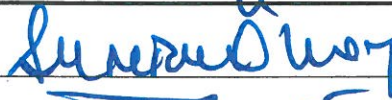
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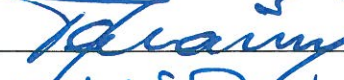
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ABSTRACT

This study investigated, through an exploratory case study, the impact of English-medium instruction on disciplinary learning in Turkish university context, with specific reference to North Cyprus. A survey given out to undergraduate university students studying at an English-medium university showed that while English-medium instruction (EMI) is perceived as necessary for professional and academic career prospects, the process of disciplinary learning is perceived to be negatively affected due to limited language skills of students. The study then decided to further investigate the issue in more depth and conducted two case studies which included videotaped classroom observations and follow up interviews with participating students using stimulated recall, and administration of parallel tests in English and Turkish. The results of the first case study revealed despite the efforts of the content instructor such as reduced speech rate and higher use of content redundancy, the students still had problems following the lecture and comprehending the content. The findings gathered from the second case study revealed a significant disadvantage when the students answered a parallel set of questions in English. Based on the findings, the study proposes both practical and theoretical implications, with the latter calling for a shift from English-medium instruction to content and language integrated learning (CLIL).

Keywords: English-medium Instruction (EMI), Content and Language Integrated Learning (CLIL), disciplinary learning in higher education, lecture analysis, in-depth interviews

ÖZ

Bu çalı ma, KKTC yüksekö retim ba lamında ngiliz dilinde ö retimin ders içeri i ö renimi üzerine etkilerini incelemektedir. Lisans düzeyinde ö renim gören üniversite ö rencilerine da ıtılan anketin sonuçlarına göre katılımcılar ngilizce ö retimin mesleki ve akademik geli imlerinde ve ilerlemelerinde önemli oldu unu vurgulamı , ancak sınırlı ve yetersiz dil becerileri nedeniyle ngiliz dilinde ö retimin dersleri anlamada olumsuz etkileri oldu unu ifade etmi lerdir. Bu bulgular ı ı nda ngilizce ve Türkçe gerçeikle tirilen paralel derslerin gözlemlenmesi, ö renci görü meleri, ve ngilizce ve Türkçe dillerinde gerçeikle tirilen paralel sınavlardan elde edilen verilerin de erlendirildi i iki ayrı durum çalı ması gerçeikle tirilmi tir. İlk çalı madan elde edilen verilere göre, ders ö retmeninin ngilizce derslerde dersi daha yava bir hızda anlatmasına ve sık tekrarlarına ra men ö renciler dersi takip etmede ve konuları anlamada ciddi sorunlar ya amı lardır. İkinci durum çalı masından elde edilen veriler göre ise, ö renciler yalnızca rakamları de i tirilmi aynı soruların ngilizcesinde, Türkçe sınava kıyasla, dilsel kaynaklı sınırlamalar nedeniyle çok daha az soruyu do ru yanıtlayabilmi lerdir. Bu çalı malardan elde edilen sonuçlar ı ı nda uygulamaya dayalı ve kuramsal çıkarım ve önerilerde bulunulmu tur.

Anahtar Kelimeler: ngiliz Dilinde Ö retim (DÖ), Dil ve çeri in Birlikte Ö renimi (D BÖ), yüksek ö renimde alan bilgisi edinimi, ders gözlemleri, derinlemesine mülakat

To My Family and the Memory of My Father

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TABLE OF CONTENTS

ABSTRACT	iii
ÖZ	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
LIST OF TABLES	xi
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS	xiv
1 INTRODUCTION	1
1.1 Background to the Study	1
1.2 Purpose of the Study	6
1.3 Research Questions	12
1.4 Significance of the Study	13
1.5 Definition of Terms	15
2 LITERATURE REVIEW	17
2.1 CLIL: Definition and Rationale	17
2.2 Theoretical Background: Immersion and Bilingual Programs	19
2.3 CLIL versus Immersion and Bilingual Programs	22
2.3.1 CLIL versus English-medium Instruction (EMI)	23
2.4 Learning and Language Requirements for CLIL	24
2.4.1 Learning Requirements	25
2.4.2 Language Requirements	29
2.4.3 Requirements for Academic Listening and Lecture Comprehension	39

2.5 Researching CLIL at Tertiary Education: European Context	45
2.5.1 Attitudes and Perceptions: Surveys and Case studies	46
2.5.2 Comparative Research: EFL vs. CLIL Language Learning	51
2.5.3 Comparative Research: L1- vs. English-medium Content Learning	53
2.5.4 Lecture Analyses	57
2.6. Researching CLIL at Tertiary Level: Turkish Context	60
3 METHODOLOGY	66
3.1 Design of the Study	67
3.2 Context and Participants	69
3.3 Instruments and Procedures for Data Collection	70
3.3.1 Survey: Questionnaire of Perceptions	71
3.3.2 Targeted Cases: Case Study One	73
3.3.3 Targeted Cases: Case Study Two	75
3.4 Data Analyses	77
3.5 Issues of Validity and Reliability	80
4 DATA ANALYSIS	82
4.1 Analysis of Perceptions	82
4.1.1 English as a Foreign Language	84
4.1.2 EMI in Education	86
4.1.3 Disciplinary Learning in EMI	89
4.2 Lecture Analyses	94
4.2.1 The Lecturer	95
4.2.2 The Lectures	96
4.2.3 Quantitative Analysis	97

4.2.4 Qualitative Analysis	103
4.3 Student Interviews	108
4.3.1 Participating Students	109
4.3.2 Limited Language Skills: Psychological Impact and Level of Awareness	112
4.3.3 Post Prep School Trauma: Adaptation Problems and Low Grades	114
4.3.4 Reduced Attention Span and Frequent Gaps	115
4.3.5 Increased Study Load and Surface Learning	116
4.3.6 Limited Comprehension and Misunderstanding of Content	116
4.4 Assessing Performance: Parallel Tests	121
4.4.1 Language Related Difficulties: Vocabulary and Syntax	126
5 CONCLUSION	130
5.1 Discussion of Findings	130
5.1.1 Perceptions towards English-medium Instruction	131
5.1.2 Characteristics of English-medium Lectures	134
5.1.3 Disciplinary Learning in English-medium Instruction	135
5.1.4 Exam Performance in English-medium Instruction	136
5.2 Implications	139
5.2.1 Practical Implications	140
5.2.2 Theoretical Implications: Shift from EMI to CLIL	144
5.3 Limitations	147
5.4 Suggestions for Further Research	149
REFERENCES	152
APPENDICES	165
1. Student Questionnaire	166

2. Lecturer Interview Protocol	172
3. Lecturer Interview Transcript	173
4. Student Interview Protocol	183
5. Sample Interview Transcript	185
6. Parallel Tests of Mathematics	203
7. Factor Analyses on Questionnaire Items	207
8. Open-ended Responses – Questionnaire Sections B and C	210
9. Open-ended Responses – Section D	213
10. Sections from English-medium Lectures: Transcripts	223
11. Sections from Turkish-medium Lectures: Transcripts	233
12. Pre-interview Questionnaire	243

LIST OF TABLES

Table 2.1:	The structure of the teaching exchange	27
Table 2.2:	Bloom’s taxonomy, revised by Anderson and Krathwohl	28
Table 3.1:	Survey sample: Year and department of study	72
Table 4.1:	Measures of multivariate normality	83
Table 4.2:	Need and necessity for learning foreign languages, including English	84
Table 4.3:	Importance of learning English	85
Table 4.4:	Role and status of English and its impact on Turkish	86
Table 4.5:	Open-ended responses to Section B	86
Table 4.6:	EMI in education and its perceived impact on job career	87
Table 4.7:	Views on reasons in favor of EMI	88
Table 4.8:	Views on reasons against EMI	88
Table 4.9:	Open-ended responses to Section C	89
Table 4.10:	Perceived difficulties EMI has on classroom performance	90
Table 4.11:	Perceived consequences of EMI on disciplinary learning	91
Table 4.12:	Impact of EMI on L2 and L1 language skills	92
Table 4.13:	Step 1. Extracting total teacher talk time for each section	97
Table 4.14:	Step 2. Identifying pauses in lecturer speech	98
Table 4.15:	Reason for syllable count	100
Table 4.16:	First lecture: Quantitative differences between Turkish and English lectures	101
Table 4.17:	Second lecture: Quantitative differences between Turkish and English lectures	102

Table 4.18:	Mean differences between the Turkish and English lecture sections	103
Table 4.19:	Lecture 1 (English): Instructor repetitions in three sections	105
Table 4.20:	Lecture 2 (English): Instructor repetitions in three sections	106
Table 4.21:	Lecture 1 (Turkish): Instructor repetitions in three sections	107
Table 4.22:	Lecture 2 (Turkish): Instructor repetitions in three sections	107
Table 4.23:	Perceived Language Skills of the Participants	109
Table 4.24:	English background of each participating student	110
Table 4.25:	Perceived difficulty experienced in process of English-medium learning	111
Table 4.26:	Perceived difficulty experienced in process of English-medium learning	122
Table 4.27:	Correct responses for each question in the parallel tests	123
Table 4.28:	Student scores on two versions of the test	124
Table 4.29:	Average scores on both tests: Students who had the English version first	124
Table 4.30:	Average scores on both tests: Students who had the Turkish version first	125
Table 4.31:	Correct responses on vocabulary items	127
Table 4.32:	Correct responses on vocabulary items: Comparison of first test performances	127
Table 4.33:	Correct responses on items with complex sentence structure	128
Table 4.34:	Correct responses on items with complex sentence structure: Comparison of first test performances	128
Table 5.1:	Portfolio of evaluation measures	150

LIST OF FIGURES

Figure 2.1:	Rank scale in pedagogical discourse	26
Figure 2.2:	The language triptych	32
Figure 2.3:	Range of contextual support and degree of cognitive involvement in language tasks and activities	35
Figure 3.1:	Instruments and research questions	71
Figure 4.1:	A pause (1.31s) between two utterances: the grey area between the vertical dotted lines	99
Figure 4.2:	An illustration of how the SPS and MLR values are calculated	100
Figure 4.3:	Comparison of correct responses in the two versions	123

LIST OF ABBREVIATIONS

BICS:	Basic Interpersonal Communicative Skills
CALP:	Cognitive Academic Language Proficiency
CBI:	Content Based Instruction
CLIL:	Content and Language Integrated Learning
EAI:	English-aided Instruction
EAP:	English for Academic Purposes
EFL:	English as a Foreign Language
EGP:	English for General Purposes
EMI:	English-medium instruction
EMU:	Eastern Mediterranean University
ENL:	English as a Native Language
ESL:	English as a Second Language
ESP:	English for Specific Purposes
EUROCLIC:	European Network of Administrators, Researchers and Practitioners
FLMI:	Foreign Language Medium Instruction
IRF:	Initiation-Response-Feedback
L1:	Native Language/ Mother Tongue
L2:	Second/ Foreign Language
MLR:	Mean Length of Runs
SPS:	Syllables per Second
TMI:	Turkish Medium Instruction
ZPD:	Zone of Proximal Development

Chapter 1

INTRODUCTION

1.1 Background to the Study

Being the mostly utilized *lingua franca* today, English has long gained a prominent role and status worldwide (Crystal, 2003; Graddol, 1999). As is widely agreed, English is the international language of the era and it is a widely recognized medium of communication in international arena with specific reference to business, science, politics, and academics. Today the role and status English has gained in a fast globalizing world, especially in the field of higher education, is outstanding. The reason for this, according to Coleman (2006), is that while the global status of English is a motive for its adoption in higher education, using English in higher education is boosting its global spread. Although it has been challenged with counter arguments and opposing views (Pennycook, 1998; Phillipson, 1992; Phillipson & Skuttnab-Kangas, 1999; Tollefson, 2002; Tollefson & Tsui, 2004), the common argument is that English is the language of science and business, and so the medium of education should be English if the aim is to prepare students for an international career. It is argued that the field of higher education has already undergone the influence of globalization and become a global market due to the increase in demand for English speaking graduates.

This being the case, students are now seen as customers of a million dollar economy, which seems to be growing due to such factors as rising education fees, increasing mobility of international students, and the resulting increase in the number

of English-medium programs and competition between them. Considering the fact that since 1990s the global market of higher education has had an annual rate of seven percent rise with about two million students paying some thirty billion dollars (Coleman 2006), it becomes easier to understand the competition between countries for having a share from the market. Nowadays, it is also brought forward that the Bologna Process was initiated as a response to internationalization of higher education. Established in 1999 and now having forty-seven member countries, the Bologna Process promises freedom of movement for students and aims to create a borderless and shared higher education arena (<http://ec.europa.eu/education/policies/educ/bologna>). However, Phillipson (2008, p.4) argues that the real objective of the process is “to make higher education in Europe as attractive to students worldwide as in the USA and Commonwealth countries.” According to Phillipson (2008), there is a commercial rationale behind English-medium higher education, as well as cultural and political dimensions. Similarly, Coleman (2006) asserts the Bologna Process has actually been a reflection of globalization and internationalization of higher education. In short, the concepts of globalization and internationalization explain the spread of English in the international arena as the widely used *lingua franca*.

This situation now is said to be forcing many higher education institutions to become international so that they can attract students from the international education market. The current situation does also explain why the terms “internationalization” and “englishization of higher education” are now closely associated (Coleman, 2006; Phillipson, 2002 and 2008). That is to say, shifting to instruction in English and thus becoming international would offer institutions the opportunity to attract international students and teaching staff and so increase their academic prestige, to apply for international research funds, and to increase their

graduates' chances to find jobs in the international market. In Europe, marketization and internationalization of higher education is now a requirement to attract even local students as well as international ones (Kurtan, 2004). Considering the demand for English-medium higher education, it is not difficult to see Turkey is also undertaking the same process as is evident in the increasing number of universities offering English-medium programs (Sert, 2008), and North Cyprus, too, is no exception to this case.

Considering the situation with the spread and status of English today, it appears to go beyond the classical definitions and models of English spread, e.g., that of traditional boundaries of the inner, outer and extending circles (Kachru, 1992). In Brutt-Griffler's (2002) model of the spread of English, the current situation in most European countries and in Turkey is described as an English as a Foreign Language (henceforth EFL) case where English has had no official or social status historically. However, the case now shows the status of English in many countries exceeds that of being only a foreign language (Mesthrie, 2008) and becomes more widely used in certain domains of life, such as in education, academics and business.

Considering its colonial history, the case in Cyprus, however, has been different. Brutt-Griffler (2002) defines two other cases in which English has established itself: English as a National Language (henceforth ENL), where English spread by speaker migration and has become the dominant and national language; and English as a Second Language (henceforth ESL) where English has ascended as the national *lingua franca* along with the native language, mainly due to colonial ties in the history, and is used as a medium of education in domains such as government, law and education. The second case, ESL, would illustrate the pre-1960 situation in Cyprus, where Turkish and Greek Cypriots were under the British rule. After its

takeover by the British Empire from the Ottoman rule in 1878, Cyprus had been under British sovereign for almost a hundred years until 1960, when the island was handed over to the Turkish and Greek under the Republic of Cyprus. In British-governed Cyprus, English was one of the official languages alongside Greek and Turkish. Therefore, English use among people was very common, especially in formal and official settings with British officials, and between Greeks and Turks who did not know one of the languages. In education, too, English had a very important place. During the colonial times, English-medium secondary schools and colleges were regarded as the gate to privilege, power, and job opportunities at the government offices and institutions (Demirciler 2003; Feridun 2000). Yet, except for a few wealthy elite, it was difficult for the most Turkish Cypriots to access these opportunities.

From 1963 to 1974, until Turkey's intervention to settle the conflict between Turkish and Greek Cypriots, the Turkish and Greeks separated their communities and had their own administrations on Cyprus, as well as their own national and official languages. After 1974, the 'de facto' situation was clarified, that the island was separated into two between the two communities, with their own national and official languages, Turkish and Greek. Today the status of English in Cyprus, both in North and South, seems to have gradually shifted from that of ESL to EFL. The last legacy of English from the colonial times that was recognized in the English-medium Maarif Koleji (state secondary schools emerging out of the colonial teachers' college structure) disappeared after these schools shifted to Turkish-medium in 2005.

When the role of language in the construction of national communities and identities is considered (Wright, 2004), Turkish was one of the major binding forces bringing and keeping Turkish Cypriots together under Turkish identity throughout

the history of Cyprus, and especially during the British reign and the conflicts with the Greek Cypriots. As is stated in the 1960 Constitution of the Republic, one of the main ethnic identities in Cyprus is Turkish Cypriots of mainland Turkish origin (p.1) whose national language is Turkish (p. 4). Turkish is still the national and official language of Turkish Cypriots who live in the independent state of North Cyprus. The standard Turkish spoken in the mainland Turkey and the Turkish Cypriot dialect are the same, although there are some differences at the phonological, lexical, and syntactic level (Vancı-Osam, 1990, 2001). On the other hand, similar to the case in many countries in the expanding circle, English is still viewed as a path to successful education and career among Turkish Cypriots (Demirciler, 2003). Both in Turkey and in North Cyprus, it is still a high priority for the government to provide students with English education. In North Cyprus, English is a required subject in primary and secondary education and it is the medium of instruction in most of the universities.

The current situation vis-à-vis English-medium education at tertiary level education settings poses some serious issues. First, education in mother tongue is a constitutional right of the Turkish Cypriot citizens. However, most undergraduate and graduate course programs offered in the only state university of North Cyprus are in English-medium. Second, despite the growing interest in and positive attitude towards English and despite the continuing policies on behalf of the government to support and encourage English-medium instruction at secondary and higher education, learners' poor level of academic accomplishment in English-medium courses has been a major issue of controversy. Such dispute is in fact because despite its widespread use in most higher education contexts, little is known about the effects of English-medium instruction on student learning. In other words, as most disciplinary courses are in English-medium in the North Cyprus higher education

context, it becomes difficult to see what happens to students' content knowledge when they have no longer access to instruction in their first language (i.e., Turkish). Finally, except for those international and local students who seek to continue their educational or professional careers abroad, most graduates may not need to use English in their professional careers after graduation.

1.2 Purpose of the Study

Looking at the situation in Europe, the main factors impelling higher education programs to adopt English-medium instruction (henceforth EMI) are listed as follows: internationalization of higher education due to increase in the number of student exchanges, competitive advantage for graduates on the job market, availability of relevant up-to-date teaching and research materials published in English, staff mobility and use of foreign academics, and preparation of students for an academic and professional world dominated by English (Airey, 2004; Coleman, 2006; Hellekjaer & Westergaard, 2003; Wilkinson & Zegers, 2007).

EMI is a widely adopted and utilized approach in teaching English in most of higher education in Europe and Turkey (Coleman, 2006; Sert 2008). EMI is also cited as a similar approach to the "immersion" model (Cummins, 2000), used in North America and Canada, where learners with different first language (henceforth L1) backgrounds are immersed in the education where the target language (English) is the native tongue. In EMI, like the immersion model, subject content is taught through a second language, thus assisting learners to acquire the target language while learning their content language. The argument for both of the approaches is that learners are totally exposed to the target language while studying the content so that they have to use the language and learn it without spending extra time for it.

EMI is argued to have positive consequences in contexts where early immersion is possible or encouraged (e.g., in the North American and some European contexts).

Late immersion, on the other hand, may be associated with negative effects on subject knowledge. Research argues that the reasons for these negative effects may be related to the demands placed on language due to increasing levels of abstract knowledge at higher levels of education (Airey, 2009). Regarding other contexts, such as the Turkish context, total immersion in English (in the form of EMI) is not of common observation until university; it is taught merely as a foreign language at most primary and secondary education. Hence, in such contexts, the effects of such a sudden shift in instructional language into content learning require much careful observation and examination as the situation may cause trouble for students in learning disciplinary content. Such argument seems plausible when Cummins' (2000) *Interdependence Theory* is considered. What Cummins mainly argues is that for a better academic performance in a second language, learners first need a firm academic background in their native language, and then they would need at least six years to catch up with the academic performance of native speakers in a second language. What is more, Cummins goes on to argue that unless these conditions are met, academic performance in a second language lags behind that of in the mother tongue, while the mother tongue is negatively affected by the learning process in the second language. In other words, Cummins underlines the risks of late immersion (as is the case in the Turkish context) when education in another language other than the first language is considered, and highlights possible risks regarding learners' academic performance.

Considering such problems associated with EMI, one needs to look at several research studies and reports cited in the literature; for example, Coleman (2006) and

Sert (2008) state that there is a growing interest in instruction through English in many European secondary and higher education institutions. While some of the studies report positive results and observations where EMI is employed, others report various problems in practice, such as difficulty for learners in learning the content through a foreign language, less active participation in class activities, and much less production in the target language. Referring to Smith (2004), Coleman (2006) lists a number of problems associated with EMI (pp. 6 and 7):

- 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
- uniformity and availability of teaching materials
- equity of assessment for native and non-native English speakers

As is evident from the above list, besides the advantages of education in a second (or foreign) language, there may also be serious drawbacks. Sercu (2004) adds some further possible problems studying in a foreign language, e.g., decrease in the quality of instruction and learning and increase in the teaching and study load.

Reviewing the research studies on the issue and the related literature, Osam (1998) discusses the possibility of how education in a language other than the mother tongue might have negative short and long term impact on Turkish learners' cognitive, psychological and cultural development. Referring to earlier research, Osam (1998) proposes a long list of several risks involved in educating learners in a language other than their mother tongue, highlighting what negative consequences

might rise when medium of education is through a foreign language (pp. 220 and 221):

- Starting education in a foreign language without acquiring the notional-linguistic competence in the mother tongue might lead to problems
- Creativity and productivity in the mother tongue might get hampered
- There might be initial influence of foreign cultures which might then leave one's own culture defenseless against the foreign language culture
- There might be mismatch between the language of instruction/ education and the language used in real/ work life
- Education in a foreign language might cause the mother tongue to deteriorate in terms of its function as the language of science and academia.

Despite the heated disputes and arguments on the issue of English medium education in Turkey (Kilimci, 1998; Yediyıldız, 2003), it is reported there is still lack of scientific research deeply investigating the issue (Kırkıcı, 2004; Sert, 2008). A few research studies conducted so far yield more negative results of EMI than its positive effects in higher education (Akunal, 1992; Kılıçkaya, 2006; Kırkgöz, 2005; Sert, 2008). The common findings gathered from these research studies, most of which investigated the perceptions and attitudes of students and academic staff, are that while EMI may have positive contributions to learning English, it has more of negative effects in learning the subject matter and accomplishing the course requirements. In sum, the limited research that has been conducted in the Turkish context so far has solely focused on surveying student and faculty views and perceptions of the impact of EMI on content learning. Clearly, there is need for a more in-depth investigation into the relationship between EMI and students' academic performance and content learning at university level. Such an argument becomes even more valid when considering the fact that academic performance at the university context is complex enough even in learners' own language, requiring students to handle and understand highly specialized forms of written and spoken discourses that are different from everyday situations (Cummins, 2000).

Regarding the situation worldwide, analysis of literature also reveals the scarcity of research findings available into the effects on disciplinary learning in higher education when the language used to teach a course is different from the first language. There are a few in-depth research studies which have found negative correlations between learning in a second language and undergraduate academic performance (Klaassen, 2001; Neville-Barton and Barton, 2005). Referring to a number of studies carried out in other contexts, Airey and Linder (2008) highlight the lack of research into the issue in the North European context, stating that concerns held by many in Swedish higher education are best reflected in Carlson (2002; as cited Airey and Linder, 2008, p. 145), who writes “... my gut feeling and that of many of my colleagues is that students gain less robust knowledge and poorer understanding if the language used is not their mother tongue.”

Similar issues and problems regarding EMI are also voiced at the state university in North Cyprus. The common observation at the Eastern Mediterranean University (EMU, an English-medium university) is that many students fail to succeed in coping with the requirements of English-medium courses. Their major weaknesses are in expressing themselves especially in academic speaking and writing. The English proficiency tests students have to pass in order to start their English-medium academic courses, and which are expected to foretell students' academic success, fail to be an effective predictor (Gürta , 2004). The common argument is that most students face the difficulties of living in a non-English speaking environment. Turkish being the native tongue, the contexts students are exposed to English are only the classrooms and for a very limited amount of time, therefore students cannot find many opportunities to be engaged in using and improving their English (as they are fully exposed to Turkish outside class). For

many Turkish speaking students it is problematic and complex to express themselves in a foreign language which they are still in the process of learning. This complexity mounts when they have to handle and perform the spoken and written requirements of their disciplinary learning. That is to say, these students are expected to grasp learning material and to communicate their understanding of that material via a foreign language, English. Such arguments and the problem of EMI have also been reflected in the report published in 2007 by Eastern Mediterranean University and Institutional Review Programme of the European University Association. The report (EUA-EMU Evaluation Report, 2007) refers to the issue in the section of the reappraisal of its identity, and goes on to say that,

The university must also reflect further on its professors and students who complained that the knowledge of English as a teaching language was often insufficient, especially when students arrived from Turkey with very little understanding of the medium. In a year of preparatory courses, it proves difficult to bring that knowledge up to an academic level, especially when the students live daily in a Turkish-speaking environment. As a result, professors complain that 4-year curricula are often completed in 6 to 7 years, thus reducing the “efficiency” and increasing the cost of teaching at EMU when compared to other institutions. Can EMU select better-trained students as far as English is concerned – a problem that does not apply to the Asian or African students who arrive in Famagusta with a higher fluency? Or should it move to English taught to empower students with the knowledge of terms that are used in the particular discipline of their interest? Or should it turn the preparatory year into a kind of open to all kinds of general subjects that would help students open to a much wider understanding of their place in society? Or should remedial teaching be offered on a regular basis in order to help all students achieve expected results? Or might Turkish be used in remedial courses when specific learning outcomes need to be reached? (p. 20)

In the light of the aforementioned discussions and arguments, a careful investigation of EMI in higher education in the Turkish context, with specific reference to North Cyprus, becomes essential as such an investigation will address the problems and questions raised above contribute to drawing a detailed picture of the EMI case in the context of North Cyprus. As it seems, late immersion in English-medium instruction and limited exposure to English, in classroom settings only after

a year of intensive English prep school, may bear potential problems for university students in mastering the required language skills to follow and comprehend academic content presented in the medium of English. The results of an in-depth research into the process of EMI would address the issue and might reveal the effects of EMI on students' disciplinary learning, as well as their language improvement. Results of the study may be evaluated in consideration of revising and re-planning the approaches in subject content and foreign language instruction at the university level. Such investigations and critical evaluation of EMI in higher education have already been undertaken in Europe and reported in edited proceedings (Van Leeuwen & Wilkinson, 2003; Wilkinson, 2004; Wilkinson & Zeger 2007). Considering that the issue of the relationship between instructional language and content learning has been studied in such contexts (*e.g.*, Europe) where learners have higher levels of English (as a second language) ability, researchers wonder if the reported problems may even be more serious in countries with generally lower levels of English language competence (Airey and Linder, 2007).

1.3 Research Questions

The major aim of the study will be to investigate the broad question of whether English-medium instruction has any adverse impact on Turkish undergraduate students' learning of their content knowledge in the context of English as a foreign-language, with specific reference to the Eastern Mediterranean University in North Cyprus, where its use is mainly limited to classroom lecturing in an English-medium university. To this aim, the following research questions were brought forward:

1. How do students perceive education in a language other than their mother tongue (*i.e.* English)?

2. What characterizes a typical English-medium university lecture in terms of
 - a. lecturing behavior of the instructor
 - b. student participation
3. What impact does English-medium instruction have on students' learning of disciplinary content?

1.4 Significance of the Study

The role and status English has gained today, due to the global factors, makes its teaching and learning compulsory. Undoubtedly, learning English as an international language brings benefits to individuals. Nevertheless, use of English as instructional language seems to have potential negative effect on disciplinary learning besides its proposed advantages. Lately, such approaches have undergone critical scrutiny especially in North America and Europe, and the research to date has reported findings leading to reconsidering the methodologies. Taking the situation into account in the Turkish context, i.e. late immersion in EMI and limited exposure to English, the issue of EMI clearly requires in-depth investigation. If, on the one hand, there are continuous efforts for a more effective instruction of English, while there may be negative consequences on learning the subject matter during English-medium instruction on the other, there might be a need for reconsidering and revising the approaches in foreign language instruction and subject matter instruction. In this respect, there have already been some suggestions raised in the light of research findings, such as hiring native English speaking staff for a more effective English-medium content instruction, offering some courses in Turkish by native instructors, and improving the quality of English teaching in primary and secondary education (Sert 2008, p. 168). The general observation is, having considered the research

findings so far, that the approach adopted in teaching content through English, i.e., EMI, might have potential harms in learning the disciplinary content.

In short, it is apparent that concerns and arguments over EMI are widespread. Yet, research into teaching through the medium of English at Turkish universities is limited. Obviously, there is need for in-depth investigation into the effects of EMI, with particular focus into the way in which student learning is affected by the language used. The need for such investigation is clear when there are such questions whether learning subject matter through a language other than the native tongue places extra demand on students, or whether instruction through the medium of English actually inhibits holistic content learning but rather pushes students towards surface learning. The significance of the present study will be its potential contribution to the literature with a critical evaluation of EMI in its current application in higher education in the Turkish context, with specific reference to North Cyprus, conducting an in-depth analysis of the observed lectures and reflections and experiences of the actual stakeholders, that is undergraduate university students. Without knowledge about what students experience in English-medium lectures and how their learning patterns are affected, the complete picture of the EMI case will continue to remain unclear. In such a blur environment, content instructors are also faced with the dilemma of giving courses in English without knowing what the specific negative effects of such instruction may be. Thus, many content instructors are unable to modify their strategies in order to minimize such effects.

The results of the study will be of importance for two reasons. First, it will be the first major survey of the impact of instructional language on disciplinary learning at the Turkish university context in North Cyprus. Second, it will be the only major

survey and analysis to date of the educational needs of students, as well as pedagogic needs of content instructors, which would yield implications for rethinking about language and instructional policy in higher education. As is clearly highlighted in Kaplan and Baldauf (1997), for success in language planning in education it is important to adopt a bottom-up approach, rather than decisions imposed top-down, in which the needs and opinions of all the stakeholders are thoroughly investigated.

1.5 Definitions of Terms

Content and Language Integrated Learning (CLIL): refers to teaching subject-matter through the medium of a language other than the first language (www.clilcompendium.com). The aim in CLIL is to teach both the language and the content at the same time, i.e., creating an environment where the learner picks up the language naturally while learning the content through the language (http://ec.europa.eu/education/languages/language-teaching/doc236_en.htm).

Domains: The term was first introduced by Fishman (1967). Examples of domains are the family, school, the workplace, etc. The idea is that domains can dictate language choice. In the Turkish context, academic and scientific domains largely dictate English as the medium of written and spoken discourse.

English-medium Instruction (EMI) in higher education: refers to instruction of university level major courses through the medium of English, a foreign-language in the Turkish context. Therefore, it is sometimes used interchangeably with *foreign-language medium instruction (yabancı dilde öğretim)*. In contrast to CLIL, there is no overt aim to develop the language; in this sense, EMI is also called *Content Learning through English* (Van Leeuwen, 2003); *Teaching through a Foreign Language (TTFL)* and *Foreign Language Mediated Instruction (FMI)* (Hellekjaer & Westergaard, 2003; Hellekjaer & Wilkinson, 2003).

English as a Foreign Language (EFL): refers to the use of the (target) language in a community where it is not the usual means of communication.

Higher Education: refers to tertiary education, starting after secondary education.

The term includes the university level education, both undergraduate and graduate.

Instructional Process: refers to teaching and learning of the subject matter. In this study, it refers to instruction of the university-level course content through the medium of a foreign-language, English.

Instrumental motivation (versus Integrative motivation): refers to wanting to learn a language for the purpose of obtaining some concrete goals such as a job, graduation, or the ability to pursue academic studies. In the Turkish context, where motivation to integrate in the target language culture seems less relevant, most learners are believed to have instrumental motives in learning a foreign language.

Perceptions: refers to the attitudes, beliefs and opinions of the stake-holders in the present study, i.e., university undergraduate students.

Chapter 2

LITERATURE REVIEW

Discussing the major drivers behind Englishization of European higher education, i.e. the vast spread of English-medium instruction (EMI), such as internationalization, student exchanges, teaching and research materials, staff mobility, graduate employability and the market in international students, Coleman (2006) also refers to Content and Language Integrated Learning (henceforth CLIL) as one of the major drivers and discusses it in more detail than the others (p.4), implying that CLIL is thought to have a more potency on the higher education (henceforth HE) institutions in adopting EMI. For this reason, there is need to take a closer and more detailed look at the concept of CLIL.

This chapter will introduce the concept of CLIL; discuss its emergence as a contemporary approach evolving from different methods and approaches, as well as contrasting it against them. The chapter will then provide the underlying theoretical underpinnings of CLIL, which will help set the theoretical framework behind the approach. Finally, the research on EMI and CLIL across Europe, as well as the Turkish context, will be presented and discussed in detail.

2.1 CLIL: Definition and Rationale

In broad terms, CLIL refers to “educational settings where a language other than the students’ mother tongue is used as medium of instruction” (Dalton-Puffer, 2007, p. 1). More specifically, CLIL is “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content

and language” (Coyle, Hood, and Marsh, 2010, p. 1). Although English is not specified in neither of the definitions as the medium of instruction, in educational reality, English is the dominant language (Dalton-Puffer, 2007).

The term CLIL was coined and officially adopted by the European Network of Administrators, Researchers and Practitioners (EUROCLIC) in 1996 (Marsh, 2002). Explaining the reason why the term CLIL was chosen by the EUROCLIC representatives, Marsh (2002) states that

it placed both language and non-language content on a form of continuum, without implying preference for one or the other. Thus it was considered suitable as a generic term to bring together parties which were interested in the method from the point of view of either language development, or non-language subject development, or both. (p. 63)

Since its official adoption, CLIL has become a trend across Europe, “gradually becoming an established teaching approach” (Perez-Cañado, 2011, p. 2). Looking at CLIL in practice in Europe, Dalton-Puffer (2007) states that it covers a wide range of educational practices and settings, from kindergarten to tertiary level, and its use ranges from “occasional foreign-language texts in individual subjects to covering the whole curriculum” (p. 2).

Considering the rationale behind the growing popularity of CLIL, Perez-Cañado (2011, p.1) mentions two important issues: “*reactive reasons* (responding to situations where there was a deficient foreign language competence which needs to be strengthened) and *proactive responses* (creating situations which would reinforce Europe’s level of multilingualism)”. Indeed, discussing such *reactive reasons*, Dalton-Puffer (2007) refers to the evaluations which perceive the outcomes of foreign language learning in school settings as unsatisfactory, “especially in terms of active learner command of the oral registers”, arguing that “especially in situations where the L2 is a foreign language, CLIL classrooms appear to be a clever and

economical way of turning classrooms ... into a naturalistic environment where the toils of the foreign language classroom can be left behind” (p. 2). Similarly, Coyle et al. (2011) argues that the main advantage of CLIL over traditional teaching approaches is that it provides more contact time with the target language, offering learners more opportunities to practice language skills and to apply the knowledge acquired in the language classroom.

2.2 Theoretical Background: Immersion and Bilingual Programs

Framing the approach against the settings of immersion and bilingual education programs of North America and Europe, Perez-Canado (2011, p. 2) considers CLIL “a descendent of French immersion programs in North American bilingual teaching models”. The author and goes on to assert that for the past 60 years, the effects of these programs have been thoroughly investigated, yielding outcomes that have shed light on the design and implementation of similar programs in Europe. However, Perez-Canado (2011) underlines that although several research studies confirm “the success of these programs at the linguistic, subject content, cognitive, and attitudinal levels, ... less positive results have surfaced for productive skills (especially speaking)” (p. 3). Similarly, Coyle (2007) refers to the ‘form-meaning’ dichotomy while discussing the results of research in North American bilingual and immersion programs. The author states that most of the studies revealed that while many learners reached native or near-native speaker standards in listening and reading skills, their speaking and writing skills often required additional support, suggesting that “in some immersion contexts a greater emphasis is placed on semantic processing than on syntactic processing.” (p. 547). Admitting that Canadian immersion and CLIL have significant differences, Coyle (2007) believes the form-meaning question might as well be an issue in the CLIL context.

Approaching the issue by evaluating both immersion and bilingual education programs, Cummins (2000) proposes two controversial hypotheses in discussing the possible effects of both programs on learners. Firstly, he highlights the requirements of academic proficiency by comparing it against everyday conversational proficiency. Discussing the differences between the two types of proficiency, Cummins (2000) refers to the results gathered from several research studies conducted on psycholinguistic development of bilingual learners since the early 1980s, and emphasizes that although a rapid growth is observed in conversational fluency, “it generally takes a minimum of about five years (and frequently much longer) for them to catch up to native-speakers in academic aspects of the language.” (p. 34). With regard to the reason for such a major difference, the author states that “considerably less knowledge of language itself is usually required to function appropriately in interpersonal communicative situations than is required in academic situations” (p. 35) as there are several social clues available in the conversational contexts (e.g., gestures, mimics, eye contact) facilitating communication of meaning. In most academic contexts, however, due to the lack of such social clues learners have to depend on the language itself for completing tasks. According to Cummins (2000), academic language is more demanding than conversational language in that, “the language of text usually involves much more low frequency vocabulary, complex grammatical structures, and greater demands on memory, analysis, and other cognitive processes.” (p. 36). The implication underlying such argument, according to the author is that learners in total immersion programs are likely to be at disadvantage in comparison to their native speaker peers.

Thus, Cummins (2000) proposes his highly popular, and highly disputed, theories: The *interdependence* and the *threshold* hypotheses. According to the

interdependence hypothesis, “there is a strong correlation between the attainment of literacy in the bilingual student’s two languages. Those who have strong L1 academic and conceptual skills when they start learning English tend to attain higher levels of English academic skills.” (p. 24). Challenging the views of proponents of total immersion programs, the author argues the hypothesis is based on the research evidence which shows that

Many bilingual students experience academic failure and low levels of literacy in both their languages when they are submersed in an L2-only instructional environment; however, bilingual students who continue to develop both languages in the school context appear to experience positive cognitive and academic outcomes. (p. 174)

The second of Cummins’ hypotheses, the threshold principle, is also relevant in discussing educational language policies because, as the author defends, the research has revealed well-supported finding that when bilingual children continued education in the two languages (L1 and L2) during schooling they tend to benefit from positive educational and linguistic consequences. Calling this ‘additive bilingualism enrichment principle’, Cummins (2000) explains the principle by arguing that when learners are given opportunity to continue their academic development of both languages, they are more likely to benefit from interaction with their environment linguistically, academically and cognitively. In simpler terms, the author states that,

Simply put, students whose academic proficiency in the language of instruction is relatively weak will tend to fall further and further behind unless the instruction they receive enables them to comprehend the input (both written and oral) and participate academically in class. A student whose academic proficiency in the language of instruction is more strongly developed is less vulnerable to inappropriate instruction (e.g. English submersion programs). In other words, educational treatment interacts with students’ academic language proficiency to produce positive or negative educational and cognitive outcomes. (p. 175).

There appears to be an important pedagogical implication considering the above discussions. According to Cummins (2000), effective language policies must be developed for students who require support in English academic language learning. Concerning assessment matters, the warning Cummins (2000) issues to school administrators is that assessment programs that do not take into consideration the fact that their students are still in the process of catching up academically in English “are likely to give a very misleading impression both of students’ academic potential and of the effectiveness of instruction” (p. 36). This issue is especially valid in contexts where students still struggle with the demands and requirements of mastering content in a language they are still in the process of learning.

2.3 CLIL versus Immersion and Bilingual Programs

Situating the CLIL approach in European context and comparing it with those in North American contexts, Perez-Cañado (2011, p. 4) emphasizes that within the context of CLIL, learners start learning in a second/foreign language at a later age and thus are much less exposed to instruction in the target language; content to be taught is taken from academic themes rather than from everyday life; and more importantly, there is much less research into its effects, as opposed to immersion or bilingual programs. Referring to arguments in the literature (e.g., Lorenzo, 2007; Muñoz, 2007; Wolff, 2005; as cited in p. 4), Perez-Cañado (2011) considers CLIL as the European label for bilingual education, since it reflects the linguistic needs of the European Union and is thus strongly European-oriented, arguing that it should no longer be considered “a mere offshoot of other types of bilingual programs, but an increasingly acknowledged trend in foreign language (FL) teaching.” (p. 5).

From a different perspective, Dalton-Puffer (2007) evaluates the arguments for CLIL, in regards to its proposed advantages over explicit foreign language

teaching, stating that because the focus in CLIL classrooms is on the content subjects, the concepts and topics become,

the object of 'real communication' where natural use of the target language is possible ... In this sense CLIL is the ultimate dream of Communicative Language Teaching (e.g. Brumfit & Johnson, 1979) and Task Based Learning (e.g., Willis, 1996) rolled into one: there is no need to design individual tasks in order to foster goal-directed linguistic activity with a focus on meaning above form, since CLIL itself is one huge task which ensures the use of the foreign language for 'authentic communication'. (p.3)

What can be inferred from Dalton-Puffer's (2007) argument is that CLIL classrooms are likely to provide more opportunities for learning through acquisition rather than through explicit instruction.

2.3.1 CLIL versus English-medium Instruction (EMI)

In her discussion of why the term CLIL needs to be considered as a distinct concept with its specific focus both on language and content, Coyle (2007) argues that "the adoption of a 'label' was indeed an essential step not only to encourage further thinking and development, but also to position CLIL alongside bilingual education, content-based instruction, immersion and so on." (p. 545). According to Coyle (2007), although CLIL includes similar elements with many of these approaches, it is different as an integrated approach addressing both language and content needs of learners.

Referring to the 2006 Eurydice Survey, Coyle (2007, p. 545) states the survey concluded that different terminology is used to describe models in different contexts depending on the emphasis given to either the subject-based component or the language of CLIL. She explains that the literature differentiates between language-led CLIL, which highlights language development, and subject-led CLIL, which excludes explicit language teaching, depending on how countries and institutions

choose to realize CLIL due to their specific sociocultural settings and educational policies. Having said that, Coyle (2007) also argues by saying,

such a flexible approach to CLIL is both a strength and potential weakness. The strength of CLIL focuses on integrating content and language learning in varied, dynamic and relevant learning environments ... Its potential weakness lies in the interpretation of this ‘flexibility’ unless it is embedded in a robust contextualized framework with clear aims and projected outcomes. (p. 546)

In the light of the arguments above, therefore, the EMI approach outside North American immersion and bilingual programs (e.g., in the context of Turkish higher education) may be interpreted, in rough terms, as a subject-led CLIL, considering that as an approach it assumes language development alongside the process of disciplinary learning, but it may not overtly address the language needs of learners. Therefore, as Coyle (2007) underlines, the potential weakness that may arise out of such a flexible interpretation has to be taken into consideration in order not to risk any problems during the process of learning, both in terms of content learning and language development. In order to address potential weaknesses and to ensure effectiveness, Coyle (2007, p. 546) emphasizes that, “CLIL ... has to demonstrate rigorous theoretical underpinning, substantiated by evidence in terms of learning outcomes and capacity building.” The following sections present the theoretical grounding, and conditions and requirements for effective CLIL learning.

2.4 Learning and Language requirements for CLIL

A typical issue concerning many programs and syllabi is that all of them set their objectives, with articulated goals and learning outcomes. However, as Coyle et al. (2010) argue, these objectives alone “do not address the *how* of content learning – only the *what* of content teaching.” (p. 28). Although there are approaches (e.g. social constructivist) to learning which emphasize interactive and student-centered learning, the impact of such theories does not always have a direct effect on

classroom practices. Considering these, Coyle et al. (2010) say that if CLIL is to have a real combined effect in content and language learning, then “considerations of how effective learning is realized must be brought into the equation.” (p. 28). That is to say, they emphasize that for CLIL practices to be effective, there must be an analysis of what is meant by effective teaching and learning.

2.4.1 Learning Requirements

According to Dalton-Puffer (2007), there are two types of learning theories which can be associated with CLIL: constructivist and participatory learning theories. Referring to Bruner’s learning theory, Dalton-Puffer (2007, p. 7) posits that learning is “an active process in which learners construct new ideas or concepts based upon their current knowledge state... that is to say the learner relies on his/her already existing cognitive structures when selecting and transforming information during the learning process.” The author argues that, as far as the instruction is concerned, the teacher must present the material in such a way that it matches the learner’s existing knowledge and understanding, so that it encourages students to discover principles by themselves. Dalton-Puffer (2007) relates these pedagogical consequences to the constructivist argument, arguing that, “the self is not an isolated island of ‘mentation’ but that persons exist and grow in living webs of relationships which shape the world of experiencing self.” (p. 8)

The second learning theory which Dalton-Puffer (2007) finds influential is based on the notion that learning depends on social interaction and takes place in a context where the information to be acquired is presented and practiced. Based on Vygotsky’s theory of socio-cognitive development, Dalton-Puffer (2007) argues that within the social constructivist theory, social interaction plays a fundamental role in the development of reasoning and understanding, i.e., knowledge can only be

conceived with the individual's interaction with his or her social environment. In other words, Dalton-Puffer (2007) argues that language plays an important role in Vygotsky's theory as learners in a learning environment have to use language for social interaction and communication and that the language is "the prerequisite for [learners'] being able to later internalize what was said as knowledge or competence." (p.9)

Dalton-Puffer (2007) underlines the instrumental function of Bruner's constructivist learning theory and Vygotsky's social constructivist theory in her re-evaluation of the typical three-step pedagogical dialogue (*Triadic Dialogue*), in which, she says, "a successful classroom interaction is observed through the Initiation-Response-Feedback (IRF) pattern", arguing that in an ideal learning environment for successful learning to take place, "teachers systematically use the Initiation move (question) to activate the students and elicit contributions from them" (p. 17), rather than simply presenting the content by way of lecturing. She states that these questions are necessary in order to activate the students' existing knowledge so that the connection with the new information presented can be made and comprehension takes place.

The model which was influential in the development of the IRF pattern (see Table 2.1) was Sinclair and Coulthard's (1975, as cited in Dalton-Puffer, 2007, p. 33) hierarchical rank-scale in pedagogical discourse (see Figure 2.1).

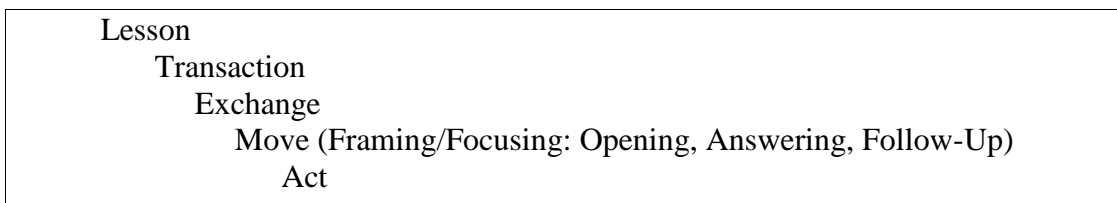


Figure 2.1: Rank scale in pedagogical discourse (Dalton-Puffer, 2007, p. 34)

Dalton-Puffer (2007) highlights that, “the area where the Sinclair and Coulthard analytic scheme has actually been most influential is at the level of *Move*, especially with those moves which make up the “Teaching Exchange.” (p. 34), arguing that this is the center of the IRF sequence and it is necessary for successful learning to take, and thus it should be the centerpiece of classroom discourse analysis.

Table 2.1: The structure of the Teaching Exchange

	<i>Opening Move (I)</i>	<i>Answering Move (R)</i>	<i>Follow-up Move (F)</i>
<i>Classes of act</i>	marker, starter, elicitation, directive, informative, check, prompt, clue, nomination	acknowledge, reply, react, comment	accept, evaluate, comment

Coyle et al. (2010), also refer to Vygotsky’s (1978) *zone of proximal development (ZPD)* in their discussion of what is meant by effective learning in CLIL contexts. According to the authors, the concept of ZPD – the kind of learning which is cognitively challenging but can be learned provided that there is appropriate support, scaffolding and guidance are given – can be a firm basis for content learning to be effective. For this to be effective, they emphasize that CLIL teachers will have to consider ways of actively involving learners in the learning process, as well as enabling them to think about their own learning through developing metacognitive skills. Coyle et al. (2010) also state that if the arguments about the importance of cognitive engagement are essential to the CLIL classroom, then one has to consider integrating the development of an array of thinking and problem solving skills. Referring to Anderson and Krathwohl’s (2001) updated version of Bloom’s (1956) taxonomy (see Table 2.2), Coyle et al. (2010) claim that “this transparent connecting of thinking process to knowledge construction resonates with conceptualizing content learning in the CLIL setting.” (p. 30).

Table 2.2: Bloom's taxonomy, revised by Anderson and Krathwohl

The Cognitive Process Dimension	
<i>Lower-order processing:</i>	
Remembering	Such as producing appropriate information from memory, e.g. <ul style="list-style-type: none"> • Recognizing • Recalling
Understanding	Meaning-making from experiences and resources, e.g. <ul style="list-style-type: none"> • Interpreting • Exemplifying • Classifying • Summarizing • Inferring • Comparing • Explaining
Applying	Such as using a procedure, e.g. <ul style="list-style-type: none"> • Executing • Implementing
<i>Higher-order processing:</i>	
Analysing	Breaking down a concept into its parts and explaining how the parts relate to the whole, e.g. <ul style="list-style-type: none"> • Differentiating • Organizing • Attributing
Evaluating	Making critical judgments, e.g. <ul style="list-style-type: none"> • Checking • Critiquing
Creating	Putting together pieces to construct something new or recognizing components of a new structure, e.g. <ul style="list-style-type: none"> • Generating • Planning • Producing
The Knowledge Dimension	
Factual knowledge	Basic information, e.g. <ul style="list-style-type: none"> • Terminology • Specific details and elements
Conceptual knowledge	Relationships amongst pieces of a larger structure that make them part of the whole, e.g. <ul style="list-style-type: none"> • Knowledge of classifications and categories • Knowledge of principles and generalizations • Knowledge of theories, models and structures
Procedural knowledge	How to do something, e.g. <ul style="list-style-type: none"> • Knowledge of subject-specific skills and algorithms • Knowledge of subject techniques and methods • Knowledge of criteria for determining when to use appropriate procedures
Metacognitive knowledge	Knowledge of thinking in general and individual thinking in particular, e.g. <ul style="list-style-type: none"> • Strategic knowledge • Knowledge about cognitive tasks • Self-knowledge

(Coyle et al., 2010, p. 31)

The authors assert that they find Bloom's taxonomy a good example because it classifies different types of thinking (lower-order and higher-order) in a straightforward manner which educators can apply to content. They also find the knowledge dimension, added by Anderson and Krathwohl (2001), useful as it classifies different types of thinking associated with different types of knowledge construction. The authors believe that the transparent identification of the cognitive and knowledge processes associated with the CLIL content is essential to ensure that all learners have access to developing these processes, and that they also have the necessary language to do so.

2.4.2 Language Requirements

Having considered theoretical aspects of learning in general, and content learning in CLIL contexts in particular, it is also necessary to investigate what should be language learning and use for effective CLIL. Referring to Savignon's (2004) principles for communicative language learning, Coyle et al. (2010) emphasize the importance of using language in authentic interactive settings in order to develop communicative skills. In Coyle et al.'s (2010) terms, "students have to be able to use the vehicular language to learn content other than grammatical forms otherwise this would not be CLIL." (p. 33). Having asserted the argument, the authors also raise this question: How are learners supposed to use a second, or a foreign language for communication if they do not know how to use it? Thus, they draw attention to the potential danger that, "ignoring progressive language learning in a CLIL setting is ignoring the fundamental role played by language in the learning process." (p. 33). In other words, the authors caution against the risk that if the above concern is not taken into consideration, the learning context is simply reduced to teaching in another

language. However, this cannot be the desired objective in CLIL; the difference is highlighted in de Bot's (2002, p. 32) words:

It is obvious that teaching a subject in a foreign language is not the same as an integration of language and content ... Language teachers and subject teachers need to work together ... [to] formulate new didactics needed for a real integration of form and function in language teaching. (cited in Coyle et al., 2010, p. 33)

Having said that, Coyle et al. (2010) suggests there are two alternative approaches to CLIL: *Language-led* approaches which highlight language development, and *subject-led* approaches which may exclude explicit language teaching. What Coyle et al. (2010) suggests is that it may be more helpful to see the integration of content and language positioned along a continuum which relates to specific contexts where learning and teaching takes place. That is to say, there is no single model of CLIL to be exported in different contexts; depending on the social situation and decisions in educational policy will have an effect in adapting CLIL. Still, however, they argue that in order to adopt a CLIL approach, certain pedagogical principles must be addressed. They state, for example, task-based learning, which shares some CLIL features but largely focus on language, or subject-matter teaching, which pays no significant attention to language are not synonymous with CLIL. In short, Coyle et al. (2010) state that such examples and research evidence suggest that "in CLIL contexts it is not a question of whether to focus on meaning *or* form but rather that it is fundamental to address *both*, the balance of which will be determined by different variables in specific CLIL settings." (p. 35).

After discussing the case for effective CLIL and presenting arguments over what is meant by effective language and content teaching, Coyle et al. (2010) propose an alternative approach for using language to learn content in CLIL settings: the *Language Triptych*. This is a conceptual model, the authors claim, which enables

teachers to strategically sequence their language and content objectives by helping them connect content objectives and language objectives. They highlight the need for such an alternative approach by discussing the term ‘dialogic learning’ (Wells, 1999; cited in p. 35). Referring to Freire (1972) who emphasized that dialogue is the essence of communication and there would be no communication without dialogue and no true education without communication, Coyle et al. (2010) point out the importance of interaction and teacher-learner and learner-learner dialogue; however, they also acknowledge the challenge for learners in the CLIL setting that they have to engage in dialogic learning using the vehicular language which they are unable to use in expressing themselves as well as they can in their first language. According to the authors, this presents a pedagogic dilemma because in many CLIL settings, most learners may have a high enough cognitive level but not necessarily the required linguistic level to express themselves adequately and engage in dialogic learning. In order to address this pedagogic problem, taking into account of the need to integrate cognitively demanding content with language learning and using, Coyle et al. (2010) have constructed an alternative model, the *Language Triptych* (Figure 2.2), which they argue

provides the means to analyse language needs across different CLIL contexts and transparently differentiates between types of linguistic demand which impact on CLIL ... it supports learners in language using through the analysis of the CLIL vehicular language from three interrelated perspectives: language *of* learning, language *for* learning and language *through* learning.” (p. 36).

Describing each section of the model, Coyle et al. (2010) refer to the ‘Language *of* learning’ as an analysis of language required for learners to access basic concepts and skills concerning the related subject theme or topic. The authors highlight that for the language teacher this means instead of presenting content in terms of grammatical level of difficulty, instruction should be based on functional

and notional levels of difficulty demanded by the content. And for the subject teacher this requires “greater explicit awareness of the linguistic demands of the subject or content to take account of literacy and oracy in the vehicular language.” (p. 37)

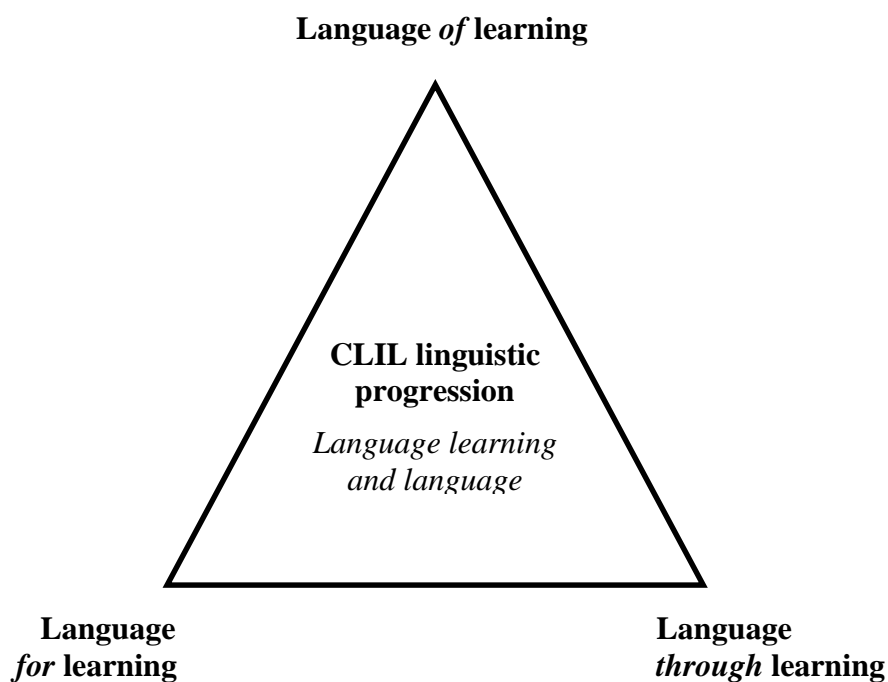


Figure 2.2: The Language Triptych (Coyle et al., 2010, p. 36)

‘Language *for* learning’ describes the kind of language needed to function in a foreign language environment. Coyle et al. (2019) underline that in a CLIL setting learning to use the language is challenging for both the teacher and the learner; they state that in order to help learners use the foreign language effectively,

the learner will need to be supported in developing skills such as those required for pair work, cooperative group work, asking questions, debating, chatting, enquiring, thinking, memorizing and so on. Unless learners are able to understand and use language which enables them to learn, to support each other and to be supported, quality learning will not take place. (p. 37)

The authors emphasize that for enabling learners to discuss, debate, get into groups, and use the CLIL language independently, teachers will have to consider revising their instructional approaches.

As for 'Language *through* learning', Coyle et al. (2010) base this on the principle that effective learning cannot take place without active involvement of language and thinking. According to the authors, unless learners are encouraged to communicate their understanding, a deeper level of learning cannot be expected to take place. They argue that, "the CLIL classroom demands a level of talk, of interaction and dialogic activity which is different to that of traditional language or content classroom ... in CLIL settings, new meanings are likely to require new language" (p. 37). The authors emphasize that such emerging language needs to be captured, recycled and developed carefully by the teacher.

The issue of extent and nature of language support second or foreign language learners require has always been a center of discussion. Cummins (2000) also acknowledges the issue and calls it "a recurring issue for educational policy", stating "students must learn the language of instruction at the same time as they are expected to learn academic content *through* the language of instruction." (p. 57). The question, then, is how much target language proficiency is necessary in order to follow instruction through that language? According to Cummins (2000), the question of how we conceptualize *language proficiency* and how it relates to academic development of learners is vital in addressing policy issues in educating ESL/EFL learners. Cummins (2000) argues that in order to address the above issues successfully, the concepts of *conversational language proficiency* (or *basic interpersonal communicative skills- BICS*) and *academic language proficiency* (or *cognitive academic language proficiency- CALP*) need to be considered. Comparing the two, the author states that

the essential distinction refers to the extent to which the meaning being communicated is strongly supported by contextual or interpersonal cues (such as gestures, facial expressions, and intonation present in face-to-face

interaction) or supported primarily by linguistic cues that are largely independent of the immediate communicative context. (p. 59)

The distinction between BICS and CALP, according to the author, is fundamental because it may highlight the fact that “educators’ conflating of these aspects of proficiency was a major factor in the creation of academic difficulties for bilingual students [in the USA]” (p. 58) as these students were submerged into English-only programs on basis of their attainment of surface level fluency in English. Thus, based on the experience in the context of North America, Cummins (2000) issues a warning against total immersion unless the learners are cognitively and academically ready.

In regards to essential characteristics of academic language proficiency, Cummins (2000) highlights the range of cognitive demands and contextual support involved in particular language tasks or activities. Reviewing other theories in the literature (e.g., Vygotsky’s (1962) *spontaneous and scientific concepts*; Bruner’s (1975) *communicative/ analytic competence*; Canale’s (1983) *communicative/ autonomous proficiencies*; Donaldson’s (1978) *embedded and disembedded thought and language*; Olson’s (1977) *utterance and text*; Bereiter and Scardamalia’s (1981) *conversation and composition*; Snow et al.’s (1991) *contextualized and decontextualized language*; and Mohan’s (1986) *practical and theoretical discourse*; as cited in Cummins, 2000, p. 60), the author asserts that the common feature of all of the theoretical constructs above is that in essence they all make one-dimensional distinction only between highly contextualized everyday uses of language and uses of language which are less contextualized and more abstract. Such a distinction may imply that all kinds of everyday language use are highly contextualized and all sorts of academic language use are highly abstract. The problem with one-dimensional distinction, Cummins (2000) argues, is that it fails to fully represent distinctions

between oral and literate forms of language, and the degree of cognitive demand of particular tasks, e.g., “an intellectual discussion with one or two other people can be just as cognitively demanding as writing an academic paper, despite the fact that the former is relatively highly contextualized” (p. 65). Thus, in order to provide a more representative basis for a better analysis of the language demands of academic tasks, Cummins elaborates the BICS/CALP distinction into a framework which he believes distinguishes cognitive and contextual demands more explicitly (see Figure 2.3).

Cummins (2000, p. 66) argues that “the framework is designed to identify the extent to which students are able to cope successfully with the cognitive and linguistic demands made on them by the social and educational environment in which they are obliged to function in school.” The author states that these demands can be represented within a framework which is made up of the intersection of two continua; one relates to the kind of contextual support available for expressing or receiving meaning, the other one relates to the extent of information that must be processed by the student so as to carry out the activity. However, Cummins (2000) underlines that although there are four dimensions distinct from each other, it does not mean that they are independent from one another; he asserts that increasing contextual support may possibly reduce the cognitive demands, making the completion of tasks easier.

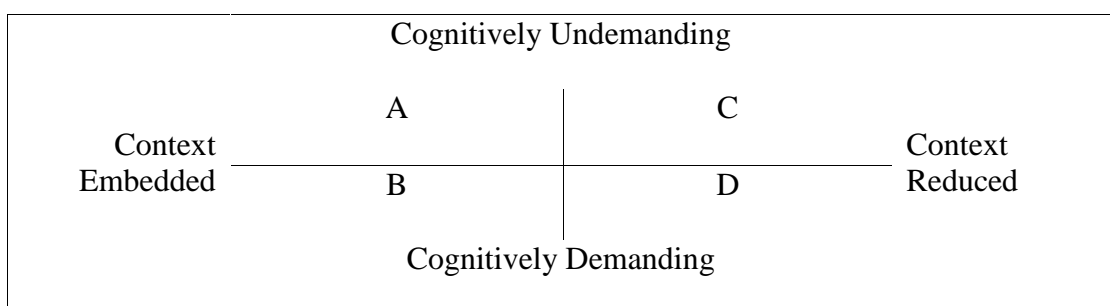


Figure 2.3: Range of contextual support and degree of cognitive involvement in language tasks and activities (Cummins, 2000, p. 68)

Cummins (2000) emphasizes that the framework is intended to have relevance only in the context of schooling and should only be associated with the nature of language proficiency required to function effectively in this particular context. The construct of *academic language proficiency* refers to, in his terms, “the degree to which an individual has access to and expertise in understanding and using the specific kind of language that is employed in educational contexts and is required to complete academic tasks.” (p. 66). This ‘specific kind of language’ is also explained by the author, with the notion of *register*, according to which the “academic language proficiency refers to the extent to which an individual has access to and command of the oral and written academic registers of schooling.” (p. 67). Considering the academic and linguistic demands placed on students as they progress through schooling, Cummins (2000) argues that it gets more difficult for students to function since both vocabulary and concept loads, as well as syntactic features and discourse conventions, become increasingly complex and distant from conversational uses of language.

In describing the framework, Cummins (2000) firstly refers to the extremes of the context-embedded and context-reduced continuum which are distinguished by the fact that “in context-embedded communication the participants can actively negotiate meaning” (p. 68) because the language they interact with is supported by interpersonal and situational cues, and they can give feedback when they do not understand the message. Whereas in context-reduced communication, getting a message across relies heavily on linguistic cues to meaning, i.e. learners have to rely on knowledge of the language for successful interpretation of the message. So, as is already mentioned, everyday language use can be represented in context-embedded communication, while complex linguistic and cognitively demanding nature of the

classroom can be represented in the context-reduced section of the continuum. The author defines each quadrant on the framework (namely Quadrants A, B, C and D) in detail (2000, pp. 68-69). Briefly, using the explanations and examples the author provides, representations of linguistic demands can be illustrated as follows:

- Quadrant A: Casual conversation among peers, using various interpersonal and contextual cues (e.g., gestures, intonation, etc.)
- Quadrant C: Copying notes from the blackboard, filling in worksheets, or other forms of drill and practice activities
- Quadrant B: Persuading another individual that your view is correct
- Quadrant D: writing an essay

In conclusion, the fact that is clearly underlined by Cummins (2000) is that mastery of the academic functions of language (i.e. academic registers) is a very challenging task, because such registers entail high levels of cognitive involvement and are not necessarily supported by contextual or interpersonal hints. So, under such conditions of high cognitive demand, the author stresses that students have no choice but stretch their linguistic resources to the limit to function successfully. For Cummins (2000), the indispensable characteristic of academic language proficiency is “the ability to make complex meanings explicit in either oral or written modalities by means of *language itself* rather than by means of contextual or paralinguistic cues” (p. 69).

Having mentioned the notion of academic registers (Cummins, 2000), one also needs to consider the register of mathematics. Although it may seem as a field free of language and comprised of numbers only, research has revealed a complex relationship between the first language, target language and the language of mathematics (Halliday, 1978; Qi, 1998; Tamamaki, 1993). Halliday (1978), for example, refers to a specific mathematics register. This register does not only have

mathematical symbols, signs and terms, but also has particular sentence structures and lexis, for example:

Technical terms: *isosceles*

Everyday vocabulary with different meanings: *rational, integral*

Complex phrases: *least common multiple*

Different vocabulary to refer to a concept: *add, sum, plus*

Everyday vocabulary: *is equal, more than*

Symbols/ signs: +, -, x, ,

What is more, mathematical expressions may be expressed in a different way in two languages. Considering English and Turkish, for instance, the following examples help illustrate such differences:

English: *A is twice as long as B*

Turkish: *A'nın uzunluğu B'nin iki katıdır / A, B'den iki kat daha uzundur.*

English: $Y = \log_a x, x > 1$ (*y is equal to log a where x is greater than 1*)

Turkish: $Y = \log_a x, x > 1$ (*x, 1'den büyük oldu unda y, log a'ya e ittir*)

Given such differences, for students with language backgrounds different from English, they need to master both written and spoken academic registers, including those of mathematics, in order to be successful in EMI.

The preceding sections presented the learning and language requirements for successful comprehension in a second/ foreign language. Having differentiated the case for successful communication in academic versus everyday language contexts, there seems to be need for further investigation of the nature and requirements of successful academic functioning. The following section presents the case in detail.

2.4.3 Requirements for Academic Listening and Lecture Comprehension

Academic listening skills have an essential role in the university context as they make up an important part of learners' communicative competence. However, although this is the case, Flowerdew (1994) argues there has been relatively little exploration of this specific area, adding that research into the process of lecture comprehension is important because the findings not only suggest insights for second/foreign language teachers to better train their learners, but also guide content lecturers in how to plan and present their lectures to help learners for optimum comprehension. Referring to Richards (1983, cited in Flowerdew, 1994, p. 11), the author discusses the differences between listening skills required for conversation and academic listening in two broad categories: differences in *degree* and differences in *kind*. The differences as matters of degree and kind are stated as follows (pp. 11-12):

Differences in degree:

- i. The type of background knowledge required: Listeners in a lecture require enough knowledge about the subject matter.
- ii. The ability to distinguish between what is relevant and what is not: the ability to distinguish between what is more relevant to the main topic of the lecture and what is less relevant (e.g., digressions, asides, jokes) is more important in lectures.
- iii. The application of the turn-taking conventions: In lectures turn-taking will only be required when there are questions by the lecturer or from the audience.
- iv. The amount of implied meaning or indirect speech acts: The focus in lectures is usually on the information to be delivered, i.e. propositional meaning, while in conversation illocutionary meaning is more important.

Differences in kind:

- i. The requirement to be able to concentrate on and understand long stretches of talk without engaging in interactive discourse, e.g., asking for repetition
- ii. The ability for effective note taking, e.g., decoding, comprehending, identifying important points, writing fast and clearly
- iii. The ability to integrate the message with information from other media, e.g., handouts, textbook, slides on an overhead projector.

Flowerdew (1994) also highlights a number of specific skills, or *micro skills*, in addition to the ones above, stating these are also necessary for facilitating effective comprehension of lectures. Three main sources provide information regarding these micro skills (p. 12):

- a. *Information from comprehension theory:*
 - ability to identify purpose and scope of lecture
 - ability to identify topic of lecture and follow topic development
 - ability to recognize role of discourse markers of signaling structure of lecture
 - ability to recognize key lexical items related to subject/topic
 - ability to deduce meanings of words from context
 - ability to recognize function of intonation to signal information structure (e.g., pitch, volume, pace, key).
- b. *Information from lecturers:*
 - identifying major themes or ideas
 - identifying relationships among major ideas
 - identifying the topic of a lecture
 - retaining information through note-taking
 - retrieving information from notes
 - inferring relationships between information
 - comprehending key vocabulary
 - following the spoken mode of lectures
 - identifying supporting ideas and examples.

Regarding information from learners, based on the findings of an earlier study on non-native listeners' lecture comprehension skills, Flowerdew (1994) reports the problems encountered by the students were speed of lecture delivery, excessive load of new terms and concepts, and difficulties in concentrating. To tackle the problems, the study reported that the students used such strategies as pre- and post-reading of the assigned text, peer and lecturer help, highlighting relevant sections during the lecture, note-taking, and making efforts to concentrate better.

Having set the framework for the research regarding the lecture comprehension process, Flowerdew (1994) also draws attention to the need for research into lecture discourse, by stating that

If research into the lecture comprehension process can provide information of relevance to the how of teaching and learning in relation to lectures and can

thus feed into teaching and learning methodology, research into lecture discourse can provide information of relevance to the what of teaching and learning, i.e., it can indicate to teachers and course designers what linguistic and discursual features learners need to be familiar with in order to understand a lecture and what, therefore, should be incorporated into ESL courses. In addition, a knowledge of the linguistic/ discursual structure of lectures will be of value to content lecturers in potentially enabling them to structure their own lectures in an optimally effective way. (p. 14).

Regarding research into lecture discourse, Flowerdew (1994) highlights five major areas worth to be explored: *lecturing styles*, *discourse structure*, *metapragmatic signaling*, *interpersonal features*, and *lexico-grammatical features*. As for lecturing styles, Flowerdew (1994) refers to a number of research studies and states the key factors in characterizing lecture styles are whether the lecture is pure monologue or it allows for any spoken interaction. The author also asserts that probably the most predominant mode is that of informal, conversational style that is based on notes or handouts, although the research has identified a variety of different styles: formal (close to spoken prose) and informal (high informational content but not necessarily in formal register), reading style, conversational style, rhetorical style, in which “the speaker presents himself as a ‘performer’ using a wide intonational range and making frequent digressions, marked by shifts of key and tempo” (p. 15), or participatory lecture.

Considering discourse structure, Flowerdew (1994) underlines that there is less research on this area of academic lectures, when compared with the others. Referring to the findings of a few research studies, the author lists some examples of interactive acts occurring in lectures, and inability to recognize these is seen as an important problem of non-native speakers in understanding lectures (p. 16):

marker:	<i>Well. Obviously ...</i> <i>Right. Everybody ...</i> <i>Now. Let me ...</i>
starter:	<i>Well now. Let's get on with the engineering.</i>

informative:	for the three forces to be in equilibrium their vectors must form a closed triangle
aside:	running out of blackboard here
metastatement:	let me sound reveille, <i>I want to mention two types of generator.</i>
conclusion:	So there you've got three forces which are in equilibrium.

Discussing metapragmatic signaling, Flowerdew (1994) cites a few research which analyzed metapragmatic signals occurring in lectures and found eight categories according to their functions, which are assumed to aid comprehension, “e.g., ‘lemme start with ...’ (topic marker), ‘so let’s turn to ...’ (topic shifter), ‘to tie this up ...’ (summarizer)” (p. 18). And as for interpersonal features, Flowerdew (1994) states that there has been little attention paid to interpersonal features of what constitutes a competent teaching discourse, except the findings of a study by Rounds (1987; as cited in p. 18), which lists some key features of an ‘elaborative’ lecture where a competent lecturer is able to develop an environment of supportive interaction and agreement, the lecturer and the students working together to achieve a shared objective. These features are:

1. naming processes
2. overtly marking major points, both to evaluate and reinforce student achievement
3. developing cohesion and continuity within and between lectures by repetition and “linking talk”
4. explicitly organizing topics and marking topic change
5. stating the scope of the students’ responsibility
6. using questions in a timely fashion
7. using persuasive techniques

(pp. 18-19).

Finally, Flowerdew (1994) discusses another important research area to be explored, i.e., lexico-grammatical features. A few studies on learners’ lexical errors or “misperceptions” (p. 19) found lexis to be one of the key problems shared by the subjects regarding lecture comprehension. And as for syntax, Flowerdew (1994) states that research has been trying to identify characteristics of spoken and written

text, and goes on to argue that rather than one single parameter to distinguish spoken and written texts, there are clustering of features revealing major functions observed both in spoken and written texts, such as “formal/informal, restricted/elaborated, contextualized/ decontextualized, involved/detached.” (p. 20), but in general spoken texts are observed to be more informal, contextualized, involved and restricted.

After presenting a lengthy discussion of research prospective and potential areas for exploration into parameters for effective lectures and successful academic listening, Flowerdew (1994) suggests that there are basically two ways to help non-native speakers to comprehend lectures in a second/foreign language. One way, according to the author, is to help “improve their knowledge and skills in the target language until the comprehension process is no longer a problem”, while the other is “to modify the form of the lectures, to vary the input, so as to make them easier to comprehend.” (p. 20). What is implied in this suggestion is that the research findings will be of importance, not only for language teachers but also for content teachers that such findings will highlight the need and urgency for cross-disciplinary cooperation between language and content teachers. In Flowerdew’s (1994) terms,

research into the effect of [lecture] input variables, as well as being of interest to teachers and course designers, who can make use of such modified input in developing teaching materials, can also be of value to content lecturers, who can incorporate these modifications into their own lectures to second language students, with a view to making them more comprehensible.” (pp. 20-21).

Concerning the modifications into lectures to make them easier for non-native speakers to follow, Lynch (1994) offers a list of suggestions based on the findings several research studies on the issue, including some key linguistic and rhetorical modifications such as speaking at a slower pace with clearer articulation; using a greater degree of redundancy, i.e. repeating and reformulating what has been said;

presenting the content in a more interactive nature, by encouraging more participation and negotiating meaning with confirmation checks, and so on.

The issue of lecturing pace raises the question of how significant the speech rate is in lecture comprehension. According to Flowerdew (1994), speech rate is an important area for lecture comprehension research, and the research findings Flowerdew (1994, pp. 22-23) refers to highlight the fact that the rate of lecturer speech indeed has effects on non-native lecture comprehension, such as difficulty to follow due to the great amount of processing required of the incoming data in a very short time; inability to comprehend fully a set of accelerated sentences as the learners have to struggle with making meaning of complex structures and predicting meanings of words; lack of comprehension due to contractions and reductions used by the lecturer; and problems encountered in comprehending the incoming speech message when there is heavy reliance on word-by-word decoding. Addressing the question of whether comprehension can be improved by controlling speed of delivery, Flowerdew (1994) presents the findings of a few research studies and asserts that although it would appear that slower rates enhance comprehension (Conrad, 1989; Anderson-Hsieh and Koehler, 1988; cited in p. 23), there seems to be no benefit from exaggeratedly slow delivery (Griffiths, 1990; Derwing, 1990, reported in p. 23). The implication from the discussion of speech rate, Flowerdew (1994) argues, is the need for more studies to establish optimal rates for different proficiency levels, also adding that researchers should prefer data on conversational style lecturing. In short, the author calls for further research in the area of speech rate studies “before recommendations can be made to lecturers or material developers regarding optimum rates of delivery” (p. 24) in actual conversational type lecturing contexts.

In a more recent review of the literature on academic listening research, Lynch (2011) states that the process, instruction and assessment of academic listening is the least researched area when compared to “the other three conversational skills”, i.e., reading, speaking and writing (p. 79). The author compares the research into one-way listening (e.g. traditional monologue type of lectures) vs. two-way listening (i.e. interactive lectures), asserting that today’s lectures tend to move away from the traditional lectures into more interactive ones. Reviewing research into interactive lecture discourse, Lynch (2011) especially refers to Morell’s (2009) study (as cited in p. 84) which suggests lecturers employ particular strategies for promoting listener participation in lectures; some of these strategies involve using clear discourse markers, including visuals, encouraging listeners to negotiate meaning, and varying the format and dynamics within a lecture (see Lynch, 2011, pp. 84-85 for all the fourteen strategies listed).

2.5 Researching CLIL at Tertiary Education: European Context

Although there is substantial research on CLIL in primary and secondary education, for the scope and purposes of this study, only the ones looking at the case in tertiary education will be presented.

Dalton-Puffer (2007) states that in Europe empirical research on CLIL “has only started to become visible since the year 2000 or so and currently seems to be gaining momentum as reflected in the appearance of collection of articles, the organization of conference sections, workshops and research networks” (p. 48), e.g., Van Leeuwen and Wilkinson (2003), Wilkinson (2004), and Wilkinson and Zegers (2007). Reviewing the research literature, Dalton-Puffer (2007) asserts that the findings reveal especially the content teachers’ concerns about the consequences of

foreign language use on the students' eventual knowledge of the subject. The author highlights that these concerns reflect two fears:

firstly, that the foreign language may slow down proceedings so that less subject matter can be covered and secondly, that lower language proficiency may result in reduced cognitive complexity of the subject matter presented and/or learned (p. 5)

Similarly, other researchers, e.g., Coyle (2007), Coyle et al. (2010), Perez-Cañado (2011) also highlight the need for a deeper level of exploration of underlying theories in CLIL research. The following sections will present several research studies according to their design and focus.

2.5.1 Attitudes and Perceptions: Surveys and Case Studies

Through a survey and multiple case studies, Klaassen (2001) investigated the relationship between effective lecturing behavior and English language proficiency of content instructors, specifically looking at possible effects of these variables on students' perceptions of and performances in effective content learning. The study found negative effects especially for first year students' learning when they are taught in English. However, the researcher suggests that the negative effects might be temporary and limited to the first year of study in a second language, arguing that the most important factor causing the reported problems was not the language of instruction, but rather the pedagogical approach of the teacher in lecturing. For future research, Klaassen (2001) recommends that for a better understanding of student perception and experiences, *stimulated recall*, a technique using video footage for the recreation of the central elements of the original learning situation, should be used in order to allow students to better describe and reflect on their learning experiences in the specific situations that they are shown.

Through a questionnaire survey of English-medium programs at undergraduate and graduate level at universities in Norway, Sweden, Denmark, and

Finland, Hellekjaer and Westergaard (2003) investigated possible language problems and training needs of staff and students, and whether the use of English has any influence on teaching. The study found that although English-medium education was reported to be successful at the graduate level small-scale programs, there were problems at the undergraduate level, relating to language and methodology. The language problems reported were severe, in particular with the productive skills, i.e. oral presentations and writing. In their discussion of the findings, Hellekjaer and Westergaard (2003) argue that the majority of the programs designed and run without consideration for how using a foreign language (i.e. English) affects instruction and student learning. The researchers regard this tendency to be a general trend in higher education that academic content is the only factor taken into consideration in curriculum organization; the foreign language used for instruction is only considered as a medium and learning through the foreign language is expected to occur incidentally, a typical approach in TTFL (teaching through a foreign language, i.e. EMI). The authors, however, argue that the focus must change from TTFL to CLIL, so that the language needs are also considered alongside the content curriculum, as well as development of staff and student support programs become a necessity to address possible issues in regards to language support.

A similar conclusion is also drawn in a study by Hellekjaer and Wilkinson (2003). In their analysis of the student evaluations of the first-year English- and Dutch-medium economics programs at Maastricht University, for the years 1998-99 and 1999-2000, the researchers found that English-medium programs can be as successful as the programs in the local language, while the students reported they needed more time (around 10-25% more) for self-study in English-medium programs. The authors argue that while the student evaluations do not yield any

conclusions whether the students' English improved during the English-medium courses, their observation is that the application of English as a medium of instruction raises the issue of focus on the language aspect in content courses. They state that increased focus on the language aspect is one of the keys to improving quality and reaching the full potential of TTFL programs. The focus, the authors underline, should include "letting the language aspect influence teaching and course design" (p. 90), as well as actively upgrading lecturer and student proficiency in the foreign language, implying a move from TTFL to CLIL for better results in dealing with language in content courses.

In order to address the problems non-native speaker university students and lecturers have in teaching through English, Kurtan (2003) conducted a case study and later a national-scale survey (2004) looking into problems of these stakeholders in Hungarian English-medium higher education. Based on the needs analysis of the case study and the findings of the survey, as well as the areas highlighted for improvement in previous research, the author reports the details of a staff development course with specific focus on enabling the teaching staff to use EAP skills in their presentation skills and lecturing techniques, to develop communication skills in the use of academic English and classroom management. Based on the research findings and their experience of the Hungarian staff development program, Kurtan lists a number of implications for considering teacher training for English-medium instruction, all of which in essence highlights the need for developing content teachers' linguistic, pedagogic and professional competence in order for a more effective teaching through English, addressing the needs of students demonstrating a great diversity in their learning styles and English backgrounds.

Concerning the views of content lecturers in English-medium education in Finland, Lehtonen, Lönnfors and Virkkunen-Fullenwider (2003) investigate possible problems in lecture comprehension that arise due to the language skills of the instructors in English-medium programs. Their findings, drawn from responses to questionnaires on Finnish instructors' self-perceptions and follow-up interviews, students' perceptions of their instructors, and the researchers' observations, reveal that although many instructors feel confident in teaching through English, some students found it difficult to understand their instructors due to pronunciation problems, and some students also reported classroom management problems, which was also observed by the researchers. The problematic areas related to classroom management included issues such as either the instructors paced their presentation too slowly or they covered too much information in too short a time. In some cases, the students reported they would have preferred more student-centered discussions and interactive tasks, and less control by the lecturer.

Based on the observations and feedback from the learners at a Dutch university, Prokisch (2004) reports technical and personal problems of teaching university-level disciplinary content (international tax law) in a foreign language (i.e. English). One problem is that many students are to use the English language on an academic level for the first time in the course; however, this knowledge is certainly not sufficient for academic discussions during the lectures. It gets, therefore, difficult for the course instructors to be sure whether they communicated and explained the concepts well enough, or whether the students have managed to grasp the concepts or misunderstood them. The author underlines that it is essential for the lecturer to define in advance the learning goals of each lecture and monitor the students' achievements very carefully.

In another study presenting the results of a research project conducted at a university in Belgium which considers the introduction of English-medium instruction on a larger scale, Sercu (2004) looks into the views and experiences of students and lecturers through questionnaires, interviews and lecture observations. According to the findings, although both the lecturers and the students appear to favor English-medium instruction as they seem to believe that English language skills will improve when English is used and that the university will draw more international students when courses are offered in English, both groups think the use of English should be limited to graduate level courses, stating that students at bachelor level learn best in their mother tongue. The author, drawing attention to findings from related research, e.g., findings that have shown English-medium instruction leads to more superficial processing of disciplinary content, recommends that the introduction and process of English-medium instruction be closely monitored, with particular advice on whether the students' study results are negatively affected, whether the students' English language proficiency benefits from English-medium instruction, and whether the study load increases unreasonably.

In a more recent research study, Tatzl (2011) conducted a survey in order to identify attitudes and experiences of students and lecturers regarding English-medium higher instruction in Austrian education. The results of the study revealed that while lecturers and students favor English-medium instruction, they also reported challenges, including feelings of dissatisfaction among stakeholders, student workload, different levels of students' prior knowledge and a reduction in the amount of content that can be taught. Tatzl (2011) states that English-medium instruction is not friction free, even if its stakeholders support it in principle. In accordance with

the results of the questionnaire survey, the author emphasizes that English language instruction for students should focus on speaking and writing in the form of integrated-skills courses instead of specialized courses targeting isolated skills, arguing for the importance of collaboration between content and language teachers in exploiting in their respective fields and integrating content and language.

In another study, Aguilar and Rodriguez (2011) investigated lecturer and student perceptions of a pilot implementation of CLIL at a Spanish university through interviews and meetings with lecturers, as well as giving out an open-ended questionnaire to students. The study revealed generally positive results and satisfaction both by the students and lecturers. However, some lecturers reported that they felt limited when it came to communicating in English and some reported that they were in fact faster when lecturing in English, resulting from their lack of resources to rephrase in English. The study concludes by suggesting CLIL training for content teachers which can provide some general guidelines, such as “providing/ asking students to do summaries or mind maps with highlighted keywords and conceptual relationships, preparing a glossary of basic terminology, relying on the meaning-constructing role of code-switching and broadening opportunities of interaction.” (p. 12)

2.5.2 Comparative Research: EFL vs. CLIL Language Learning

In order to test the effect of CLIL experience on learners’ perceptions of foreign language learning, in contrast to customary foreign language instruction, Argondizzo and Laugier (2004) carried out an experimental study, in which during the language courses run at the Faculty of Political Science at an Italian university, content and language were combined and integrated through a cycle of lectures run within the language courses. The lectures were given by university subject teachers

invited to the EFL classes (French, English and Spanish); the purpose of this team teaching was to allow students to experience the language as a medium of content-based activities. The authors report that the students' evaluation of their overall experience, collected through questionnaires, revealed that although many of the participating students found the experience a big challenge, most of them felt positive, with a high feeling of self-esteem due to successful comprehension of the lectures and accomplishment of the tasks they initially thought were impossible to carry out. The authors believe the results revealed that disciplinary learning which integrates language and content can boost language acquisition for two reasons; firstly the language is used as a medium for content learning, and secondly disciplinary content can be a vehicle for language learning.

Another experimental study at a Polish university context (Loranc-Paszyk, 2007) reported findings based on comparisons of CLIL and EFL students' performances on reading comprehension tests and a questionnaire given to the experimental group to get feedback about perceived gains and obstacles of CLIL lessons. The test results revealed no significant differences between the two groups. This was interpreted by the researcher as a positive aspect of CLIL lessons because despite of considerably less time exposure to classes taught in English (60% less than the EFL group), the CLIL group scored as high as the EFL group. The results of the questionnaire showed that 60% of the students evaluated their progress in English development as successful, mentioning an increased confidence about their language skills and readiness for the demands of their professional careers.

In another study, Pinyana and Khan (2007) compared beliefs of undergraduate Catalan learners attending English lessons following both CLIL and EFL approaches. Their findings, gathered from questionnaires and follow-up

interviews, indicated that while the students perceived CLIL as easier and more motivating as they found more opportunity to improve both receptive and productive skills they experienced some drawbacks in CLIL lessons. Some learners reported they found it hard to follow content in the CLIL lessons, and some felt that CLIL resulted in a slower rate of progression in the acquisition of content due to limited language skills. The authors conclude that learners' language competence and language learning strategies must be taken into consideration while considering the content of CLIL courses.

2.5.3 Comparative Research: L1- vs. English-medium Content Learning

Exploring the relationship between the instructional language (English or Swedish) and the related disciplinary learning experiences of Swedish undergraduate physics students at two separate universities, Airey and Linder (2007) report the results of their qualitative case study. In the study, a series of English and Swedish lectures that students attended as part of their undergraduate program were videotaped and then the students were interviewed about their learning experiences through a process of stimulated recall using selected video excerpts from the recorded lectures. The study found that, although the students did not report any significant problems following English-medium lectures, the interviews revealed a number of issues due to the shift to instruction in English, such as reduced interaction as student willingness to ask and answer questions declined, increased focus on note taking rather than on understanding content, and an increased amount of study time before and/or after the lectures in order to better understand the lecture content. Based on their findings, the authors argue that students do not seem to be aware of the possible negative consequences of a shift in the instructional language. In order to help learners to better cope with English-medium lectures, the authors recommend

that second-language lecturers discuss with their learners the language differences and requirements in following the English-medium lectures; stimulate more interaction and discussion so that learners can check their understanding by asking and answering more questions; allow time- during and after the lectures- for questions (let them ask their questions in L1 as well), follow a book or lecture notes that students have read before the lecture- this would also minimize the problem of note taking; and use complementary representations to support oral explanations, e.g., writing on the board, showing diagrams, pictures, overhead slides, simulations, demonstrations, handouts, etc.

In a later study, Airey (2009) looked into the bilingual scientific literacy of undergraduate university students attending physics lectures both in Swedish and English. The findings revealed that students, especially the first years, extensively code-switched to their mother tongue for scientific terms as they lacked the scientific literacy in English to describe the concepts and terminology, which sometimes caused communication breakdown. The study concluded that describing disciplinary concepts in English, in oral communication is very challenging for many first year students, while for the second year students it gets easier to do so. The study also looked into the oral fluency of the students when describing concepts in their mother tongue and in English. Using a quantitative analysis method for measuring fluency of speech, i.e., measures of SPS (syllables per second), WPM (words per minute), and MLR (mean length of runs/utterance), the researcher compared the fluency of the students describing concepts in both languages, concluding that fluency is negatively affected in English. The researcher suggests lecturers should allow students more opportunities for oral practice in disciplinary English.

There has also been considerable research looking into the learning of mathematics in a second/ foreign language. In one of the studies, Setati and Adler (2001) reported that the teachers in the EMI math classes they observed sometimes switched to the mother tongue, and encouraged their students to do so, when they felt that their students could not understand what was presented. In another study, Naude, Engelbrecht, Harding, and Rogan (2005) state that although there are a number of studies investigating the relationship between instructional language and learning of mathematics, the research that has looked into the issue at the university level is very limited. Looking at the classroom performance of non-native students in English math lectures, the researchers found that the performance of those students lag behind that of native students.

Similar to what Naude et al. (2005) state, Neville-Barton and Barton (2005) also highlight that while there is a considerable literature on the linguistic features of mathematical discourse in English, as well as research that examines discourse features in different languages, there is limited research on the difficulties these features cause for mathematics learners, particularly at post-secondary education levels. Referring to the earlier research they conducted at undergraduate level, which found that students were unaware of the extent of their disadvantage due to low English proficiency, Neville-Barton and Barton (2005) believe that this was because of the assumption that mathematics learning is language free; they argue that such unawareness is a severe limitation to overcoming any language disadvantage, so it is important to know whether it is widespread. Thus, Neville-Barton and Barton (2005) investigated the issue, through a series of national scale studies, specifically looking at non-native students' learning mathematics in English-medium lectures. Their research involved looking closely at students' experiences of mathematics learning in

English, observing their classroom situations and looking at their work, in L1 and English math tests, to discover the specific features of mathematical discourse that resulted in statistically significant differences. The parallel tests, prepared in L1 of the students and in English, were administered in two sittings seven weeks apart. At each sitting half the students did the English and half the L1 version, changing over in the second test. The analysis focused on comparing students' performance on the L1 and English versions of the test. The study indicated that the students experienced, on average, a 15 percent disadvantage in overall performance in the English test compared to their performance in the L1 test. The researchers report that the syntax of mathematical discourse appeared to cause more problems than vocabulary; there was also lower overall mathematics performance, indicating that some of the non-native students are not as mathematically competent as expected by their teachers.

Investigating the assessment approaches to teaching mathematics in English, Hofmannová, Novotná, and Pípalová (2008) argue that there is lack of valid and reliable assessment of content and language development of bilingual students in CLIL mathematics contexts. Referring specifically to Czech bilingual math classrooms, the researchers state that one of the major concerns is how to evaluate accurately the ability of the students' development of mathematical knowledge and English. Based on their observations of classes of mathematics, Hofmannová et al. (2005) report that in most of the contexts they observed the assessment only concerns the content and not the foreign language. To address the problem, the authors propose a different approach, which they believe would enable to detect possible language and mathematical problems and to assess them in an integrative way, by combining written and spoken tasks. Applying both the technical register of

mathematics and that of language of the classroom, the task is believed to force the student to respond both in written and spoken discourse, using both registers. Regarding the assessment procedure, the authors suggest for the written task, the assessment is based on checking the correct answer as the teacher has no access to monitoring the students' thought processes. In the oral test the assessment becomes more complex dealing both with the product and the process. The authors emphasize it should be dual-focused, taking into consideration both the mathematical correctness and language appropriateness.

2.5.4 Lecture Analyses

Carrying out an observational study of university lecturers' actual teaching behaviors, Vinke, Snippe and Jochems (1998) investigated if there were any differences between the teaching behavior lecturers exhibit in their English- and Dutch-medium engineering courses. The researchers used a coding instrument for recording distinct behavior categories, and calculated the mean number of words the lecturers use per minute. The findings of the observational study revealed that a change of instructional language seems to reduce the redundancy of lecturers' presentation of content, their speech rate (by 17% on average when lecturers switch from Dutch to English), as well as clarity and accuracy of their expression. The researchers conclude that lecturers' reduced use of redundancy, expressiveness and clarity in English is likely to reduce student learning. They also argue that a reduction in lecturer's speech rate is likely to decrease the amount of content covered in the lecture, reducing the amount of student learning per lecture.

In a study which analyzed the spoken production of academic lecturers in a Spanish university context where teaching is conducted through a foreign language (i.e., English), Dafouz (2007) explored the discourse that non-native speakers used in

their engineering lectures. The findings of the study showed that the non-native lecturers observed tended to overuse the pronoun *we* in order to allow an accessible tone to the lecture discourse and encourage student participation. Dafouz (2007) argues that in the case of non-native CLIL teachers, their non-native status and specialization in non-linguistic disciplines may force them to use a more egalitarian tone and encourage student intervention and participation. The author calls for further research, admitting that the small-scale of the study calls for caution interpreting the findings.

In a later study, Dafouz-Milne and Llinarez-Garcia (2008) carried out an analysis of teacher discourse in two different CLIL educational contexts: secondary and tertiary settings. The study specifically dealt with the issue of teacher repetitions since the researchers believe the issue is a key feature of CLIL classrooms due to the added complexity of learning concepts through another language. The data set for analyses were four videotaped content classroom sessions conducted by four different content teachers, all of whom with Spanish L1 background. The researchers used a conversation analysis framework (Tannen, 1989; as cited in p. 54) to categorize and analyze teacher repetitions. In their discussion of the findings, the researchers compared the results drawn from the secondary and tertiary data. The findings revealed that the university teachers and one of the secondary teachers incorporated repetitions in their discourse only to make sure the subject content is correctly understood; they did not use interactive repetitions to exemplify, correct or practice any particular linguistic item, except the secondary teacher with EFL experience who occasionally used pedagogic feedback with a linguistic focus. The researchers argue that content teachers sometimes lack language awareness while it is important for them to be aware of the language needs of their students. Based on

the findings of their study and their observations, the researchers state that the use of interactional feedback and language-focused repetitions in the classrooms might encourage a more active involvement of students and offer more opportunities for language learning, which might also have positive effects in the CLIL students' construction of content knowledge.

In order to understand how university content teachers adjust their English-medium lecturing when teaching non-native students, Crawford Camiciottoli (2005) conducted analyses, using a case study approach, on an undergraduate business lecture given by a native speaker on two different occasions: As an L1 classroom lecture in the UK and as an L2 guest lecture in Italy. Using both quantitative and qualitative methods, the study compared the lectures in terms of speech rate (based on average words-per-minute (wpm) count), redundancies (reformulations, glosses), interpersonal and disciplinary features (questions, asides; specialized lexis, metaphors used in economics) and references to local culture (e.g., events, people, institutions, laws, social/ economic conditions). The study found that the lecturer was aware of the L2 audience's special needs, so he planned and implemented a series of adjustments to deal with these needs and facilitate understanding; the adjustments included reduced speech rate and more questions to encourage involvement, as well as references to local culture and institutional requirements to establish a rapport with the audience in order to create an effective learning environment. However, the study also found that the lecturer made very little adjustment in his use of specialized lexis and use of metaphorical expressions, which was observed to have caused difficulty for the Italian students to follow lecture content. The researcher, thus, argues that both the adjustments that were made and those not made give important

insights into the kind of adjustments that content teachers should make in order to prepare non-native students for successful content lecture experiences.

In their study investigating the consequences of lecturing in a foreign language, Thogersen and Airey (2011) analyze parallel lectures conducted both in Danish (L1) and English (L2). For the quantitative analyses, the researchers compared the lecturer's speech rate in the two languages through the analysis of speech uttered between two pauses. The measure of speaking rate they employed was the MLR (mean length of runs), that is, the mean number of syllables produced between pauses in the lecturer's speech. Their analyses revealed that the lecturer took 22% longer to present the same content in L2, and that the lecturer spoke 23% more slowly in L2 than in L1. In order to investigate the reasons behind the differences, the researchers employed a qualitative analysis of parallel extracts from the data set and found that the lecturer used a higher degree of repetition and a more formal and condensed style when teaching in English. The researchers argue that a change in teaching language seems to lead to a corresponding change in rhetorical style, which may have consequences for student learning.

2.6. Researching CLIL at Tertiary Level: Turkish Context

Regarding the situation in the Turkish context, both in Turkey and North Cyprus, the issue of English-medium higher education has long been a topic of dispute, as revealed in heated discussions and articles (see Kilimci, 1998; Yediyıldız, 2003). However, there is very limited research investigating the issue in depth (Kırkıcı, 2004; Sert, 2008). Limited research conducted so far has revealed more negative results than positive (Akunal 1992; Kılıçkaya 2006; Kırkgöz 2005; Sert 2008). Using largely quantitative measures, most of the above studies investigated perceptions of stakeholders in the university context, i.e., students and teachers; the

common finding is that while English-medium education is perceived positively in regards to language development, it negatively affects disciplinary learning. Review of the literature revealed only one study at doctoral level (Doyuran, 2006) investigating English-medium instruction in the Turkish tertiary education, although there are a few studies at the master's level (Atik, 2010; Derintuna, 2006; Güler, 2004; Yalçın, 2007).

The doctoral research conducted by Doyuran (2006) investigated the differences in lecture discourse in Turkish- and English-medium lectures. Conducted in two separate universities, one offering Turkish-medium instruction and the other English-medium, the study specifically looked into the discursal features of the lectures with Turkish and English media of instruction, comparing the lectures based on four specific criteria: planned versus unplanned and interactional versus informational discourse; argumentative versus reported presentation; and overt versus logical cohesion. The findings revealed significant differences between English and Turkish-medium lectures, such as while information is carefully organized in most of the English-medium lectures prior to its presentation, in the Turkish-medium lectures the discourse was more interactional and less-planned. Another significant difference was in the use of cohesion and transition markers; in the English-medium lectures the lecturers tended to use overt logical cohesion, whereas in the Turkish-medium lectures the use of overt logical connectors was less frequent. The researcher states that the study can be considered important, as the findings might help university lecturers and lecture audience, i.e., students, to raise awareness of the differences that are likely to occur when the medium of instruction changes from L1 to English. The researcher also concludes that considering the fact

that most of the research on EMI is largely based on the evaluations of students and instructors, there is need for more in-depth analysis of classroom discourse.

With an aim to determine the attitudes of disciplinary teachers towards English-medium instruction at the tertiary level, Güler (2004) distributed a questionnaire to 400 academic staff from eight different faculties at a state university. Quantitative analyses revealed that while most content teachers agree on the importance of English in the academic studies of learners, the responses were in favor of Turkish medium instruction, reflecting the participants' belief that students should be taught in their mother tongue in their content courses.

Derintuna (2006) investigated academic English language needs of students at a private English-medium university through the perspectives of their disciplinary teachers, specifically looking at the attitudes of disciplinary teachers towards English-medium instruction at the tertiary level. The data in the study were collected through a questionnaire from the disciplinary teachers from different faculties, and were analyzed using quantitative measures. The study found that most of the participants, regardless of the faculties represented, regarded reading as the most necessary language skill for the students in their departments, followed by writing and listening, while speaking was reported to be the least required. The study highlights the need for EAP/ ESP training for content teachers in order to better deal with emerging language needs of students in their disciplinary studies. In regards to the attitudes towards English-medium instruction, the study found that majority of the content teachers preferred to use Turkish, as well as English in their lectures in order to deal with students' inadequacy in using and understanding spoken English.

In another MA study, Yalçın (2007) investigated effects of content-based instruction (CBI) on language, content learning and metacognitive awareness in L1

and L2 on first year students who study at an English-medium university in Turkey. Using an experimental research design in which 60 participants were randomly assigned to an experiment (CBI) and a control (EFL) group, the researcher employed the results of a multiple choice test and essay performances of the participants to measure and compare content learning. The results of the statistical analysis showed that the CBI group performed better than the control group in content learning on both measures, while they achieved as well as the control group on language proficiency. The researcher states that the results of the study confirmed the previous research that language and content integration can result in better content learning, and that CBI does not impede language proficiency. The researcher emphasizes that CBI has been investigated extensively across various contexts such as immersion and English as a second language (ESL), but limited research in English as a foreign language environments (EFL), e.g., the Turkish context, calls for the need to explore the efficacy of CBI in EFL.

Finally, in a more recent MA study, Atik (2010) investigated the issue of English-medium instruction at tertiary-level by examining the perceptions of university students at a private English-medium university. A questionnaire was administered to 233 students from three different faculties and semi-structured interviews were conducted with 10 of the participants. Quantitative analyses of the questionnaire items and content analysis of the interviews revealed that although students support EMI at tertiary level and they hold positive attitudes towards EMI in terms of the improvement of their language skills, they reported having difficulties in the learning of content delivered in English. The correlational analyses revealed no statistically significant relationship between students' perceptions of EMI in general and their disciplinary success, as reflected in their CGPAs; there was a low

significant relationship between students' perceptions EMI regarding learning of the subject matters and their CGPAs. The study concludes that the results indicate a negative perception of EMI as affecting learning of the subject matters adversely. Findings obtained from the qualitative analysis of the open-ended questions were consistent with the results obtained from the questionnaires; most of the participants stated that learning the academic content through English caused problems especially understanding the content, participating in lessons and comprehending the exam questions, which in turn adversely affected their academic success. The researcher argues that students' learning background, i.e., not being accustomed to having education in English in secondary education, and their limited proficiency might have resulted in their negative perceptions of EMI concerning learning of disciplinary content.

In sum, the debate on the language of instruction problem in the Turkish context still prevails. According to Sert (2008), since research into the issue is limited, more data is needed in order to further speculate on the language of instruction dilemma in the Turkish context. Through a collective case study, Sert (2008) investigated the effectiveness of the use of English in terms of the acquisition of both language skills and the academic content in three different approaches at three different universities, namely English medium instruction (EMI); English aided instruction (EAI), in which Turkish is used for lectures and English for exams; and Turkish medium instruction (TMI), in which Turkish is used in all of the academic areas supported with preparatory and post preparatory English courses (p. 156). The study employed a triangulated approach of quantitative and qualitative methods; quantitative data were collected by means of student questionnaires and the qualitative data were gathered through semi-structured interviews with the teaching

staff from all the three instructional contexts. The results indicated that EMI is considered to be significantly more effective than customary EFL instruction in terms of acquisition of language skills, while there were also problematic areas in EMI in terms of the acquisition of the academic content. Comparing the three instructional approaches more specifically, Sert (2008) states that formal English instruction and the use of English both in EAI and TMI presented some drawbacks. Firstly, the students felt reluctant using English in the real world, and so they did not believe they would exploit it sufficiently. Secondly, many students reported that English failed to attract students' attention, and so English support courses appeared to be ineffective. And lastly, EAI lecturers stated that their students had problems in comprehending the meaning of the materials in English, in transferring it to the classroom activities through Turkish, and then in articulating their ideas in the exams in English again. In the light of the results of the study, Sert (2008) argues that the main question is how, where, and to what extent to use English medium instruction. She claims that presenting the content entirely through the target language still raises questions even in the U.S.A., where English is the medium of daily communication, while CLIL in Europe has not been thoroughly examined in the Turkish HE and it does not seem to be practical to train CLIL lecturers unless there is more in-depth qualitative case studies exploring the unique features of particular academic situations so as to maintain a balance between effective foreign language and academic content attainment.

Chapter 3

METHODOLOGY

This study investigates the impact of English-medium instruction on Turkish undergraduate university students' learning of their content knowledge in the context of English as a foreign-language (EFL), where its use is mainly limited to classroom lecturing in an English-medium university in North Cyprus. The major aim of the study is to explore and present a detailed analysis of the case of English-medium higher education in the Turkish context. The questions addressed in this study are:

1. How do students perceive education in a language other than their mother tongue (i.e. English)?
2. What characterizes a typical English-medium university lecture in terms of
 - a. lecturing behavior of the instructor
 - b. student participation
3. What impact does English-medium instruction have on students' learning of disciplinary content?

This chapter presents the details of the methodology the research study employed. It starts with presenting the overall design of the study, then moves on to the details in regards to the context and participants, the instruments and the procedures for data collection. Finally, the procedures for data analyses are presented.

3.1 Design of the Study

In addressing the research questions, the study adopted an exploratory case design which included a survey of student perceptions (first research question- RQ1), videotaped lecture observations (second research question- RQ2), interviews using stimulated recall, and administration of parallel tests in English and Turkish (third research question- RQ3). Gall, Gall and Borg (2003; cited in Duff, 2008, p. 22) define case study research as “the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon”. In Merriam’s (1998) terms, a case study is “an intensive, holistic description and analysis of a [case]” such as “... a program, a group such as a class, a school, a community, a specific policy, and so on.” (Chapter 1, Case Study Defined, para.1-2). Therefore, in the light of above definitions, this study seeks to understand, from a holistic and participant-involved perspective, how disciplinary learning is affected when the medium of instruction is a foreign language (i.e. English). It is set to reach this aim by exploring performances of individuals in the process of teaching and learning. Therefore, considering its main purpose, this study can be called an exploratory case study (Duff, 2008, pp. 31-32, referring to the three types of case study suggested by Yin, 2003).

Stating that because case studies are often exploratory, Duff (2008) argues that they “may reveal new perspectives of processes or experiences from participants themselves”, suggesting that case studies can “generate hypotheses or models that can be tested later, using the same or other research designs, such as a larger cross-sectional design ... or additional case studies.” (p. 44). However, to be able to that, Duff (2008) warns that the researcher must clearly articulate the theoretical

framework of the study, as well as the relationship between the study and other published research.

Regarding the relationship between this study and earlier research, the first study to have an impact on the research design was the one by Sert (2008) which called for more in-depth case studies to explore the characteristics of particular academic situations in the Turkish higher-education context, stating that much of the limited research on English-medium instruction has failed to explore the issue in depth. The specific studies which the present research design is largely based on are the ones by Airey and Linder (2007), Airey and Thogersen (2011), Dafouz-Milne and Llinarez-Garcia (2008), and Neville-Barton and Barton (2005). Airey and Linder (2007) investigated, through a case study, the process of Swedish undergraduate students' learning of disciplinary content in English-medium lectures. In conclusion of their study, the researchers state that the problems faced in disciplinary learning may be more serious when the students' level of English is lower than the ones in their study; thus, the researchers call for research in other contexts so that the findings can be compared in depicting a clearer picture of the situation. Thogersen and Airey (2011) analyzed parallel university lectures conducted both in Danish (L1) and English (L2), using both quantitative and qualitative measures. The findings revealed that a change in the instructional language seems to have a corresponding alteration both in lecturing speed and rhetorical style, which may have consequences for student learning. Dafouz-Milne and Llinarez-Garcia (2008) employed qualitative measures to analyze lecturer repetitions. The study found that while most of the instructors employed repetitions to make sure the subject content is correctly understood, they failed to use interactive repetitions to encourage participation and interaction. Neville-Barton and Barton (2005) assessed exam performances of

Chinese undergraduate students studying at an English-medium university by administering parallel tests in Mandarin and English. The quantitative analyses focused on comparing students' performance on the Mandarin and English versions of the test. Follow-up interviews conducted with the participating students aimed to gather further insight into the test responses. The study found that non-native students suffer a disadvantage in mathematics learning due to language difficulties as revealed by a 15 percent disadvantage, on average, when compared to their performance in the L1 test. The interviews revealed that the students did not realize the extent of their language difficulties.

Discussing various alternatives for research design, Duff (2008) states that a common design of research is to start with “a survey (e.g., involving questionnaires) and then to follow up with a small number of respondents who indicate a willingness to take part in additional research and who represent important sectors or types of cases within the larger survey” (p. 111). The design of the present study follows the above scheme; starting off with a survey and then target two particular cases because the survey would allow the study “to establish the representativeness of the [case] presented” (Duff, 2008, p. 111). The following sections present the context and the participants of the survey and the targeted cases, as well as the reasons for targeting these particular cases; the instruments for data collection; and the procedures for data collection and analyses.

3.2 Context and Participants

Although being a high profile international English-medium university with students coming from many different countries (mostly from the Middle East, Africa and Turkic states in the former Soviet Union), majority of students the university hosts (about two thirds) come from a Turkish speaking first language (L1)

background (from Turkey and North Cyprus) and most learned English as a foreign language at primary and secondary education. When the Turkish context is considered, compared to many European educational settings, neither total immersion in English as the medium of instruction (EMI), nor CLIL or bilingual education is observed until higher education, except for a few elite private schools. While this is the case in primary and secondary education, there is a sudden shift to EM instruction at university, i.e. in the case of EMU, where the study took place. In order to start their departmental studies, students have to pass an in-house English proficiency test with a minimum score that is equivalent to IELTS-5.5 or CEFR-high B1. Those who cannot pass the proficiency attend a one-year intensive English program at the English Preparatory School (EPS). Completing one year of general English study at the EPS, students take the proficiency exam again but they have the right to go to their departments, regardless of the score they receive from the exam; those with lower scores are given extra English support courses during their first year of study in their major. While there are some native-speakers of English, majority of the content instructors are non-native speakers of English and most are Turkish native speakers. For this reason, all the participating students and the lecturers in this case study were chosen among the Turkish native speakers.

3.3 Instruments and Procedures for Data Collection

The instruments used for data collection were a questionnaire designed to collect data regarding students' views and perceptions of English-medium instruction; classroom observations in which a total of four lectures at the Business Faculty (50 minutes each; 200 minutes in total) were videotaped; semi-structured interviews, using stimulated recall, with 10 of the students who attended the lectures, and administration of parallel mathematics tests in a class of 16 voluntary students

taking a first year Calculus course, and follow-up interviews with 8 of the students. Figure 3.1 below illustrates the connections among the research questions and the instruments employed.

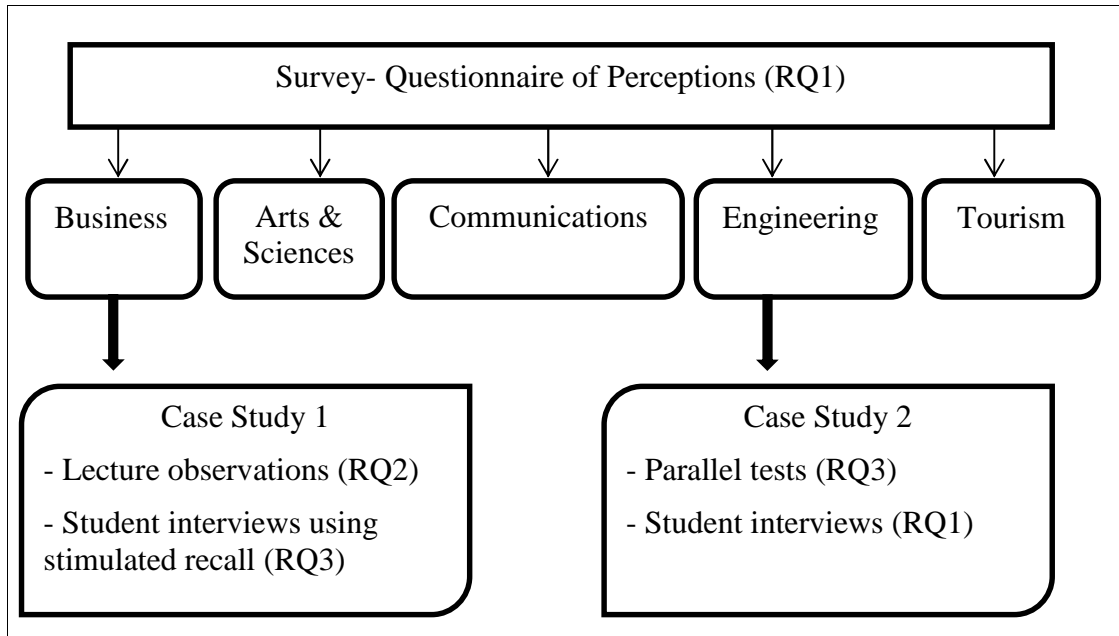


Figure 3.1: Instruments and research questions (RQ)

3.3.1 Survey: Questionnaire of Perceptions

Data in this section of the study were gathered from a survey administered to a randomly selected sample of 175 undergraduate students to collect data on their views of and perceptions regarding English-medium instruction. The sample represented various disciplinary studies from four faculties (Engineering, Business and Economics, Communication, and Arts and Sciences) and a school (School of Tourism and Hospitality Management). Of the participating students, 130 were from Turkey, (44 female, 86 male) and 45 were from North Cyprus (26 female, 19 male). The sample is believed to represent the student population of the university; about two-third of the undergraduate student population is from Turkey, one-third from North Cyprus and other countries. According to the year and department of

undergraduate study, the percentages representing the sample were as follows (Table 3.1).

Table 3.1: Survey sample: Year and department of study

Year of Study	1 st	2 nd	3 rd	4 th	
	3%	39%	37%	21%	
Department of Study	Engineering	Business Admin.	Communication	Mathematics	Tourism
	41%	26%	13%	11%	9%

The survey used in this study is an adapted version of the instrument developed by Tarhan (2003) designed to collect data regarding attitudes towards English-medium instruction in secondary education. The reason for choosing this survey is that the instrument was found to be valid and reliable by experts and thus was approved by the Research and Development Center for Education of the Ministry of Education, Turkey, after the reliability measures indicated high values (Tarhan, 2003, p. 66). Some items in the original questionnaire, referring to the context of secondary education, were either rephrased to suit the context of the present study or taken out. The adapted survey, like the original, is in Turkish and has four sections (see Appendix 1). In the first section, there are items to collect background information about the participants. The items in the remaining three sections aim to collect data regarding (i) participants' opinions about English as a foreign language, (ii) their opinions about English-medium instruction in university education, and (iii) their perceptions regarding the process of learning in English-medium instruction lectures. The participants responded to the items on a 5-point Likert scale: 5 (*strongly agree*), 4 (*agree*), 3 (*no idea*), 2 (*disagree*), 1 (*strongly disagree*). There is an open-ended item at the end of each section in case participants would like to give further comments.

3.3.2 Targeted Cases: Case Study One

As for sample selection, Merriam (1998) refers to two types of sampling, *probability* (e.g. random sampling) and *non-probability*, stating that the method of choice for the most of qualitative case studies is the latter. According to Merriam (1998), the most common form of non-probability sampling is purposive or purposeful sampling which is “based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned.” (Chapter 3, Sample Selection, para.2). The lectures targeted for observation were part of an undergraduate program at the Business Administration department. The reason for choosing Business Administration was purposeful because firstly, the results of the survey indicated that perceived difficulties related to following English-medium lectures seem to be serious in social sciences majors, and secondly, the faculty indicated a willingness to take part in additional research.

Compared to the other study contexts where the impact of English-medium instruction can be observed through comparing it with instruction in the mother tongue since the same course is offered both in English and in the local language (see Airey & Linder, 2007), the context in this study did not allow the researcher to conduct a similar research design because all the courses are taught in English only, except the ones offered to Turkish-medium only programs, i.e. Turkish teacher education, secondary school subject teacher education, and guidance and counseling programs under the Education Faculty. Thus, for the purposes of this study, a parallel-lectures design was constructed. After speaking to the chair of the Business Administration (BA) department and explaining the aim of the study, he kindly agreed to design and conduct a series of lectures in English and Turkish. To that

effect, he made an announcement in class informing his students about the purpose and design of the study and ten students volunteered to participate. All the participating students had Turkish as their L1 because the international students (about 15 in a class of 45) would not be able to follow the Turkish-medium lectures.

The course offered by the instructor (the chair of the department) was a 3rd-year undergraduate course, *Human Resources Management (MGMT 301)*. The instructor and the researcher agreed on two new topics from the course-book that was yet to be covered in order to minimize the learning effect. The instructor explained the topics selected were of importance for the aims of the course. Prior to the lecture observations, a semi-structured interview, adapted from Airey (2009), was held with the instructor on his views about the lecture content and possible problems regarding student participation and learning of lecture content (See Appendix 2 for interview protocol and Appendix 3 for the full transcript of the interview).

Classroom observations

The instructor gave a total of four lectures, each lasting 50 minutes. All the lectures were conducted in the faculty building in the late afternoons, outside the regular teaching hours. Each topic was covered in English in one lecture, and then repeated in Turkish in another. For the first topic, half of the ten students attended the first lecture in English; the same topic was repeated in Turkish for the other half in a second lecture the next day. The second topic was covered the following week in a third lecture. Those students who attended the first lecture in English attended this one in Turkish; the same topic was repeated the next day in a fourth lecture in English for the other half. All the lectures were video recorded. The researcher was present in all of the lectures, doing the recording himself. A video camera, mounted and fixed on a tripod, was placed at the back of the classroom and focused on the

instructor and the slides. When there was student-teacher or student-student interaction, these were recorded as well.

Student interviews

Regarding the question of number of participants making up a representative sample, Merriam (1998) states that “unless you plan to interview, observe, or analyze *all* the people, activities, or documents within the case, you will need to do some sampling within the case.” (Chapter 3, The Sample in Case Studies, para.1) The criteria for purposive sampling was that only the Turkish L1 students who volunteered to attend the lectures to be observed would be asked for an interview. All the students who attended the lectures both in English and Turkish were approached, and they all accepted to be interviewed. The interviews were conducted individually, using a semi-structured interview protocol, and through a stimulated-recall technique, which were adapted from Airey (2009) (see Appendix 4). Eight students wanted the interview to be in Turkish. One started in English and later switched to Turkish. One started and completed the interview in English. For stimulated recall, the students were shown a series of short video-clips from different stages of the lectures (e.g., when the lecturer is explaining a new term or concept, etc.). They were asked to reflect on each of these stages, with questions such as what they were thinking/ doing at that stage, if they were with the lecturer, what helped or inhibited their understanding, etc. All the interviews were audio recorded and were fully transcribed for analysis (See Appendix 5; one interview in full transcript is given as example).

3.3.3 Targeted cases: Case study two

The reason for targeting a first year Calculus course was that the results of the survey indicated that perceived difficulties related to following English-medium

lectures in sciences majors seem to be as serious as in social sciences majors, and secondly, the Mathematics department of the Arts & Sciences faculty indicated a willingness to take part in additional research. The content instructor, who offers the first year Calculus course for undergraduate engineering students, stated that the failure rate among the students was particularly high and they wondered if limited English language skills were among the reasons.

The methodological design of this particular case study was adopted from Neville-Barton and Barton (2005) and included the following steps: (i) lecture observations, (ii) parallel tests (questions in both versions, Turkish and English, are the same; only the numbers in questions statements are changed) and (iii) individual interviews with participating students. A total of 16 first and second year undergraduate engineering students agreed to participate after the aim of the study was explained (3 Iranians, 1 Arabic and 1 African students taking the same course were excluded as the study targeted the students with Turkish L1 background only).

A fifty-minute Mathematics test was designed in which 15 items were chosen from the Pre-Calculus section of the Calculus textbook, assuming the students would already have the pre-requisite mathematics in that section. Each item was selected carefully to make sure they covered a range of language elements (e.g., syntax from simple to advanced level of complexity, both general and technical vocabulary, etc.). The test was particularly intended to investigate the students' ability to understand English vocabulary and syntax. Two versions of the test were produced (see Appendix 6): an English version, taken from the textbook and a directly translated Turkish version, translated by the researchers, both Turkish speaking. The Turkish version was also proof-read by another instructor.

After the aim of the study was explained and the students' consent was taken, the tests were given out; half of the students were randomly assigned to do the Turkish version of the test first and the other half did the English version first. Following the first round of tests, the researcher observed a total of 8 consecutive lectures taking notes on the lecturing and student-instructor interaction. 4 weeks after the first tests were administered, the students were given the same tests; those who took the Turkish version of the test were given the English version, and vice versa. The students were not informed in advance that there would be a second test. The course instructor read and scored the answers to the tests. This was followed by individual interviews conducted to gain further insight into what features of the questions the students had difficulties with or did not understand. The interviews conducted a week after the second testing session. 8 of the students with varying responses to the two versions of the tests were approached for individual interviews. In the interviews, the course instructor went over the test papers with the student and discussed their performance on each version; the researcher was also present in the interviews and participated asking what features of the English language helped or inhibited the comprehension of the test items. All the interviews were audio-recorded and fully transcribed for analysis.

3.4 Data Analyses

Statistical Package for Social Sciences (SPSS, version 15) was used for quantitative data analyses. The data collected were first analyzed through a factor analysis and later the responses to the items were analyzed using descriptive measures, namely percentages and means. Responses to the open-ended items were analyzed qualitatively through categorization of responses and identification of recurring patterns. The recorded content of all the interviews were fully transcribed.

The procedures for qualitative analyses were to categorize data, and then identify any emerging concepts and themes from categories (Merriam, 1998; Saldaña, 2009).

For the lecture analyses, both quantitative and qualitative measures were applied. For quantitative analysis, a similar methodology used in Thøgersen and Airey (2011) was adopted. The four lectures observed focused on two topics. The following were the topics and the subtopics covered in each lecture (both in English and Turkish):

Topic 1: Performance Management and Appraisal

- Performance evaluation versus management
- Realistic versus soft appraisal
- Defining goals (SMART goals)
- Four tools for measuring performance

Topic 2: Money and Motivation

- Maslow's theory of needs and Herzberg's Hygiene factors
- Job characteristics model
- Expectancy theory
- FLOW and intrinsic motivation theory

A total of six (three from each lecture) 5-10 minutes of lecturer talk (least interrupted sections where lecturer presents a point of subject in full-length) were analyzed in depth, using quantitative measures. For comparison, the same was done for the lectures in Turkish, resulting in 12 sections to be analyzed and compared (six from English lectures and six from Turkish). The reason for selecting these sections, listed below, was that these are the key concepts to be delivered as stated by the lecturer.

Lecture 1,

1. SOFT vs. REALISTIC appraisal
2. GOALS for appraisal
3. TOOLS for appraisal

Lecture 2,

4. MASLOW's theory of needs
5. HERZBERG's hygiene factors for motivation
6. FLOW theory

For quantitative analysis, the following were the points addressed, comparing the lectures in English versus those in Turkish:

- Total lecturer and student talk time
- Lecturer delivery speed of content
- Time taken to deliver the same content in English and Turkish.

Analysis of the lecturer's speaking rate in the lectures was conducted using SPS (syllables per second) and MLR (mean length of run; i.e., the number of syllables produced between pauses) counts. Pauses between utterances were observed with the help of specific software: *Praat* program by Boersma and Weenink (2009) and *pause analysis* script by Lennes (2009).

Qualitative Analysis of the lectures addressed the use of content redundancy by the lecturer, as it has been highlighted as an important strategy, together with reduced pace of speech, to help non-native listeners comprehend content subject (Lynch, 1994; 2011). Redundancy is the repetition of what has been said and can be observed in the form of exact repetition, repetition with one or two words changed, or complete reformulation or paraphrase (Lynch, 1994; Dafouz-Milne and Llinarez-Garcia, 2008). For the analysis, Tannen's (1989, as cited in Dafouz-Milne and

Llinarez-Garcia, 2008) *Conversation Analysis Framework* was employed. The transcript of the targeted sections of lecture content (6 in English-medium lectures and 6 in Turkish-medium versions) was analyzed for instances of the lecturer's self-repetition (i.e. repeating what is said by himself) and allo-repetition (i.e. repeating what is uttered by the students). Instances of allo-repetition were categorized as interactional repetitions (used to encourage students' participation and turn-keeping) and pedagogic repetitions (positive or negative evaluation of student utterance on content and/or form) (Llinares, 2003; as cited in Dafouz-Milne and Llinarez-Garcia, 2008).

3.5 Issues of Validity and Reliability

The reason behind opting for a case study in this research was that “the cases may generate new hypotheses, models, and understandings about the nature of language learning or other processes” (Duff, 2008, p. 43). The major aim of the study is to gain a better understanding of the process of disciplinary learning through instruction in a foreign language (i.e. English). In order to discuss whether such an aim can be realized via a case study, the advantages and disadvantages of case studies need to be taken into consideration.

One important advantage of case study is that it helps the researcher to “conduct a very thorough analysis (a “thick” or “rich” description) of the case” as the researcher can concentrate “on the behavior of one individual or a small number of individuals (or characteristics of sites)” (Duff, 2008, p. 43). Another advantage, according to Duff (2008) is that case studies “can sometimes provide counter-evidence to existing theoretical claims.” (p. 45) Considering the claims in regards to the positive effects of English-medium instruction, results gathered from this case

study may reveal challenging findings, stating the case in tertiary education, with specific reference to the Turkish context.

There are also a few claimed disadvantages, as well as advantages, associated with case studies, such as “concerns about generalizability, ... issues connected with thick description ... objectivity versus subjectivity in research, ... and ... ethics ” (Duff, 2008, p. 47). Concerning the doubts about generalizability and thick description, Merriam (1998) defends the purposeful selecting of a single case or a nonrandom sample, arguing that it “is selected precisely *because* the researcher wishes to understand the particular in depth, not to find out what is generally true of the many” (Chapter 10, External Validity, para.3); the in-depth analysis of the case can be ensured by “providing enough description so that readers will be able to determine how closely their situations match their research situation, and hence, whether findings can be transferred.” (para.14) In reply to criticism on subjectivity, Duff (2008) states that, “using personal judgment in making research decisions, framing studies based on earlier research, and drawing interpretations, and conclusions are involved in all research”, arguing that “research participants (cases), when asked to provide introspective or retrospective accounts of their experiences or perceptions, are themselves highly subjective as well.” (p. 55). Finally, on concerns regarding research ethics, because case studies reveal considerable detail and contextualization about the setting and participants, the identities of participants will be protected by using pseudonyms (Duff, 2008).

Chapter 4

DATA ANALYSIS

This chapter presents the findings gathered from the survey, lecture observations and follow-up interviews using stimulated recall, results of the parallel tests and findings from follow-up interviews. The results are presented according to the order of the research questions formulated in the study. The statistical analyses of the data collected from the questionnaire, as well as the qualitative analysis of the open-ended questions in the questionnaire are presented first. Following the analyses of the survey data, findings from the quantitative and qualitative analyses of the data gathered from the lecture observations are presented. Thirdly, the findings from the qualitative analyses of student interviews using stimulated recall are presented. The final section of the chapter presents the findings from the parallel mathematics test and follow-up interviews.

4.1 Analysis of Perceptions

The aim of the questionnaire was to gather data on Turkish university students' views and perceptions regarding English as a foreign language, English-medium education in general, and the effect of English-medium instruction on the process of disciplinary learning. Following the background information section, there were three main sections in the questionnaire: Section B with 16 items on perceptions of English as a foreign language; Section C with 18 items testing views regarding English-medium instruction in education; and Section D with 16 items asking for views and reflections regarding the process of disciplinary learning in

English-medium instruction. Before descriptive analyses, all the items in these three sections were submitted to factor analysis in order to identify possible factors “that may be used to represent relationships among sets of interrelated variables” (George and Mallery, 2001, p. 232). Firstly, in order to check whether the data collected were acceptable and whether the distribution of values in the data was sufficient for conducting factor analysis, *Kaiser-Mayer-Olkin (KMO)* test and *Bartlett Test of Sphericity* were run. As can be seen in Table 4.1 below, the measures gathered from the both tests revealed that the data are acceptable and the values are adequate for factor analysis, with a significance value $< .05$ for each section and with measures $> .8$ - meritorious ($< .5$ is regarded unacceptable) (George and Mallery, 2001, p. 242).

Table 4.1: Measures of multivariate normality

Section	Total no of items	KMO	Bartlett Test of Sphericity	Example item
B. English as a foreign language	16	.85	.000 ($p < .05$)	(3). Learning English is necessary for me.
C. EMI	18	.84	.000 ($p < .05$)	(1). English-medium university education is beneficial.
D. Disciplinary Learning in EMI	16	.87	.000 ($p < .05$)	(10). I have difficulty understanding course materials in English.

The second step in factor analysis was to study the output and interpret the factors, as revealed in the *Varimax* rotated component matrix, the default procedure used by SPSS. According to George and Mallery (2001, p. 234), factor loadings with $> .5$ indicate a strong “relationship between a particular variable and a particular factor”. Therefore, the factor analysis output for each section was studied carefully and some particular factors were identified. Regarding the process of interpretation, George and Mallery (2001) state that “there will often be two or three irritating

variables that end up loading on the ‘wrong’ factor, and often a variable will load onto two or three different factors.” (p. 235), suggesting that such cases require considerable understanding of the data, and that the researcher should consider and evaluate the output carefully. The factors identified and interpreted from the factor analysis output, with descriptive analyses of the responses, are presented below (see Appendix 7 for the details of the factor analysis output for Sections B, C and D of the questionnaire).

4.1.1 English as a Foreign Language

The first section, section B, of the questionnaire tested the participants’ views and perceptions regarding the importance of learning additional languages, including English. The factor analysis revealed three main factors that seem to affect learning of English as a foreign language. The first factor emerging from the responses to Section B was the need and necessity for learning foreign languages, including English, as is shown in Table 4.2.

Table 4.2: Need and necessity for learning foreign languages, including English

Item	N	Agree %	Not sure %	Disagree %	Mean	SD
b1	175	81.8	2.9	15.5	4.13	1.17
b2	175	81.8	1.7	16.6	4.10	1.21
b3	175	96.6	0.6	2.8	4.68	0.71
b13	175	74.8	10.3	14.9	3.93	1.24
b14	175	68.6	8.6	22.9	3.75	1.38
b15	175	83.5	8.6	8.0	4.19	1.06

b1. Learning a foreign language is necessary for everyone.

b2. Learning English is necessary for everyone.

b3. Learning a foreign language is necessary for me.

b13. Foreign languages other than English should also be offered in secondary education.

b14. English should continue to be taught as a foreign language at university.

b15. Foreign languages other than English should also be offered in tertiary education.

As is revealed in the responses, the majority of the participating students seem to agree on the necessity of learning English and other foreign languages. A second factor, as extracted by the *Varimax* rotated component matrix, was the importance of learning English as a foreign language. According to the responses (Table 4.3), most of the students seem to agree on the importance of learning English.

Table 4.3: Importance of learning English

Item	N	Agree %	Not sure %	Disagree %	Mean	SD
b4	175	93.2	1.1	5.7	4.62	.84
b5	175	81.1	9.1	9.7	4.23	1.09
b7	175	88.0	4.6	7.4	4.39	.92
b10	175	95.5	1.1	2.3	4.54	.78

b4. Learning English is necessary for me.

b5. I am pleased to be learning English.

b7. It is important to learn English at an advanced level.

b10. Being able to speak English has advantages.

The last factor reflects variables on the role and status of English, as well as its impact on Turkish. The responses, presented in Table 4.4, show that while the majority of the respondents acknowledge the importance of learning English and support its teaching as a foreign language in secondary education, many seem to have doubts that it brings one prestige and has positively affect one's culture. What is even more significant is that majority of the respondents disagree that the spread of English has a positive impact on the Turkish language. At the end of each section, there was an open-ended question asking respondents to write down further comments, if any, in relation to the issues in the items. In Table 4.5 below, are some of the responses in line with the quantitative findings presented above; particularly supporting the responses given to b9 and b16 (see Appendix 8 for all the responses).

Table 4.4: Role and status of English and its impact on Turkish

Item	N	Agree %	Not sure %	Disagree %	Mean	SD
b6	175	57.2	16.0	26.9	3.49	1.37
b8	175	62.8	17.7	19.4	3.61	1.31
b9	175	52.6	17.1	30.3	3.39	1.42
b11	175	65.1	13.1	21.8	3.72	1.45
b12	175	80.6	7.4	12.0	4.14	1.24
b16	175	15.5	21.1	63.4	2.17	1.30

b6. Knowing English is a mark of prestige in the society.

b8. I think English is a nice language.

b9. The spread of English has a positive effect on our culture.

b11. At elementary education English should be taught compulsory in grades 4 & 5.

b12. At elementary education English should be taught compulsory in grades 6-8.

b16. The spread of English has a positive effect on Turkish.

Table 4.5: Open-ended responses to Section B

Respondent No.	Response
5	People should be directed to learning other foreign languages. I think English is so shallow; it limits our thinking.
13	Spread of English and its integration, especially in education, is an obvious threat to our culture. People learn the best in their mother language.
64	We mustn't ignore the importance of protecting our language while learning English.
97	We must definitely learn a second foreign language; regarding the context of our country, Russian or Arabic would be a good choice.
112	We don't need to learn the language of another country; on the contrary, we must improve our own language.
115	We must learn and use English very well, but must not let it ruin our native language. English is useful to keep up-to-date with science and technology. But we must definitely protect our native language from negative influence of English.
149	Why English all the time?

4.1.2 EMI in Education

The second section in the questionnaire, Section C, targeted university students' views on English-medium instruction (EMI) in secondary and tertiary education, and its perceived impact on learning subject content, as well its perceived influence on one's occupational career. The factor analysis run on this section revealed three main components that most of the items are associated with (See

Appendix 7 for the factor analysis output, which actually identified four factors; two close factors are merged into one).

The first factor identified was on views regarding English-medium education and its perceived impact on one's occupational career. When the responses on this matter are considered (see Table 4.6), they tend to represent varying views, as revealed by high standard deviation (SD) values. Responses to the items regarding EMI in pre-university education are not homogenous, i.e. many respondents disagree or are unsure about the issue, while there are also many respondents who seem to be supporting it. However, when it comes to EMI in tertiary education and its positive impact on successful careers, mean responses get closer to *agree* although substantial number of respondents disagree or raise doubts about it.

Table 4.6: EMI in education and its perceived impact on job career

Item	N	Agree %	Not sure %	Disagree %	Mean	SD
c1	175	61.7	6.9	31.5	3.57	1.44
c2	175	26.3	15.4	58.3	2.57	1.38
c3	175	26.9	15.4	57.7	2.55	1.40
c4	175	38.8	18.3	42.8	2.86	1.34
c13	175	55.4	17.1	27.4	3.47	1.37

c1. EMI is necessary in tertiary education.

c2. Teaching science in English in secondary education is useful.

c3. Teaching math in English in secondary education is useful.

c4. Teaching at least one social science course in secondary education is useful.

c13. Learning disciplinary content in English will make graduates more successful at work.

The second factor seems to be related to the reasons for supporting EMI. The responses to the items are presented in Table 4.7. According to the responses, the majority of the students seem to agree on the importance of English in the field of work and academics, while many seem to doubt whether EMI positively affects students' cognitive development. And finally, the third factor concerning this section is linked with the reasons against EMI. The responses are presented in Table 4.8.

Table 4.7: Views on reasons in favor of EMI

Item	N	Agree %	Not sure %	Disagree %	Mean	SD
c10	175	46.8	29.1	24.0	3.28	1.19
c11	175	89.7	5.1	5.2	4.36	0.90
c12	175	92.6	4.0	3.4	4.51	0.76
c14	175	63.4	13.1	23.4	3.63	1.34

c10. EMI positively affects cognitive development of students.

c11. An English-medium university diploma creates better opportunities to find a good job.

c12. One needs English at work.

c14. English-medium disciplinary learning helps bring more success in academic studies.

Table 4.8: Views on reasons against EMI

Item	N	Agree %	Not sure %	Disagree %	Mean	SD
c5	175	41.1	16.0	42.8	3.02	1.50
c6	175	32.6	15.4	52.0	2.66	1.42
c7	175	48.5	18.3	33.1	3.30	1.40
c8	175	69.7	16.6	13.7	3.94	1.19
c15	175	43.4	23.4	33.2	3.23	1.36
c16	175	49.7	20.0	30.3	3.39	1.36
c18	175	46.3	21.7	32.0	3.35	1.37

c5. There should be no EMI in secondary education.

c6. There should be no EMI in tertiary education.

c7. EMI negatively affects disciplinary learning at university.

c8. Instead of EMI, there should be a more effective teaching of EFL.

c15. Foreign-language medium instruction (FLMI) limits students' academic creativity.

c16. FLMI limits students' disciplinary knowledge.

c18. FLMI negatively affects the scientific and academic development of the mother tongue.

Considering the responses to c5 and c6, it seems the respondents have different views on the issue of EMI in secondary education; the number of respondents who agree and disagree with the statement are evenly distributed, while 16% reported they are unsure whether there should or should not be no EMI in secondary education. More interestingly, students' views on EMI at tertiary education tends to gather around two opposing poles; although a higher percentage of the respondents seem to disagree with the statement in c6, the total percentage of the respondents who agree with the statement and those who are unsure are very close, representing

the opposing end. It seems that nearly half of the respondents agree that EMI has a negative impact on the process of disciplinary learning, while the other half is divided between disagree and undecided (as revealed in responses to items c7, c15, c16, c18); leaving it unclear whether EMI is favored or not. Having said that, however, responses to c8 might help clarify the tendency of the respondents; the majority (approximately 70%) stated that instead of EMI there should be a more effective teaching of English, thus implying education in the mother tongue, with effective English language support.

Responses to the open-ended question at the end of Section C also reflect the differing views in regards to the issue of EMI; the responses are given in Table 4.9 below.

Table 4.9: Open-ended responses to Section C

Respondent No.	Response
31	Mother-tongue education!
54	EMI in tertiary education is necessary if it is required at work.
113	EMI might be necessary for some disciplines but mother tongue education is must for effective university education.
169	All the courses in secondary education must be in English, rather than offering a few [e.g. sciences and math] in English.
173	EMI provides more opportunities for access to resources and helps gain a wider perspective.

4.1.3 Disciplinary Learning in EMI

The final section of the questionnaire, Section D, contained items asking university students how they perceived the process of disciplinary learning in EMI. This section contained two sub-sections. 16 items in the first sub-section sought answers on how the process affects students' classroom performances, and whether it causes any difficulty in mastering content. The second sub-section contained 7 items which asked how EMI affects specific language skills, and what impact it has on students' Turkish.

Before descriptive analyses, factor analysis was run on the items on the first section and it identified three factors where the items particularly clustered (See Appendix 7 for the factor analysis output; the third factor has been merged into the first one with the reason explained below). The first factor identified was the perceived negative effects EMI has on students' classroom performance. Considering the responses to items d2, d3 and d4 (see Table 4.10), it seems that more than half of the respondents find it difficult to participate in and comprehend English-medium lectures and thus think a summary in Turkish of what is presented should be given.

Table 4.10: Perceived difficulties EMI has on classroom performance

Item	N	Agree %	Not sure %	Disagree %	Mean	SD
d2	175	55.5	11.4	33.1	3.35	1.37
d3	175	69.7	10.3	20.0	3.90	1.33
d4	175	65.7	7.4	26.8	3.58	1.41
d5	175	63.4	5.2	31.4	3.49	1.43
d6	175	34.3	6.9	58.9	2.69	1.37
d7	175	49.2	5.1	45.7	3.06	1.41
d8	175	65.1	17.1	17.7	3.71	1.08
d9	175	49.4	22.9	28.0	3.37	1.16
d10	175	48.0	16.6	35.5	3.22	1.32

- d2. I cannot comprehend English-medium lectures.
d3. A Turkish summary should be given at the end of English-medium lectures.
d4. I find it difficult to ask questions in English.
d5. I find it difficult to give an oral response to questions in the lecture.
d6. I find it difficult to give a written response to questions in the lecture.
d7. I find it difficult to understand the lecturer's responses to questions.
d8. I can give a written summary of an English-medium lecture.
d9. I can give an oral summary of an English-medium lecture.
d10. I find it difficult to understand course materials.

The responses to items d5 and d6 show that although students can respond to questions in written form, they find it difficult to do so when a spoken answer is required. The responses to these items seem to be in line with responses to d8 and d9 (d8 and d9 are regarded as a third component by the factor analysis, but are presented under the factor in relation to the first factor). The responses to d8 and d9 seem to support to those given to d5 and d6; students seem to find it easier to summarize and

explain lecture content in written form than in spoken. Finally, according to the responses given to d7 and d10, it seems while half of the respondents agree that it is difficult to understand the course instructor and materials, the other half either disagree with or are unsure about it.

The second factor revealed is related to how the consequences of EMI are perceived. The responses to the con EMI statements, naming possible negative effects of EMI, as stated in items d11, 12, 13, 14 and 16 (see Table 4.11), seem to be supporting the statements that EMI impedes disciplinary learning, except for item d11, over which the responses seem to be divided between agree and disagree. When the first of the two pro EMI statements, item d1, is looked at, it can be seen that the majority of the respondents disagree with the statement that EMI affects their course performance positively. The responses to the second pro statement, d15, seems to be divided between agree and disagree; however, the sum of the responses undecided and disagree outweigh the responses which agree that EMI makes it easier to access disciplinary materials and resources.

Table 4.11: Perceived consequences of EMI on disciplinary learning

Item	N	Agree %	Not sure %	Disagree %	Mean	SD
d1	175	26.3	14.3	59.5	2.58	1.34
d11	175	45.7	11.4	42.8	3.11	1.48
d12	175	63.4	14.3	22.3	3.65	1.24
d13	175	60.5	14.9	24.6	3.62	1.26
d14	175	70.4	16.0	13.1	4.00	1.19
d15	175	46.9	23.4	29.7	3.30	1.28
d16	175	52.0	14.3	33.7	3.33	1.42

d1. EMI positively affects my course achievement.

d11. It is extra burden for me learning disciplinary terms in both English and Turkish.

d12. It is difficult to retain new terms presented in English-medium lectures.

d13. It is difficult to retain new concepts presented in English-medium lectures.

d14. EMI increases rote learning.

d15. EMI makes it easier access disciplinary sources and materials.

d16. Having exams in English negatively affects my achievement.

While the first sub-section of Section D of the questionnaire addresses content learning in the process of EMI, the second part looked at how EMI affects English language skills and whether it has any negative impact on students' native tongue. When the responses are considered (see Table 4.12), it seems that the skills that are felt to have improved the most are passive language skills, i.e. listening and reading, followed by writing and speaking. According to the responses to items d22 and d23, majority of the respondents disagree that EMI negatively affects their Turkish in general; however, there seems to be two opposing views regarding the statement that it impedes the development of one's academic Turkish.

Table 4.12: Impact of EMI on L2 and L1 language skills

Item	N	Agree %	Not sure %	Disagree %	Mean	SD
d17	175	63.4	10.3	26.3	3.55	1.34
d18	175	80.0	8.0	12.0	3.98	1.07
d19	175	71.4	10.9	17.7	3.80	1.16
d20	175	66.8	12.0	21.1	3.65	1.24
d21	175	62.3	15.4	22.2	3.58	1.27
d22	175	34.9	14.3	50.9	2.82	1.50
d23	175	42.3	15.4	42.3	3.13	1.47

- d17. EMI improves my English grammar.
- d18. EMI improves my English listening skills.
- d19. EMI improves my English reading skills.
- d20. EMI improves my English writing skills.
- d21. EMI improves my English speaking skills.
- d22. EMI impedes my general Turkish.
- d23. EMI impedes my academic Turkish.

In order to interpret the findings better, the responses to the open-ended questions should also be considered. At the end of the last section of the questionnaire, the participants were asked to write down any positive and negative effects of EMI that they may associate with university learning. Some major recurring themes in the responses are presented below accordingly (see Appendix 9 for the responses fully documented):

Perceived impact of EMI- positive consequences:

- improved English language skills, and easier access to academic and professional resources in English
- better chance to find a job, and better academic/ professional career
- easier access to social/ cultural/ professional network

Perceived impact of EMI- negative consequences:

- insufficient mastery over disciplinary knowledge due to memorization and surface learning
- difficulty translating job-specific terminology into Turkish and problems in communication with colleagues and staff at work; lack of bilingual professional/ scientific literacy
- limited participation in lectures due to insufficient language skills
- problems adapting to academic requirements especially in the first year due to limited language skills
- failure/ limited success in courses due to limited language skills
- difficulty following lecturers, especially foreign ones, and failure/ limited performance in exams
- waste of time if there will be no need for English at work
- demotivation and loss of self-confidence when one cannot express himself/ herself in lectures and exams
- negative affect on one's Turkish; difficulty finding Turkish equivalents when explaining things
- irrelevant unless one works at an international profession
- surface learning, resulting in lack of analysis, synthesis and evaluation skills
- lack of participation in English-medium lectures

- need for extra time and effort in comprehending content
- loss of interest in lectures as there is lack of participation due to limited language skills
- risk of graduating under-qualified due to limited, surface-level content mastery
- negative attitude towards English due to not being able to express one's thoughts
- increased study time and load
- low grades and GPA due to limited performance in exams

In conclusion, considering the positive and negative consequences of English-medium learning as perceived by the participating students, it seems that although EMI contributes to improvement of language skills and to better opportunity for future career and academic opportunities, the process of learning disciplinary content in EMI reveals serious problems, supporting the findings revealed by responses to the Likert-scale items. From the findings of the survey, it can be interpreted that the process of English-medium instruction and learning is not smooth and problem-free. However, drawing conclusions and arguments based on the findings of the survey alone would be a too hasty interpretation. In order to better observe and understand the process, there has to be a closer and in-depth investigation of the dynamics of classroom teaching and learning. The following stages of the study aim to reveal these dynamics, first by analysis of observed lectures and then of student interviews who were in the observed lectures.

4.2 Lecture Analyses

Prior to the analyses conducted on the observed lectures, brief descriptions of the lecturer and the lecture content are presented. Following the descriptions, there is

a detailed presentation of the steps in preparing the data for quantitative analyses. Finally, the findings of the quantitative analyses are presented. The same procedure is followed for the presentation of the qualitative findings.

4.2.1 The Lecturer

At the time when the study was conducted, the instructor was an associate professor at the faculty of Business Administration. He is a Turkish Cypriot and his first language is Turkish. He was born in Cyprus and completed his primary and secondary education in Cyprus. He completed his undergraduate and master's degrees in the US. He completed his PhD degree in Turkey. He taught three years at another English-medium university in Cyprus before coming to EMU in 1999. He taught at the Business Administration Faculty at EMU since then. Although a non-native speaker of the language, his level of English is very good and he said he is comfortable teaching in English as he taught in English for more than 10 years. He also had experience in teaching in Turkish because he conducted courses in the Turkish language for the local community offered by the EMU Continuing Education Center. Among the courses he taught in Turkish were the performance and human resource management courses, similar to the one observed in this study.

In the interview (see Appendix 3 for the full transcript) conducted before the lecture observations, considering the level of his class he said, "the majority of the students are from Turkey. Then we have some from Cyprus and some from abroad, and the ones from abroad are generally from Iran and Nigeria. The international students seem to have a better grasp of English and are more comfortable contributing to the class discussions, compared to the students from Cyprus and the students from Turkey." Considering the interaction and participation of Turkish students in lectures, he said, "There's the usual group that's always responding or

asking questions ... that might be 5 students out of 30 and unfortunately, a big proportion of the students just shut off during the lecture.” Regarding how he deals with such cases, he said, “no matter I ask a question and even you know I give them silence, I ask a question that usual type will put their hand up and I will not pick those and I will wait, and giving them the silence usually makes people uncomfortable and eventually somebody will try to participate just to kill this unbearable silence, but you can’t do that all the time”. Taking the issue in consideration and in order to help students follow the lecture more easily, he said, “I try to be conscious of what words I’m using. I will often rephrase something and put them in a different word and say one more time.” And finally, when asked whether he would feel more comfortable in conducting the lesson in English or Turkish, he said it would not matter teaching the content in English or in Turkish in terms of his comfort level.

4.2.2 The Lectures

A total of six (three from each lecture) 5-10 minutes of lecturer talk were selected for analysis. The sections selected were the least interrupted sections where the lecturer presents a point of subject in full-length; each section was clearly marked with the lecturer signaling the start by introducing the topic and finishing the presentation by wrapping up, signaling a move to the new topic or calling for questions. For comparison, the same was done for the lectures in Turkish, resulting in 12 sections to be analyzed and compared, six from English lectures and six from Turkish (see Appendix 10 for the raw transcripts of 6 sections from the English-medium lectures, and Appendix 11 for the raw transcripts of 6 sections from the Turkish-medium lectures).

4.2.3 Quantitative Analysis

Before the analysis, some particular steps had to be completed in preparing the data for analysis. The first step in the process was to identify the total teacher talking time (TTT) within the section selected. To do this, the total time of student talk (STT) within the particular section was calculated and subtracted. This step is illustrated in Table 4.13 below.

Table 4.13: Step 1. Extracting total teacher talk time for each section

English (<i>Raw time minus STT</i>)	TTT- English	Turkish (<i>Raw time minus STT</i>)	TTT- Turkish
1. Realistic vs. Soft appraisal <i>340s – 25s</i>	5min15s = 315s	1. Gerçekçi ve Yumuşak Değerleme <i>380s – 2s</i>	6min18s = 378s
2. Appraisal Goals <i>520s – 6s</i>	8min34s = 514s	2. Değerlemede Hedefler <i>335s – 23s</i>	5min12s = 312s
3. Appraisal Tools <i>330s – 2s</i>	5min28s = 328s	3. Değerleme Araçları <i>380s – 8s</i>	6min12s = 372s
4. Maslow's theory of needs <i>465s – 71s</i>	6min34s = 394s	4. Maslow'un ihtiyaçlar kuramı <i>526s – 68s</i>	7min38s = 458s
5. Herzberg's two-factor model <i>423s – 17s</i>	6min46s = 406s	5. Herzberg'in iki faktör modeli <i>292s – 12s</i>	4min40s = 280s
6. Flow Theory <i>490s – 4s</i>	8min6s = 486s	6. Akı Kuramı <i>406s – 4s</i>	6min42s = 402s

TTT: Teacher talking time; STT: Student talking time; min: minutes; s: seconds

The second step in the process was to identify pauses in the lecturer's talk; precise identification of pauses was essential for the correct calculation of mean length of runs (MLR), the speech uttered between two pauses. For identifying pauses, Airey (2009) used intuition, i.e. he listened to the recorded speech and marked what he experienced as a meaningful pause in the speech production. Thøgersen and Airey (2011) separately computed MLR, also using an intuitive

approach, and then compared their calculations for inter-coder reliability. However, they found that some of the pauses they identified were longer than 250 milliseconds, a common limit used in research; therefore they decided to use a computer software called *Praat* (Boersma and Weenink, 2009) as a check on their computing and for a more objective calculation. This study also used the *Praat* software, instead of using an intuitive, qualitative approach. Setting the lowest limit as .25 seconds, the researcher listened to the audio file of the lecture using the *Praat*, which helped identify the pauses in the lecturer speech. On a Microsoft Word document, each utterance was identified with a pause at the end, .25 seconds or above; the new utterance started on a new line and each of the lines were numbered so as to calculate the MLR values as a next step. Table 4.14 and Figure 4.1 below illustrate this step.

Table 4.14: Step 2. Identifying pauses in lecturer speech

Lecture in English	Lecture in Turkish
1. A new (0.49)	1. Bili sel de erlendirme kuramı; imdi bu
2. approach to motivation is (0.27)	akı , demi tik ya (0.32)
3. the cognitive evaluation theory (0.29)	2. size (0.37)
4. which says (1.30)	3. öyle bir iddiada bulunmu tum, i te (0.67)
5. there are certain things that (0.96)	4. imdiye kadar motivasyonla ö rendi iniz her eyi sarsacak bir ey ö renece iz, i te burda giriyoruz ona! (0.95)
6. we normally get (0.27)	5. Burda çünkü diyoruz ki (0.58)
7. intrinsic rewards, you know, (1.54)	6. önceleri içsel ödüller kazandıran davranı lar, (0.28)
8. do you remember extrinsic and intrinsic rewards? (2.83)	7. içsel ödüller neydi? (1.98)
((no answer))	(Sevim: çten gelen) (1s)

Note: The length of pause, in seconds, at the end of each utterance is given in parenthesis. The new utterance/run is marked by a numbered new line.

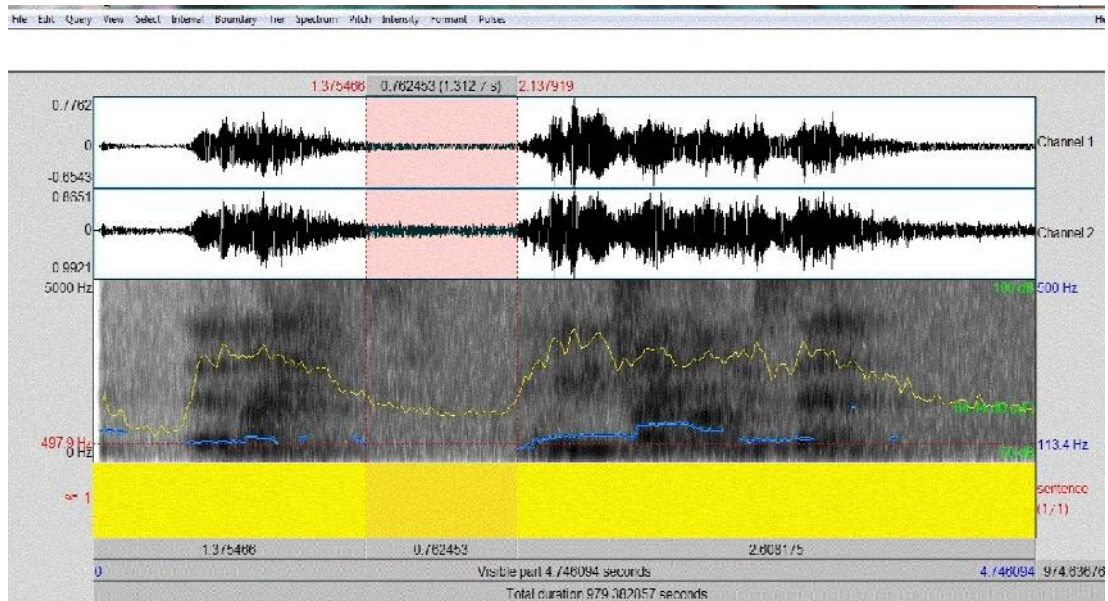


Figure 4.1: A pause (1.31s) between two utterances: the grey area between the vertical dotted lines

The third step in the process was to calculate the syllables per second (SPS) values which would yield information about the lecturer's speech rate. The first phase in the SPS calculation was to divide each word in syllables and then get the sum in all the speech. Explaining why they used syllables instead of words in speech rate calculation, Thogersen and Airey (2011) refer to Hincks (2005; cited on p. 211) who argues that syllables rather than words should be used as measures when comparing Swedish and English, as the orthographic systems of the two languages show differences and thus make the comparison at word level biased. The authors make the same argument for comparison between Danish and English, saying that Danish often uses one compound word where English often uses several words. A similar argument can be made when English and Turkish are compared; the two languages come from different language families and have different structural typologies. Thus, the quantitative analyses were conducted on a syllable level, as syllable division revealed a similar pattern (see Table 4.15 below illustrating the reason for syllable instead of word count). Dividing the syllables in the Turkish

transcript was done intuitively as the rule is straightforward; for the syllables in the English version, a dictionary was referred to as a check.

Table 4.15: Reason for syllable count

(En) <i>the absorption of radiation</i> = 4 words	(Dan) <i>stralingsabsorptionen</i> = 1 word
(En) <i>Extrinsic reward, the material that somebody gives you</i> = 8 words	(Tr) Ba ka birisinin size verece i dı sal ödül= 6 words
Ex-trin-sic re-ward, the ma-ter-ial that some-bod-y gives you= 15 syllables	Ba -ka bi-ri-si-nin si-ze ve-re-ce- i dı - sal ö-dül = 16 syllables

After the data were prepared for analysis, the SPS and MLR values were calculated. For the SPS values, the total number of syllables in the section is divided by the total lecturer talk time. And for the MLR, the total number of syllables is divided by the total number of utterances as marked by numbered lines (see Figure 4.2 below).

TTT: 8min6sec (486sec)

Text lines: 206

Syllables: 1170

SPS: $1170 / 486 = 2.41$

MLR: $1170 / 206 = 5.68$

1. A new (2)
2. App-roach to mo-ti-va-tion is (8)
3. the cog-ni-tive e-val-u-a-tion the-o-ry (12)
4. which says (2)
5. there are cer-tain things that (6)
6. we nor-mal-ly get (5)
7. in-trin-sic re-wards, you know (7)

Figure 4.2. An illustration of how the SPS and MLR values are calculated (numbered lines show utterances or runs; numbers in parentheses show the total number of syllables in each utterance)

Tables 4.16 below shows the results gathered from the quantitative analysis of the three sections of the first parallel Turkish and English lectures. When the

comparative data are analyzed, it is observed that on average it took the lecturer 9% more time to present the same content in English. When studied closely, it is seen that while it took the lecturer much longer to cover Section En2 (approximately 3 minutes longer), it took him slightly longer to present Sections Tr1 and Tr3. The reasons for this will be investigated in qualitative analysis. It is also observed that he spoke more slowly, producing on average 33% fewer syllables and 43% shorter runs, or utterances in the lecture given in English.

Table 4.16: First lecture: Quantitative differences between Turkish and English lectures (Turkish is used as baseline)

	Sections in Turkish lecture				Sections in English lecture				Difference (%)
	Tr1	Tr2	Tr3	Mean	En1	En2	En3	Mean	
Time (in seconds)	378	312	372	354	315	514	328	386	+9.0
Runs	143	123	133	133	144	238	133	172	+29.3
Syllables	1451	1215	1351	1339	749	1281	888	973	-27.3
SPS	3.84	3.89	3.63	3.79	2.38	2.49	2.71	2.53	-33.2
MLR	10.15	9.88	10.16	10.06	5.20	5.38	6.68	5.75	-42.8

Tr1/En1: Realistic vs. soft appraisal

Tr2/En2: Appraisal goals

Tr3/En3: Appraisal tools

Table 4.17 below presents the results gathered from the quantitative analysis of the three sections of the second parallel Turkish and English lectures. According to the figures, the lecturer spent on average 12% more time to present the same content in English and spoke more slowly, as revealed in 30% lower SPS and 25%

fewer MLR measures. The only section he spent more time in the Turkish lecture was Section Tr4, where he took him one extra minute to finish presenting the topic.

Table 4.17: Second lecture: Quantitative differences between Turkish and English lectures (Turkish is used as baseline)

	Sections in Turkish lecture				Sections in English lecture				Difference (%)
	Tr4	Tr5	Tr6	Mean	En4	En5	En6	Mean	
Time (in seconds)	458	280	402	380	394	406	486	429	+12.0
Runs	187	113	162	154	148	160	206	171	+11
Syllables	1707	924	1519	1383	978	1070	1170	1073	-22.4
SPS	3.73	3.30	3.78	3.60	2.48	2.63	2.41	2.51	-30.3
MLR	9.13	6.95	9.38	8.49	6.61	6.69	5.68	6.33	-25.4

Tr4/En4. Maslow's theory of needs

Tr5/En5. Herzberg's two-factor model

Tr6/En6. Flow theory

When the data in the two tables are considered, it is interesting to find that the SPS and MLR values are considerably and consistently different in all the sections compared, supporting the interpretation that the lecturer did actually spoke more slowly in the lectures in English, i.e. he produced fewer syllables and shorter utterances while presenting the same content than he did in the Turkish-medium lectures. In other words, on average it takes the lecturer 11% more time to present the same content in the English-medium lectures (see Table 4.18). It seems this may be because in the lectures in English, his speaking rate was considerably slower (32% in SPS; 35% in MLR values).

Table 4.18: Mean differences between the Turkish and English lecture sections (Turkish is used as baseline)

	Turkish	English	Difference (%)
Time (seconds)	367	407	+11
Runs	144	172	+19
Syllables	1361	1023	-25
SPS	3.70	2.52	-32
MLR	9.28	6.04	-35

To sum up, the quantitative analysis presented above shows that the lecturer's speaking rate considerably reduces while giving the same presentation in English. And it seems such a change in the speaking rate requires more time to cover the same content. However, the findings gathered from the quantitative analysis alone cannot provide much information about why the lectures in English took more time and were delivered more slowly. For a better understanding of the reasons that lead to the quantitative differences, a qualitative analysis of the differences in content is required.

4.2.4 Qualitative Analysis

Firstly, although it was found in the quantitative analysis that the content presented in English-medium lectures took more time on average than in the Turkish lectures, there were three sections that were exceptions: Sections Tr1, Tr3 and Tr4. Section Tr1, where the lecturer presented realistic versus soft appraisal, took one minute longer than its English counterpart. When the content in the two parallel sections were compared, it was observed that in the Turkish lecture, the lecturer gave and discussed two anecdotes from the Turkish legal system as examples to illustrate the appraisal system. The two examples take about four minutes. These examples were not given in the lecture in English; thus it explains why it took longer. In

Section Tr3, presenting a number of appraisal tools, the lecturer took less than one minute longer. When the transcripts were compared, it was observed that the lecturer presented an extra tool, *management by objectives (MBO)*, which he could not present in the English lecture as he ran out of his 50-minute lesson time. In fact, after closer analysis, it was observed that in the English-medium lecture, the lecturer uses up most of the lecture slot explaining the first three of the appraisal tools and he does not have time left to explain the last tool. He acknowledges that he could not cover the material he planned to, by saying,

Okay so, uhm, this is the end of our course, uhm, unfortunately we couldn't fit the, uhm, the material we are hoping to fit into the course. Uhm, any questions that I, that, that you would like to ask before we finish, in terms of the techniques, or, any of the other material that we have covered.

One student reminds him about the last tool, MBO; he says,

MBO we couldn't finish. MBO means management by objectives, which is, the idea is you get the ...

He explains, in 75 seconds, talking noticeable faster and without any student participation or questions, the last appraisal tool, MBO. In the Turkish lecture, on the contrary, he covers all the tools, including MBO- spends 190 seconds explaining it, then still having 4 more minutes to the end of the 50-minute lecture, he gives a summary of the material he presented and answers students' questions. Finally, the analysis of the last Turkish section, Tr4, which took about 60 seconds longer than the English section, revealed that in Tr4, the lecturer has a lengthy discussion of Maslow's theory, interacting with students and answering their questions; this interaction does not happen in Section En4. In short, the initial qualitative analysis revealed that in the three seemingly longer lectures in Turkish, the lecturer actually had opportunity to illustrate what he presented with further examples, covered all the planned material on time and still had time for wrap-up and student questions. To put

it another way, in the lectures in English, the lecturer does not seem to have time left for providing extra examples, to cover up all the material that was supposed to be covered, and to give time for student questions and discussion. This initial finding seems to support the interpretation that these problems may have occurred due to a slower speech rate and thus requiring more time.

As a second step in the analysis, all the sections analyzed by quantitative measures were analyzed again with a qualitative measure, looking specifically into teacher repetitions. Considering the data in all the three sections in the first lecture (see Table 4.19), it is observed that allo-repetitions are much less frequent than self-repetitions, which seems to show that the instructor adopts a lecturing style, rather than elaborating the lecture on students' contributions.

Table 4.19: Lecture 1 (English): Instructor repetitions in three sections

Lecture: Performance Appraisal	Self- repetition	Allo-repetition	
		Pedagogic	Interactional
Section 1: Soft appraisal	31	5	2
Section 2: Goals	46	3	-
Section 3: Tools	26	-	1

Overall, the instructor tends to use self-repetitions most of the time. As example 1 shows below, the instructor repeats himself (bolded ones), by using exact repetitions, repetitions with variance and paraphrasing, to clarify and highlight the meaning of the concept, “soft appraisal” in an effort to ensure the students understand the concept. This finding confirms that he deliberately employs repetition as a strategy as he also stated in the interview. With regard to allo-repetitions, the data reveals the instructor tends to employ more pedagogic repetitions (those in bold, italic and underlined) than interactional; i.e. by repeating students' contributions, he

not only confirms the students' contribution but also aims to make sure the subject content is comprehended.

Example 1 – Lecture 1: Soft appraisal

We call this, soft, motivation for **soft** appraisals. **Soft** means, instead of being realistic **you sugar coat it, you make it taste better, instead of saying**, you know, I don't know if they still do it in lycee or elementary school, but, for a bad student the teacher gives comments; **the teacher wouldn't write** "this student is not very good", but **they would write** "the student tries, **tries** hard, '**gayretlidir**'", **instead of saying**, you know, **he cannot do it right**, the **student tries hard**, you know. So, it is difficult to, to be very honest about appraisals, so, uhm, you know maybe people are not willing very low appraisals, **very low evaluations to the people they evaluate**, whether it is the students, or whether it is the chairman, **the chairman thinks**, you know, this person is my colleague, I don't want to give **a poor evaluation** to this person, so instead of **giving something very low**, you give them something near the middle. That's the reason, but what does this lead to? **As a result of this, As a result of this niceness?**

(unrealistic??)

Unrealistic. And what happens to these, you know, people that get, ehm, good evaluations, even though their performance is not very good?

(they won't try hard)

They won't try hard.

(if there is any need for improvement, they won't do that)

They don't improve themselves, they think, "Eh, I'm good, you know. The students give me a good grade. I must be doing an excellent job, you know, why should I change anything, everything is good." So the same thing happens in organizations when they get, you know, **acceptable** evaluations, people look at each other and they say this is **acceptable**.

The same trend is observed in the second lecture, as is revealed in Table 4.20.

Only in Section 1, where the instructor was trying to elaborate on Maslow's theory by asking further questions on what students have contributed, there were 3 instances of interactional repetition (see Example 2; the ones in bold italic).

Table 4.20: Lecture 2 (English): Instructor repetitions in three sections

Lecture: Motivation	Self-repetition	Allo-repetition	
		Pedagogic	Interactional
Section 1: Maslow	17	7	3
Section 2: Herzberg	32	4	-
Section 3: Flow	32	-	-

Example 2 – Lecture 2: Maslow’s theory of needs

This is the peak, **this is the top** according to Maslow. How does one move from one stage to the next according to Maslow? I mean how do you? your friend said, the first level of need is the physiological, your bodily needs, need for water, oxygen, food, these basic levels of needs. Now how do you begin to feel the safety need, **how do you begin to feel** the social need? I mean **how does one change from one to the other?** Is it

(Orhan: related this, related)

How?

(O: You have to go one by one, first...)

You have to go one by one? So, if you are at the physiological need, can you also experience esteem need at the same time?

(O: No)

According to Maslow, **No!** After you have satisfied your *physiological need*, what need do you feeling to experience, after you have satisfied your physiological need?

When the data in English- and Turkish-medium lectures were compared, interestingly, the lecturer resorts to self-repetition in the lectures in Turkish, too, as is revealed in Tables 4.21 and 4.22 below.

Table 4.21: Lecture 1 (Turkish): Instructor repetitions in three sections

Lecture: De erleme	Self- repetition	Allo-repetition	
		Pedagogic	Interactional
Section 1: Yumu ak de erleme	35	6	-
Section 2: Hedefler	40	6	-
Section 3: Araçlar	33	1	-

Table 4.22: Lecture 2 (Turkish): Instructor repetitions in three sections

Lecture: Güdüleme	Self- repetition	Allo-repetition	
		Pedagogic	Interactional
Section 1: Maslow	18	8	8
Section 2: Herzberg	22	4	3
Section 3: Akı	36	3	-

However, the data also show that the lectures in Turkish are characterized by slightly more instances of interactional repetition; this may be, although not

confirmed by the instructor, because the instructor does not have much concern with ensuring the meaning is comprehended by the students as the medium of instruction is in students' L1.

In conclusion, considering the quantitative and qualitative analyses of the data presented above, it seems that the lecturer shows considerable effort to ensure the subject content is comprehended by reducing his speech rate and by employing repetition. The essential question to ask here is what impact these efforts have on students' understanding of disciplinary content. The final step of data analysis needs to be taken into consideration for an answer to the question of disciplinary learning in EMI.

4.3 Student Interviews

Right after the video-recorded lecture observation, the students who attended all the parallel sections were called for individual interviews. For stimulated recall, six short video clips from each lecture, between 3 to 5 minutes where the instructor introduced a new topic, were used to help them recall the lecture and they were asked specific questions, from the semi-structured interview protocol, in order for examining possible reasons that helped or inhibited their comprehension of the material presented. Before the stimulated recall phase, each student was directed some particular questions related to their English background and their participation in English-medium lectures in general. The following section presents the details about the students, including their educational and English background, perceived language skills, and perceived difficulties regarding the process of English-medium learning.

4.3.1 Participating Students

All the ten students who participated in the study speak Turkish as their native language. Two were Turkish Cypriots and eight were from the mainland Turkey. Tables 4.23 and 4.24 below give details about the participating students. The data were gathered from a background questionnaire given to each student to fill in prior to the interviews conducted (See Appendix 12), and from the first section of the interview.

Table 4.23: Perceived Language Skills of the Participants

Language Skills	Students										M
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	
Reading	3	2	3	3	3	2	3	2	3	4	2.7
Listening	4	1	2	3	2	1	3	2	3	3	2.4
Writing	3	2	2	2	3	3	2	2	3	4	2.6
Speaking	2	1	3	2	1	2	2	1	3	3	2.0
Grammar	2	2	3	3	3	2	1	2	3	3	2.4
Vocabulary	3	2	4	2	4	2	3	2	2	3	2.7

Note: 4- very good; 3- good; 2- average; 1- poor

None of the students had CLIL but had English as a foreign language at secondary education, except for Student 1 (he had science courses in English for 3 years) and Student 9 (he had science courses in English for 1 year) who later switched to Turkish-medium instruction. There was also a final section in the background questionnaire which asked students to indicate how they perceived the difficulty of taking their disciplinary courses in English medium. Table 4.25 shows their responses.

Table 4.24: English background of each participating student

Student	Background*
1.Kaan	Turkish, male. 3 rd year. Private M/HS; CLIL at MS- 3yrs (science). Prep-yes. Interview started in English, switching to Turkish at times. Says, <i>“had problems first 2 semesters, due to 30% English, 70 % personal adaptation”</i> .
2.Serkan	Turkish, male. 3 rd year. Anatolian M/HS; No CLIL at M/HS. Prep-yes. Interview in Turkish. Says, <i>“Prep was not enough to get me ready for the dept. Failed two courses first year, especially due to vocabulary in exams. Still have problems in exams”</i> .
3.Metin	Turkish, male. 4 th year. Private M/HS; No CLIL at M/HS. Prep-yes. Interview in English. Says, <i>“In the first year, I enforced [had difficulty in] lectures. Especially, in the first semester my GPA was very low”</i> .
4.Altu	Turkish, male. 3 rd year. Private M/HS; No CLIL at M/HS. Prep-Yes. Interview in Turkish. Says, <i>“English I learned at prep did not help me at all at dept. First two years were very hard, failed most courses due to English; thought to quit school many times. Still repeating the failed courses and trying to adapt”</i> .
5.Sevim	Turkish, female. 3 rd year. State M/HS; No CLIL at M/HS. Prep-yes. Interview in Turkish. Says, <i>“My first year at dept, I had a few problems with some courses, but did not fail any as I attended lectures regularly”</i> .
6.Çetin	Turkish, male. 4 th year. State M/HS; No CLIL at M/HS. Prep- yes. Interview in Turkish. Says, <i>“I never listen to lectures in English. After class, I get the lecture notes, translate them into Turkish using a Turkish book or Internet, and study with these notes”</i> .
7.Feride	Turkish Cypriot, female. 3 rd year. State M/HS; No CLIL at M/HS. Prep-yes. Interview in Turkish. Says, <i>“First two years were ok. I started having problems in 3rd year due to English. But I repeated a course 1st year four times due to English”</i> .
8.Aytunç	Turkish, male. 3 rd year. State M/HS; No CLIL at M/HS. Prep- yes. Interview in Turkish. Says, <i>“I had great difficulty in my first year, especially in MGMT (management) courses; lectures were ok, with slides and light content but I failed the exams. First term I failed 3 courses”</i> .
9.Orhan	Turkish, male. 4 th year. Anatolian M/HS; CLIL at MS (science- 1 yr). Prep-NO. Interview in Turkish. Says, <i>“My first experience in dept was bad, as I had no English prep year first; I had difficulty especially with technical and academic English”</i> .
10.Filiz	Turkish Cypriot, female. 4 th year. State M/HS; No CLIL at M/HS. Prep-yes. Interview in Turkish. Says, <i>“Had difficulty in first year. I had expected prep school to prepare us for academic requirements of dept, especially with academic English but it didn’t. I couldn’t follow lectures in English due to complicated vocabulary and terms”</i> .

Note*: MS/HS- middle/high school; Prep-no/yes- (not) attended English prep at university

Table 4.25: Perceived difficulty experienced in process of English-medium learning

Items	Students										M
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	
1. Understanding the English course-book	2	2	2	3	3	3	3	2	2	2	2.4
2. Reading the class notes prepared by the instructor	1	2	1	2	2	2	2	1	2	1	1.6
3. Understanding the English used by the instructor	1	2	1	2	2	2	2	2	1	1	1.6
4. Reading the slides and blackboard	1	2	1	1	2	2	1	2	1	2	1.5
5. Understanding the English used by other Turkish students	1	1	3	1	1	1	1	1	1	2	1.3
6. Understanding the English used by foreign students	2	2	4	4	4	2	2	3	1	2	2.6
7. Asking questions in class in English	2	3	2	2	2	3	3	2	1	2	2.2
8. Answering questions in class in English	2	3	3	2	2	3	3	2	1	2	2.3
9. Understanding mathematics assignments	1	2	2	2	2	2	2	1	1	1	1.6
10. Understanding exam questions	2	3	2	2	2	2	2	2	2	1	2.0

Note: 4- very difficult; 3- difficult; 2- a little difficult; 1- not difficult

Based on the information in the tables, as well as the observation of the participating students' classroom performances, Student 1 (Kaan) and Student 9 (Orhan) stand out as they seem to have better English language skills compared to the others, while Student 4 (Altu) is observed to be the one with the most limited language skills. There is also need to mention the only student who completed the interview in English, Metin; he seemed to be the most confident in terms of speaking skill. According to the mean figures in Tables 4.23, speaking, followed by listening and grammar, are the poorest skills as perceived by the students. And Table 4.25 shows that understanding the English of foreign students in class and comprehending

the course book are perceived to be the most difficult for students, followed by asking and answering questions in English in the lectures.

Content analysis of the transcripts of student interviews revealed a number of emerging categories, which were then grouped into five major themes. Each of the five themes is presented in detail in the following sections.

4.3.2 Limited Language Skills: Psychological Impact and Level of Awareness

As is revealed in lecture observations, the subject content was largely delivered in the style of lecturing, thus limiting active participation. Although the lecturer encouraged the students to participate by directing questions, responses were usually short; some students attempted longer utterances but made language mistakes that impeded the message, and some asked for permission for response in Turkish. Such observations in the lectures were also highlighted by some students in the interviews:

“In fact our teacher encourages us to ask questions when we don’t understand, but asking questions is not easy; you don’t feel comfortable... I wouldn’t want to say something wrong or make a mistake; normally I’m a talkative person, but language is a factor of course... When the teacher asks a question, you say a word or two in response, but when he asks why, you just can’t respond... So I usually don’t respond to teacher’s questions, but if it’s a short answer question, I would say a few words... Turkish speaking students, their participation is not... a few students usually, the same ones. But those who participate well are the foreign students usually ... their English is better and they participate and ask questions ...” (Feride)

“We cannot fully comprehend the lecture, and we cannot ask questions when we don’t understand... Asking questions is a little hard ... because of lack of practice. Well it’s, you feel like, ‘how can I ask this question in appropriate English?’ ... Foreign students, for example, they can easily raise a hand and ask their question directly, appropriately. But for us, there is... we [Turkish students] think how should I ask this question properly, then the time passes, the lecturer moves on and you say ah okay leave it... ” (Filiz)

“They can’t... well, generally Turkish students don’t ask questions much. This is because... they feel if foreign students in class laugh at them when they make a mistake in speaking... I feel that sometimes too.” (Sevim)

“I rarely ask questions in class, only sometimes when I don’t understand something and if I have to... I usually go to the teacher’s office after class to ask questions... [Asking questions in class] is difficult, I mean our teacher encourages us to ask questions but I don’t get the courage or I think I might disturb the class... saying something wrong... that’s why I don’t want to ask

questions in class... Of course the language has an effect, I mean if I had much better English, I would participate more, or I wouldn't need to take notes; I would just listen to the instructor and concentrate to understand the lecture..." (Altu)

"When you have to ask questions or you are asked to respond you can do it in a way, but my biggest fear is when the teacher asks a follow up question to your response, then what would I do? Especially in the first years that was my biggest fear... Now I am not that afraid, but I don't like to ask questions any more" (Çetin)

According to the points made by the students, limited language skills seems to be a serious factor preventing students from participation and asking/ answering questions. What is more striking is that the presence of foreign students in class, who seem to have better language skills, is observed to have a demotivating effect on some of the students, causing even more discomfort and uneasiness in active participation.

In regards to the level of awareness of the language related limitations and possible negative consequences, responses to the items in Table 4.25 are in line with the above interpretation; some of the students tend not to regard the difficulties very serious, as is revealed by the responses in the pre-interview questionnaire, which gathered around slightly difficult. This tendency is also observed in the following excerpt:

"... In fact I don't complain, yes we're having some difficulty but I'm not unhappy about it... I don't think English is affecting much... It may be affecting but English is the world language, and I'm happy with learning in English, but we lack practice with the language, it's a bit low... needs to be improved, I don't know..." (Feride)

The same student admitted, later in the interview that her limited language skills was the only reason for repeating a course three times,

"I repeated a course (Management 102) four times. My teachers told me it was my English that prevented me from passing this course; they said a native English speaker would pass this course just by taking the exams and without attending any of the lectures as it is an easy course in terms of content. But I

failed that course three times because my English was not enough to follow the lectures.”

4.3.3 Post Prep School Trauma: Adaptation Problems and Low Grades

The argument that the intensive English offered in Prep School fails to meet the requirements of departmental requirements was voiced extensively by the majority of the students. Based on the responses in the interviews, the initial semesters in departmental studies was problematic due to insufficient language skills.

“English I learned at prep school did not help me at all at the department... First two years were very hard, I failed most courses due to English; I thought about quitting school many times. I am still repeating the failed courses and trying to adapt ...” (Altu)

“First term in my first year I failed 3 courses which require English, and passed the other three, one was Turkish the other two were mathematics... I had to repeat MGMT 101 (Introduction to management) course 5 times. At last I managed to pass the course, not because I learned something, but because I memorized the key terms and content...” (Aytunç)

“First year was not easy for me. I did not fail any courses but my GPA was very low.” (Sevim)

“I passed the proficiency and so did not have to study at prep school. But I had problems at the department the first year, especially with technical and academic English... I survived the first year English courses by memorizing key terms and concepts. Thinking back, if I passed these courses with better understanding and learning, rather than memorizing, I would feel more comfortable in later years as most course content is repeated in the upper year courses...” (Orhan)

“I had imagined a tough, challenging English prep school, and I was wondering if I would be able to pass the proficiency exam. But my friends who had prep school told me it was no different from what we learned at the Anatolian high...I was expecting to learn English that would help me with my major study at the department. But what we learned at the prep was just, *I can, you can, what can you do...* I mean we did not learn much that we would need at our departmental studies, that’s why I passed the prep school in half a year ...” (Serkan)

“I got 80 from the proficiency exam. However, ... English I learned at prep school was not related to my department courses. In my first year after Prep, I enforced [had difficulty] in the lectures ... my GPA was very low.” (Metin)

The issue revealed by the above excerpts is believed to be an important one; it seems that the English offered in the Prep School fails to prepare students for the requirements of disciplinary learning, resulting in difficulty following lecture content

due to limited language skills, which may in turn lead to reduced academic achievement in terms of content mastery and exam performance.

4.3.4 Reduced Attention Span and Frequent Gaps

Another important theme arising during the interviews was also related to limited language skills. With limited English they have, the students have to follow and participate in the lectures, and there is usually the risk of losing concentration. That is to say, when the students don't know the meaning of a word or phrase or when they don't understand a phrase or a sentence, they run risk of a gap, i.e. while they try to figure out what a word or phrase mean, the lecturer will carry on. During stimulated recall in the interviews, when asked whether they know a specific word or phrase that is key to understanding that particular section of the subject content, some students said they didn't know their meaning.

“The course content is not that hard actually, if it was in Turkish it wouldn't be so difficult... if it was in Turkish we would catch up and tune in easily when you missed a point... when it is in English, it is very difficult to catch up with the lesson when you are once lost and it gets harder to comprehend...” (Aytunç)

“When there is a word you don't understand and when that word is a key word for comprehension, and if you don't know the meaning you get lost in the rest of the lecture... As there are so many words that I don't understand in a lecture, I cannot and I don't want to ask for all these words, don't want to disturb the class, my friends with my questions ...” (Serkan)

“Perhaps I have the problem, I don't know, but I just shut off in English-medium lectures, I just don't listen; either I don't attend the lecture or I attend but just shut off ...” (Çetin)

As is mentioned by Aytunç, it may be easier to tune in during a Turkish-medium lecture when there is a gap in listening, but it may not be as easier in the English-medium lectures, due to lack of necessary language skills, resulting in more frequent gaps in following content.

4.3.5 Increased Study Load and Surface Learning

One interesting finding from the interviews was that most of the participating students said they do not refer to the course book much, as they find the contents too difficult to understand. The common strategy, some students mention, is to download the lecture slides off the Internet after class, or before exams, and study from the slides and from their notes taken during class. Some students who said they use the course book said they either spend a lot of time reading and trying to understand, having to look up for meaning of too many words, or they use supplementary resources in Turkish.

“I have another BA book, Turkish. I revise the topics we learned in class with that book in Turkish; I use both books... it doubles my work: looking up words, translating into Turkish, then into English... Many of my friends have survived mostly memorizing; when you ask them to explain a topic, they cannot express neither in English or Turkish...” (Altu)

“I could easily figure out a difficult concept by checking the book or the Internet or asking a friend, but when it is in English you have to look up so many words and it gets difficult to comprehend... I don’t use the book; I use the lecture slides only while revising for the exams... I refer to the Internet resources when I don’t understand...” (Serkan)

“I don’t use the course book, did not buy one; it is too difficult to understand. I use the slides only, but of course they are not sufficient... only one or two of my friends have the book, others don’t use it...” (Feride)

“The English in the course book is too complicated, as they are published by foreign publishers... Not many students prefer to study from the book as it is too difficult... Lecture slides are not enough of course; they just show the main topics and concepts ...” (Aytunç)

Resorting to slides and lecture notes only may result in surface learning of content and limiting content mastery and exam performance, as implied by Altu .

4.3.6 Limited Comprehension and Misunderstanding of Content

Two of the topics highlighted by the lecturer as important concepts were *Maslow’s Hierarchy of Needs* and *Herzberg’s two-factor model*. What makes looking into these two topics more important than the others is that both of them were covered earlier, in first and second year courses, in English. As part of the

design of the study, these topics were also explained in Turkish. Therefore, it was important to listen to the students' experiences on the matter.

In Maslow's hierarchy of needs, physical needs come first. According to the theory, only after this need is fulfilled, it is followed by other needs, i.e. safety and social needs. The top need in the hierarchy is *self-actualization*. It was revealed in the interviews that some students, including Kaan, who is observed to be the one with better language skills compared to the others, realized that they had failed to get its meaning correct in the previous courses; it becomes clear only in the Turkish-medium lecture.

"..... There was one thing I could not understand before: *Kendini Gerçekle tirme (self-actualization)*; I understand that concept clearly now in this [Turkish] lecture. The other steps in the hierarchy I had got them correct in English in the earlier courses, but this concept [self-actualization]... One thing that the instructor said about its meaning [in Turkish], 'You get to know the real meaning of life, and start seeking the absolute truth and values within' In the previous courses, from neither what I listened in the lecture nor what I read from the book, I did not understand the meaning fully ..." (Kaan)

"Yes, but it does not match with what we learned here about its meaning now... I thought it was like, when you have satisfied all your needs and achieved a position you earn the respect of people; you become a respected person after achieving a certain status and position... However, it actually means realizing your self-being, your existence. I learned it now [in the Turkish lecture], in my final year..." (Altu)

"I thought it would mean: you are full, feel safe [needs in the lower end of the pyramid]; you take care of your social needs, you've got money to watch a movie; like you have got a bit of everything and you achieve all your needs ultimately at the top level [of the pyramid] ..." (Serkan)

A similar problem is observed when some of the students came to realize that they misunderstood *Herzberg's two-factor model* in the previous courses.

Kaan (K): Look [pointing to the video excerpt of the lecture in Turkish, used for stimulated recall] here the lecturer clearly explains where the term hygiene comes from, why these factors are called hygiene. I've seen the same concept before in the previous three courses I took earlier but I could not understand why it is called hygiene factors... Look [pointing to the screen], he [lecturer] is going to explain the term hygiene [explanation in Turkish is watched]... here I felt I fully understood the concept and its relation to motivation... I think this is a very important concept for my profession in the future; I would have been

very upset if I hadn't learned its real meaning [in this Turkish lecture]. I feel very sad to have learned this concept this late; this would be useful for me in the other courses, as well. But I'm happy to have learned it before starting a job, before having to need it in practice in my profession.

Researcher (R): But didn't you ever ask yourself whether you learned it fully in the previous courses?

K: Not much, because the aim, for us, for most students, is to pass the course and we don't look back and reflect on what we learned. I, for example, saw this concept in the three courses I took before but I did not wonder what hygiene would really mean [in regards to motivation], or maybe I thought I understood what it meant, until now...

Altu (A): We've covered this [hygiene factors], too, before. We've seen this many times as well...

Researcher (R): So have you noticed anything new about the difference between the two factors [motivators and hygiene]?

A: I had sort of understood what motivators were but I'd had doubts about this hygiene, not fully understood; I sort of memorized and passed that concept... here now I understand what it is...

R: What did you think it was in the previous lectures?

A: You need a clean work environment; you need to provide a healthy, safe and clean environment for your workers to motivate them better. I kind of associated it with hygiene, and memorized it that way. This was how I defined and explained the term in the exams, or I could not explain enough I don't know, I don't remember exactly...

The reason which makes these two terms more difficult to understand may be that *hygiene factors* and *self-actualization* are abstract concepts; as is revealed in Altu 's response, the problem was probably many students took the literal meaning of the word, hygiene, and thus missed what it really refers to. What is worth mentioning, though, that the terms were easily understood in the lectures in Turkish, probably because the examples and explanations given helped the students comprehend the abstract meaning. The same examples and explanations were also provided in the lecture in English; however, they could not help comprehension. The argument raised in the above sections that it becomes harder to fully comprehend the content and that there is risk of surface and rote learning, seems to be supported by the following observation in the lecture:

[Video excerpt]

Lecturer: Can anybody explain what these ... mean?

Sevim: *Hygiene factors affect job dissatisfaction, motivators affect job satisfaction.*

Lecturer: [Repeating what Sevim has said] Hygiene factors affect dissatisfaction, but motivators affect job satisfaction. What is the difference between these two? *Hangi farklılıklar var?* [what are the differences]... And do we know why he [Herzberg] calls these hygiene? *Hijyen, niye hijyen diyor bunlara?* [Hygiene, why he calls them hygiene] Why he calls them hygiene factors instead of something else?

[No answer]

Lecturer: Do you know what 'hygiene' means?

Sevim: *Temizlik* [to be clean]

Ö: To be clean...

[Lecturer goes on explaining what hygiene factors are]

In response to the lecturer's question, Sevim gives the answer in italics. But no answer is given to the follow-up question. One of the students who saw this excerpt in the interview said that what Sevim gave as answer was the definition given in the book; the student argued Sevim probably memorized the definition but failed to explain what it really meant.

Due to the design of the parallel lectures, some students missed the lecture in Turkish where Herzberg's two-factor model was covered. That is, they were presented the subject in English only. During the interviews, it seems that the concept could not be comprehended fully by some of the students.

Researcher (R): Then the lecturer introduces Herzberg, because in Herzberg there are two different models [playing the video excerpt] Here the lecturer explains the concept after directing the class a few questions. Have you seen this before, the Herzberg?

Feride (F): No, I just remembered it when you played the excerpt. I think I saw this in this lesson only? I don't recall exactly, maybe I've seen it before and didn't pay much attention; because if this was presented in previous lectures we would remember while we study. We focus on some important subjects and we skip the others ...

R: So have you got the meaning, the difference between the two concepts given in relation to Herzberg? And if you have not, what caused you not to understand?

F: I don't remember? What is it? I don't mean I don't remember at all? I mean, maybe that day I understood, or maybe I forgot; or maybe I wasn't listening that day

R: And you still have no idea about what they would mean?

F: Well if you play [the video] a little more.

R: He specifically focuses on the term *hygiene*. He also asks why we call them hygiene factors. That was you [on the screen] right?

F: Yes, looking quite sleepy.

R: Now you've watched and listened again, is it clear now; was it you couldn't follow the teacher in the class?

F: I think I couldn't get the meaning in class, but now [after watching the excerpt] I got it; I would have remembered what it means if I'd got the meaning in class.

Researcher (R): Hygiene factors. The instructor focuses on this a lot. Why do you think he is doing that? Why does he call these factors hygiene?

Aytunç: I guess it should be something related to being clean.

R: Yes, but it seems it has a different meaning?

A: I guess it turns out to be so, having listened to what he said [on the video].

R: So now what do you think it is?

A: I asked myself the same question that day in class, but I still don't know the answer.

R: He just explained here again [on the video] and you're still not sure?

A: No, I am not.

To summarize, the findings gathered from the student interviews are parallel to the arguments raised in the student survey that the process of disciplinary learning through English-medium instruction is not friction-free. In fact, it seems to be adversely affecting the task of content learning, by increasing the study load, limiting active participation in class, causing frequent gaps in listening, and resulting in limited comprehension and surface learning, and even causing misunderstanding, as was revealed by the stimulated recall sessions comparing comprehension of the same content in parallel lectures. In order to further investigate the effect EMI on

comprehension of content, as revealed in exam performance, a second case study was carried out, the details of which are presented below.

4.4 Assessing Performance: Parallel Tests

This second case study was carried out to better understand the relationship between English language and disciplinary learning for Turkish university students for whom English is a foreign language. The major aim of this particular study was to explore the extent of any difficulties in learning mathematics that may be attributed to low proficiency in English language; it also sought to discover specific language features that may lead to such difficulties, especially in exam performance.

As the study was conducted during the summer term, there was class every day for two hours, except Fridays. A total of eight hours of class was observed. The observer took notes during observation and talked to both the instructor and the students during breaks. Based on the observations and informal talk, a short questionnaire was devised. The questionnaire had two sections. The first section involved 12 questions asking about students' high school and English (learning) background, while the second section contained 10 questions on a Likert-Scale asking students for their perceptions of the difficulty following the course and course materials in English (See Appendix 12). The questionnaire was given out on the day of the first round of parallel tests, before the students were given the tests to answer.

The second section of the questionnaire asked the students to rate the difficulty of a series of aspects of mathematics and language. The average rating is given below in brackets after each aspect (Table 4.26). The rating scale had four points: 1= not difficult; 2= a little difficult; 3= difficult; 4= very difficult. The aspects are ordered below from least to most difficult as indicated by the average ratings.

Table 4.26: Perceived difficulty experienced in process of English-medium learning

1. Understanding the English used by other Turkish students	(1.68)
2. Understanding the class notes prepared by the instructor	(1.72)
3. Understanding the slides and what is written on blackboard	(1.82)
4. Understanding the mathematics assignments	(1.91)
5. Understanding the English used by the instructor	(2.05)
6. Understanding the English used by foreign students	(2.18)
7. Understanding the mathematics exam questions	(2.23)
8. Answering questions in class in English	(2.45)
9. Asking questions in class in English	(2.50)
10. Understanding the English course-book	(2.59)

The average ratings are all in the ‘not difficult’ to ‘a little difficult’ range, except for the last three aspects, and in these, responses varied. For aspect 8, for example, nearly half of the students rated this aspect as ‘difficult’ or ‘very difficult’, while the other half rated it as ‘little difficult’ or ‘not difficult’. Likewise, for aspects 9 and 10, nearly half of the students rated them as ‘little difficult’ or ‘not difficult’. The results suggest that students appeared to be reasonably confident about coping with English-medium mathematics instruction.

However, when the test performances were analyzed, it was observed that the percentage of the questions answered correctly was quite low in both versions. As can be seen in Table 4.27 and Figure 4.3, the number of questions answered correctly by more than 50 percent of the participating students in the English version was only 2, while it was 6 in the Turkish version. When the correct responses in the two versions were compared, the results show that the students’ performance on the English version of the test was on average 15.86 percent lower. To be more specific, in the English version of the test, on average 3.31 questions (22.1%) were answered correctly; in the Turkish version of the test, on average 5.63 questions (37.5%) were answered correctly (see Table 4.28).

Table 4.27: Correct responses for each question in the parallel tests

Question	Correct responses (out of 15)		Difference (%)
	English	Turkish	
1	10 (63%)	12 (75%)	12
2	1 (6%)	4 (25%)	19
3	0	2 (13%)	13
4	6 (38%)	9 (56%)	18
5	0	0	0
6	1 (6%)	0	- 6
7	3 (19%)	10 (63%)	44
8	6 (38%)	16 (100%)	62
9	3 (19%)	12 (75%)	56
10	3 (19%)	0	- 19
11	2 (13%)	6 (38%)	25
12	4 (25%)	9 (56%)	31
13	1 (6%)	2 (13%)	7
14	8 (50%)	3 (19%)	- 31
15	5 (31%)	6 (38%)	7

Note: Negative values in the Difference column indicate better performance in English.

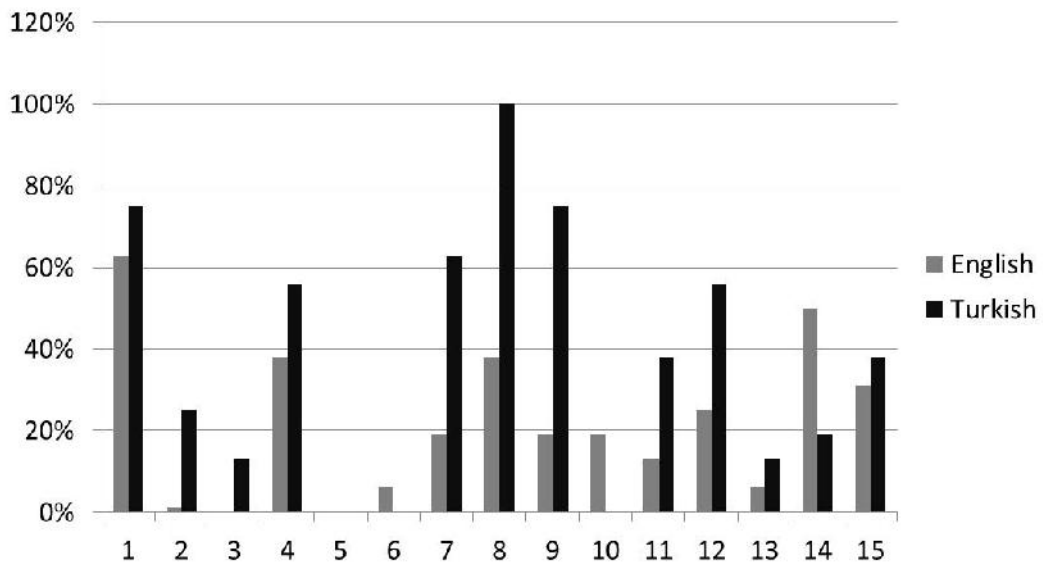


Figure 4.3: Comparison of correct responses in the two versions

Table 4.28: Student scores on two versions of the test

Student	First test taken	English version (out of 15)	Turkish version (out of 15)	Score difference
A	English	0	4	4
B	English	2	7	5
C	English	1	4	3
D	English	1	8	7
E	English	3	3	0
F	English	1	9	8
G	English	6	9	3
H	English	3	8	5
I	Turkish	1	2	1
J	Turkish	5	9	4
K	Turkish	8	7	-1
L	Turkish	5	3	-2
M	Turkish	9	7	-2
N	Turkish	3	3	0
O	Turkish	0	2	2
P	Turkish	5	5	0

Note: Negative values in the Score Difference column indicate better performance in English.

In order to illustrate the differences in performance in the two versions, the difference between the first and second test performances of the 16 students (divided into two; 8 answering each version) who had English and Turkish versions as the first tests are separately given in Tables 4.29 and 4.30 below.

Table 4.29: Average scores on both tests: Students who had the English version first

First test: ENGLISH	Average score (out of 15)	Average score (out of 15)	Difference
	English version	Turkish version	
	2.13 (min 0, max 6 correct)	6.50 (min 3, max 9 correct)	4.37

Table 4.30: Average scores on both tests: Students who had the Turkish version first

First test: TURKISH	Average score (out of 15)	Average score (out of 15)	Difference
	Turkish version	English version	
	4.75 (min 2, max 9 correct)	4.50 (min 0, max 9 correct)	0.25

When the figures in Table 4.28 are considered, it can be seen that of the eight students who first had the Turkish version of the test, 3 performed better, compared to their performance in the English version (Students I, J and O), 2 got the same score in both versions (Students N and P), and 3 performed better in the English version (Students K, L and M). The interviews revealed that the reason for better performance in the English version was that these students had already seen and attempted the same questions in the Turkish version (only the numbers in the question statements were different).

However, of the 8 students who first had the English version of the test, all performed better in the Turkish version (except for Student E, who had 3 correct answers on both of the versions), answering on average 4.37 more test items correctly (Table 4.29). A possible interpretation is that seeing the questions in English in the first test might have helped them. This interpretation does not sound plausible because many of the questions in the English version were left blank, indicating the student did not even attempt answering the question; this was also highlighted by the students during the interviews. An alternative interpretation would be the students in this group might have better mathematical knowledge than the other one. The reason for such an interpretation is that the average performance of the English-version-first group was better than the other group. However, this argument could not be validated neither by the analysis of test papers, nor from the interview data.

All in all, given the fact that there is an overall disadvantage of around 16 percent for the participating students when answering a test in English as compared with answering the same questions in Turkish, it might be suggested that test performance of the students is adversely affected when the instructional medium is English. Another evidence strengthening such an interpretation is the data in Table 4.29; the students who had the English version first answered many of the questions in the Turkish version that they left unanswered in the English version, answering on average 4.37 (29 %) more questions correct.

The following section presents the findings of the analysis of the performance on specific test items, namely those containing specific lexical items and complex structure, in order to further investigate specific linguistic aspects that might have delimiting impact on test performance.

4.4.1 Language Related Difficulties: Vocabulary and Syntax

In order to better understand the language related difficulties in the test performances of the participating students, the test items containing specific lexical terms and complicated sentence structure were analyzed separately.

Test items containing specific mathematical vocabulary

Table 4.31 below shows the performance of 16 participating students on the three test items which contain some particular key words which are essential for comprehension of the question. The figures in the table reveal a 45.6 % difference on average in the correct responses to the items, indicating a significant disadvantage for the students when attempting the same question in English.

Table 4.31: Correct responses on vocabulary items

Items containing mathematical vocabulary				
Item	Correct responses		Difference	Key vocabulary
	English version	Turkish version		
7	3 (19%)	10 (63%)	44%	<i>equilateral (e kenar)</i>
8	6 (38%)	16 (100%)	62%	<i>isosceles (ikizkenar)</i>
12	4 (25%)	9 (%56)	31%	<i>slope-intercept equation (e im-kesim denklemi)</i>

Table 4.32: Correct responses on vocabulary items: Comparison of first test performances

Item	First test performance (English version)			First test performance (Turkish version)		
	Correct	Wrong	No attempt	Correct	Wrong	No attempt
7.	0	0	8	7	0	1
8.	2	0	6	8	0	0
12.	3	1	4	6	0	2

7. Determine the area of an *equilateral* triangle with the length of the edges $a=1$ (Her bir kenarının uzunlu $u a=1$ olan *e kenar* bir üçgenin alanını hesaplayınız)

8. How many edges of an *isosceles* triangle are equal? (*kizkenar* bir üçgenin kaç kenarı e ittir?)

12. Find the *slope-intercept equation* of the line that özgü the given characteristics slope: $7/3$ and y-intercept $(0, -3)$ (A a ıdaki özelliklere sahip do runun *e im-kesim denklemini* hesaplayınız: e im: $7/3$ ve y-kesim $(0, -3)$)

In order to look at the performance difference on these three test items in more detail, the students' first test performances were also analyzed and findings are presented in Table 4.32. As is revealed by the numbers, none of the 8 students who took the English version the first could answer Item 7; there were only two correct answers for Item 8, and three correct answers for Item 12. This means most of the correct responses in the English version in Table 4.31 were by those students who had the Turkish version first; seeing the Turkish version first helped them understand the test item and so they were able to answer the question when they were given the English version later.

Test items containing complex sentence structure

When the students' responses to the items that contain complex sentence structure were analyzed, the participating students performed noticeably better (a difference of 28 percent on average) in the Turkish version than in English. The details are presented in Tables 4.33 and 4.34 below. One of the items, Item 11, is given as an example to show how an item with a complex structure looks like.

Table 4.33: Correct responses on items with complex sentence structure

Item	Correct responses		Difference
	English version	Turkish version	
1.	10 (63%)	12 (75%)	12%
4.	6 (38%)	9 (56%)	18%
9.	3 (19%)	12 (75%)	56%
11.	2 (13%)	6 (38%)	25%

Table 4.34: Correct responses on items with complex sentence structure: Comparison of first test performances

Item	First test performance (English version)			First test performance (Turkish version)		
	Correct	Wrong	No attempt	Correct	Wrong	No attempt
1.	4	3	1	5	1	2
4.	2	3	3	2	4	2
9.	0	3	5	6	0	2
11.	1	0	7	3	3	2

11. The pressure p experienced by a diver under water is related to diver's depth d by an equation of the form $p = kd + 1$, where k is constant. At the surface the pressure is one atmosphere. The pressure at 180 meters is about 18.892 atmospheres. Find the pressure at 60 meters.

To sum up the findings, when the student performances in the English and Turkish versions of the same mathematical test were compared it was found that the participating students experienced on average 15.9 percent disadvantage in their performance in the English version. When the test items were analyzed in separate categories, the findings revealed a greater disadvantage that the students experienced

in answering questions involving specific mathematical vocabulary (on average 45.6 percent) and complex syntactical structures (on average 28 percent) in the English test compared with the Turkish version. The findings were also shared with the students during the interviews; the students acknowledged the disadvantage when they had to answer the questions in English, especially when the question statement contains unknown vocabulary and/or complex sentence structure. Another remarkable finding was that in the English version of the test many items were not attempted at all, while in the Turkish version the same items were attempted even if the answers were wrong (see Table 4.34 for item 11, for example).

In the interviews some students stated that they just gave up and skipped some of the items in the English version when they thought they did not understand the question due to unknown vocabulary and/or complex syntax. Indeed, especially two of the test items, Item 7 and 8, stood out among the others as the difference in the students' performance were significantly high. It was clearly revealed that understanding of the specific mathematical vocabulary the test items contained, i.e. *isosceles* and *equilateral*, were key to understanding the question. When such key vocabulary is unknown or unclear to the students, the performance may get adversely affected as it would be impossible to answer the question.

The only test item that the students performed better in the English version when compared to the Turkish was Item 14. The reason for this, as revealed in the interviews, was that the students could not understand the Turkish translation of the vocabulary *coordinate plane* and *particle*. Some students said that these two concepts, translated into Turkish as *koordinat düzlemi* and *cisimcik* do not appear in the secondary education curriculum; they were introduced for the first time in English in this calculus course and thus were easier to understand.

Chapter 5

CONCLUSION

The aim of the present study was to investigate, through three research questions, the impact of English-medium higher education on perceptions of university students, on the lecturing process, and on disciplinary learning in particular. This chapter presents the discussion of findings gathered from the survey data, lecture observations and in-depth student interviews. The chapter also presents suggestions, in terms of immediate pedagogical implications and long-term language planning implications. The chapter finally presents limitations of the study and suggestions for further research.

5.1 Discussion of Findings

This study addressed three particular research questions in an effort to gain a comprehensive understanding of the case of English-medium instruction at university level. The research questions were:

1. How do students perceive education in a language other than their mother tongue (i.e. English)?
2. What characterizes a typical English-medium university lecture in terms of
 - a. lecturing behavior of the instructor
 - b. student participation
3. What impact does English-medium instruction have on students' learning of disciplinary content?

The findings in relation to each specific research question are presented in the data analysis chapter, according to the order of questions as formulated above. This section presents the discussion of findings in the same order.

5.1.1 Perceptions towards English-medium Instruction

The analysis of the three sub-sections of the questionnaire revealed findings which address three major issues: How English is perceived as a foreign language in the Turkish context; how EMI is perceived in secondary and tertiary education in general; and how the process of learning in EMI is perceived in regards to acquisition of subject matter, as well as specific language skills.

The findings show that learning a foreign language, including English, is perceived as necessary. Majority of the respondents seem to believe that being able to speak a foreign language, English in particular, has advantages; therefore, it is important to learn it at an advanced level. This seems to be the reason why most of the respondents support teaching English as a compulsory subject at elementary and higher education. On the other hand, however, a high proportion of participants doubt whether English positively affects one's culture and language, and whether it brings prestige. This might suggest that instrumental motivation, rather than internal, is at play as a reason for supporting learning English. This suggestion is supported by responses to the open-ended questions; while students find English necessary for a better professional and academic career, they believe the native language and culture needs to be protected against the negative influences of English.

The arguments raised above are further supported when the perceptions of the respondents on the issue of EMI in education are considered. The findings reveal that although the distribution of responses tend to represent varying views, as revealed by high standard deviation values, teaching and learning of English, including EMI,

seems to be supported as a result of the perceived positive impact of English on one's professional and/or academic career. Given this fact, there is also a good deal of respondents who seem to acknowledge possible negative consequences of EMI for disciplinary learning. In the responses to the items on reasons against EMI, a high percentage of respondents agree that EMI limits acquisition of disciplinary knowledge. Also, a significant number of respondents state that they are not sure whether EMI negatively affects disciplinary learning; this might result in an ambiguous, two-way interpretation as it might mean the respondents are unsure of EMI having a negative or positive impact. However, the responses to item c8 might help clarify this ambiguity; 70 per cent of the participating university students state that instead of EMI, there should be a more effective teaching of English as a foreign language.

Perceived impact of EMI on disciplinary learning is further explored in the final section of the questionnaire. Regarding the experiences of university students in relation to the actual process of learning in EMI, the findings reveal important issues. Firstly, concerning the classroom performances of students in English-medium lectures, a high proportion of the responses indicate that they find it difficult to ask questions and participate in the lectures; many find it difficult to comprehend the lectures efficiently. Thus, majority of the respondents (70%) state a Turkish summary should be provided at the end of the lectures. As a result of the difficulties experienced in classroom performance and lecture comprehension, a high proportion of the responding students point to the issue of rote learning and memorization, which seem to lead to reduced test performance and lower course achievement. Seventy percent of the participants state that EMI increases rote-learning and more than sixty percent say it is difficult to retain new terms and concepts presented in EM

lectures. The issue of surface learning, memorization and limited mastery of disciplinary content is also highlighted in responses to the open-ended questions. Eighty percent of all the responses to the open ended-item (70 out of 90) mentioned at least one, usually more, of the following negative consequence of EMI on disciplinary learning (see Appendix 8 for all the responses):

- limited participation and comprehension in the lectures, resulting in surface learning
- increased study load
- memorization, rote learning of content
- limited exam performance and lower achievement rate and grades
- limited acquisition and mastery of disciplinary knowledge

The final section of the questionnaire, Section D, also questioned the perceived improvement of language skills as a result of EMI. The findings show that although EMI contributes to improvement of receptive language skills, it does not seem to be contributing much to more active skills, especially speaking. The findings are in line with previous research that while in general EMI is perceived positively as it is believed to improve the English language skills, it is usually associated with hardship and difficulty in regards to content learning.

In conclusion, the process of EMI is experienced with a series of perceived problems; as Tatzl (2011) argues, EMI is not friction free, even if its stakeholders support it in principle. However, it would be difficult to judge the extent and depth of the friction, from the issues raised in a survey of perceptions. The process requires closer investigation, looking into the process in-depth. The following section discusses the findings of the two in-depth investigations, i.e. findings from the lecture observations and the student interviews.

5.1.2 Characteristics of English-medium Lectures

The findings gathered from the quantitative analysis revealed that when compared to presenting the same content in Turkish, it took the lecturer on average 11% longer to present the subject material in English; he also presented the content with a much slower speaking rate, i.e. producing 32% fewer syllables per second and 35% shorter utterances on average. The findings are in line with previous research on lecturer speech which also observed slower speaking rate and more time to cover content (Vinke et al., 1998; Thogersen and Airey, 2011). The question here is whether the lecturer's reduced rate of delivery was due to lack of fluency in L2 or a deliberate adjustment of speech to listeners. As is found in Crawford Camiciottoli (2005), lecturers may adjust their speech to L2 listeners. In the interview before the observations, the lecturer did not specifically mention that he would accommodate his speech rate, although he said is conscious of the students' level and thus gives more waiting time for responses, is careful with what words to use, etc. This might also imply a subconscious effort in speaking at a slower rate to help students follow the lecture.

The qualitative analysis looked further into these differences by comparing the content in the parallel lectures presented. Firstly, the three sections which took longer in the Turkish-medium lectures were analyzed. It was found that the lecturer spent time illustrating the content with further examples, covered all the planned material which he could not in the English section, and still had time for wrap-up and student questions. What is more striking, the lecturer managed all these despite the fact that more time was spent within the Turkish-medium lectures for questions, comments and interruptions from the students. In other words, although there was much fewer student participation, questions and fewer supporting examples in the

lectures in English, the lecturer still needed more time to cover the same content. Secondly, it was found that in the lectures in English, the lecturer employed more repetition and rephrasing, as he acknowledged during the interview, in a conscious effort to help comprehension.

The findings gathered from this section of the study are believed to contribute to the relevant literature, answering the question raised by Airey (2009), who called for research wondering whether lecturers speak more slowly when lecturing in English, and whether there is risk that they may actually cover less material as they would need more time delivering content. The results of the present study reveal such risk. In short, based on the findings from quantitative and qualitative analyses, it can be concluded that lecturing in a foreign language, i.e. English, tends to show distinctive characteristics when it is compared to lecturing in L1. The important question here is what impact these features have on student learning. From a negative point of view, it might be argued that slower delivery speed and need for more repetition would mean less time for the lecturer to provide further examples and discussion and even risk not covering intended material, thus leaving less time for students for questions and interaction. From a positive viewpoint, one might argue that slower speed of delivery, shorter utterances, more repetition and paraphrases would help students follow the content better. The following sections sought answer to this question.

5.1.3 Disciplinary Learning in English-medium Instruction

First important finding revealed from the student interview data is that there seems to be lack of awareness on behalf of the students regarding the seriousness of the problem EMI imposes on content learning. This might explain the relatively positive responses in the survey, and in the interviews that some students believe the

process is moving smoothly although they have language-related issues on the way. However, through detailed questions and via stimulated recall, such serious problems as increased study load, psychological and motivational effects on students, and more importantly, risk of miscomprehension of course content have been identified. Most of the findings were also mentioned by the survey respondents; thus the findings of the student interviews were important in support of the survey results, strengthening the interpretation of findings.

In conclusion, the results gathered from this study are important as they answer the question raised by Linder and Airey (2007), who wondered whether problems encountered in EMI are more serious in contexts where students have more limited language skills and whether there is higher risk of surface learning or misunderstanding of disciplinary content. Comparing the Turkish context to that of Swedish higher education, it seems possible that students in the present context are at a more disadvantage when the foreign language education in pre-university level is considered. It seems the concerns raised by Dalton-Puffer (2007) regarding foreign language use on the students' ultimate knowledge of disciplinary subjects still prevail that instruction in the foreign language may slow down the instruction process so that less content material is covered, and that limited language proficiency of learners may result in reduced cognitive complexity of the subject matter presented and learned.

5.1.4 Exam Performance in English-medium Instruction

The findings gathered from the second case study, which looked into the effect of limited English language skills on students' exam performances, can be discussed under two categories, i.e., differences in overall performance and in

performance related to the comprehension of mathematical vocabulary and complex sentence structure, and mathematical background of the participating students.

When the differences in performances of the participating students are considered, the findings indicated a significant disadvantage for the students when doing mathematics in English, as revealed by an overall lower test performance, about 16 percent on average, when compared to their performance on a parallel Turkish test. Detailed analysis of the individual test items showed that mathematical vocabulary and complex sentence structure caused the most difficulties. During the interviews it appeared that limited English language skills could be detrimental to comprehending lecture content and understanding exam questions. Some students seemed to be aware of their difficulties and acknowledged the demands of an academic study through the medium of a foreign language, stating that the only way for a more effective performance could be by improving their English. Some students seemed to be demotivated and discouraged by their limited performance in the lectures and exams; one student said he had been confident in his mathematical knowledge as being successful in the university exam and got acceptance into an engineering program; but the challenge he faced in coping with the course made him question his mathematical skills. The findings gathered from the analysis of parallel test performances and the interviews seem to support what many survey participants stated in regards to limited comprehension of lecture content which may lead to reduced test performance and course achievement. The findings of this case study are also parallel to those of earlier research which suggest that the disadvantage due to limited language skills may be just as high in mathematics as in other disciplines.

One interesting finding gathered from the analysis of the parallel test performances was that the participating students' overall performances were also

noticeably low in the Turkish version of the test, indicating that this particular group of students did not have the high level of mathematical background as expected by their content instructor. In the Turkish version of the test, the number of questions answered correctly by more than half of the participating students was only 6, out of fifteen, while it was only two in the English version. This meant that the majority of the students could not answer nine of the test items given in Turkish, indicating that these students were not as mathematically competent as expected. Their content instructor said he was surprised by the results given the fact that he prepared all the test items from the pre-calculus section of the course-book and assumed a higher background mathematical knowledge. This finding may well indicate a much greater variation in mathematical background of the students than expected by course designers and lecturers, which may be another factor in explaining limited lecture participation and exam performance. Thus the results need to be evaluated taken this fact into consideration.

In sum, the survey and the two case studies found that limited understanding of English as the instructional language may have serious consequences in disciplinary learning and exam performance even in the field of mathematics which is regarded by many as a discipline comprised of numbers only. Contrary to this prevailing view, the findings of the study revealed that limited language skills may impede university students' academic performance, not only in social sciences disciplines but in the discipline of mathematics as well, which has its own specialized lexical and syntactic features. Such language related problems seem to be encountered more in first and second years of academic study, when students are still in the process of improving their language skills and adapting to the challenges of English-medium learning. Such issues emerging from the interviews that many

students face the challenges of learning disciplinary content through English, some get discouraged and lose their motivation, and some even question their intellectual and academic capacity also underline the seriousness of the problem.

5.2 Implications

Perceptions and attitudes of stakeholders, i.e. students and teachers, towards EMI have been extensively studied in previous research; however, the actual process of learning and teaching in EMI has remained relatively unexplored. In this study, in addition to a survey of perceptions, the issue of EMI in the Turkish university context, with specific reference to Eastern Mediterranean University of Northern Cyprus, has been explored in depth through quantitative and qualitative analysis of English-medium lectures, qualitative analysis of student interviews using stimulated recall, and analysis of students' exam performance using English and Turkish parallel tests. The findings have been presented and discussed in detail in the previous sections. It seems that the concerns regarding instruction in a foreign language that the foreign language may slow down the instructional process so that less subject matter can be covered, and that students' limited language skills may result in reduced understanding and mastery of the subject matter presented, as well as reduced exam performance, are plausible considering the context of the study. It seems, As Cummins (2000) claims, it gets more difficult for students to function because syntactic features and discourse conventions, as well as lexical and conceptual loads, get increasingly complex and distant from conversational uses of language; and as Airey and Linder (2007) argue, problems in disciplinary learning seem to be even more serious in such contexts as ours where the students have limited language skills.

In an effort to address the issue of disciplinary learning in the context of Turkish higher education, the following sections present implications and suggestions, both at the practical and theoretical level, based on the findings of this study in particular and on the theoretical arguments and propositions in general.

5.2.1 Practical Implications

The findings of the present study clearly revealed that the process of learning in a foreign language, i.e. English, is different and requires a high level of awareness and attention. As suggested by Flowerdew (1994), there are essentially two ways to help non-native speakers to comprehend lectures. One way is to modify the form of the lectures by providing more opportunities for student interaction and questions, and to vary the input so that the content is easier to comprehend. The other way is to provide students maximum opportunity to improve their language skills in the target language as soon as possible so that they can cope with the requirements of lecture comprehension without any problem.

In the light of previous research and the findings of the present study, the first thing that must be taken into consideration is the fact that the process of English-medium instruction and learning seem to have significant differences when compared to the process in the native language. Considering that mastering academic content is challenging enough even in the first language (Cummins, 2000), there is no doubt that the process yield even more challenges in EMI. Therefore, one important pedagogic implication is that both content instructors and students should be aware of the differences when disciplinary content is presented through the medium of English. Such awareness might help lecturers plan and conduct their lessons in a more careful and conscious way, taking the language needs of their students as well as their content-related needs. Students, on the other hand, should be

informed about the demands and challenges of learning disciplinary content in a foreign language; this might call for collaboration of language and content instructors in guiding students to adopt necessary study skills and strategies in order to better cope with the requirements of their academic studies.

Regarding possible adjustments on lectures to help students follow the lectures more effectively, a number of practical suggestions based on the suggestions in the literature and the findings gathered from this study and previous research can be put forward:

- effective use of the Initiation-Response-Feedback (IRF) pattern (Dalton-Puffer, 2007) in which the content instructor systematically uses initiation moves, i.e. questions to activate the students and elicit contributions from them, rather than merely delivering the content by way of lecturing,
- lecturers employ particular strategies for promoting listener participation in lectures, using clear discourse markers, including visuals, encouraging listeners to negotiate meaning, and varying the format and dynamics within a lecture (Airey, 2009; Airey and Linder, 2007; Lynch, 2011);
- linguistic and rhetorical modifications such as speaking at a slower pace with clearer articulation; using a greater degree of redundancy, i.e. repeating and reformulating what has been said; presenting the content in a more interactive nature, by encouraging more participation and negotiating meaning with confirmation checks, and so on. (Lynch, 1994)
- training for content teachers which can provide some general guidelines, such as providing summaries with highlighted keywords and conceptual relationships, preparing a glossary of basic terminology, code-switching

when necessary, and providing more opportunities of interaction (Aguilar and Rodriguez, 2011);

- lecturers discuss with their learners the language differences and requirements in following the English-medium lectures; stimulate more interaction and discussion so that learners can check their understanding by asking and answering more questions; allow time- during and after the lectures- for questions (let them ask their questions in L1 as well), follow a book or lecture notes that students have read before the lecture, and use complementary representations to support oral explanations, e.g., writing on the board, showing diagrams, pictures, overhead slides, simulations, demonstrations, handouts, etc. (Airey, 2009; Airey and Linder, 2007);
- use of interactional feedback and language-focused repetitions in the classrooms to encourage a more active involvement of students and offering more opportunities for language learning which might also have positive effects on construction of content knowledge (Dafouz-Milne and Llinarez-Garcia, 2008);
- use of technology in the process, e.g. making video recorded lectures available for students online, creating opportunity for non-native students to review lectures at a later time and catch up the points missed in the actual listening to the lecture in class (O'Brian and Hegelheimer, 2007).

The major concern emerging in the implications above is the need to address the language needs of the learners so that they can follow content in a more effective way engaging in a more interactive and participatory learning setting. Such efforts are the result of the challenges that EMI poses; as is revealed by this study and earlier research many non-native students in EMI settings fail to express themselves

adequately and engage in interaction due to limited language skills, even though they may have the necessary cognitive readiness. The same concern is also brought forward by Coyle, et al. (2010), who underline the need for content teachers to carefully plan and sequence both the content and language objectives of their courses. The model the authors propose, the *Language Triptych*, may be suggested as an effective approach to be adopted by content instructors to help sequence their lecture content in terms of language demands and in order to support learners' use of the language, i.e. English, by actively involving them in interaction and dialogic activities. The three interrelated perspectives of the model, i.e. language of learning, language for learning, and language through learning can be suggested as structured principles to provide an effective learning environment for students in which both the content and language needs are catered. The language of learning principle requires content teachers to plan their instruction based on functional and notional levels of difficulty, while the language for learning principle calls for revising their instructional approaches so that the learners are provided with a collaborative learning environment, e.g., pair/group work activities where they can support each other in learning tasks. The final principle, language through learning, involves a learning environment where learners are encouraged to communicate their understanding through active involvement and interaction.

The practical implications presented above may seem straightforward; however, implementation and incorporation of the suggested changes may not take effect unless there is close collaboration of content and language teachers and a comprehensive rethinking of the traditional approaches to content and language instruction.

5.2.2 Theoretical Implications: Shift from EMI to CLIL

The second important approach Flowerdew (1994) highlights for effective functioning in English-medium lectures requires provision of maximum opportunity to improve students' language skills in the target language as soon as possible so that they can cope with the requirements of lecture comprehension without any difficulty. However, the problem experienced in English-medium instruction which tends to favor subject focus over addressing language needs, similar to the experience from North American total immersion programs, is that while students may develop receptive language skills, i.e., listening and reading, they usually have difficulty with productive skills- speaking and writing (Cummins, 2000; Hellekjaer and Wilkinson, 2003; Coyle, 2007). This implies that students need more than just exposure to the target language in order to improve their skills; they require opportunities to use the language which would only be possible through systematic language instruction.

Considering the language instruction in the context of the present study, the School of Foreign Languages (SFL) of Eastern Mediterranean University, the English support is basically provided in two ways. The first is as intensive English preparatory courses offered by the English Preparatory School (EPS), providing English for general purposes (EGP), and the second is as English support courses offered by the Modern Languages Division (MLD), which are taught alongside content courses but are not closely connected with them. The observation is that over the years, the English curriculum of the SFL has shifted from English for Specific Purposes (ESP) to English for General Academic Purposes (EGAP). Especially in the last few years, the focus in the EPS has shifted from EGAP to EGP, after aligning the syllabi to the Common European Framework of References (CEFR); while in the MLD the focus has shifted from an ESP oriented curriculum towards EGAP. The

motivation for such a change was the concerns that during one-year intensive English preparation, it seemed difficult to address both the general and academic needs of the learners; therefore the focus was reduced to EGP in the EPS and the EAP needs were left to the MLD.

This being the case, however, now the main argument against preparatory or English support courses, e.g. courses offered by the EPS and MLD, is the question of student motivation. The common observation and the evidence from the findings of student interviews is that students do not perceive the language instruction provided as relevant for the requirements of their academic study. A parallel argument is also brought forward by Hellekjaer and Wilkinson (2003), who conclude in the light of their findings that students' achievement in their departmental courses depends on the extent the language support is relevant to language requirements of content courses, rather than their achievement in general English for academic purposes or general English prep courses. A similar conclusion is also reached by Gürta (2004) in the context of this study which found no positive relation between high proficiency exam results and success in departmental courses.

An immediate implication of the case would be a revision in EPS and MLD course curricula. An important step would be restoring the earlier curricular system of the SFL, i.e., shifting the focus towards a more ESP based curriculum, especially in the MLD, so that the immediate disciplinary language needs of the first and second year students can be addressed. This could be done by a thorough analysis of needs and requirements of disciplinary courses, with close communication and collaboration between language and content teachers. Based on the results of analyses, content of English support courses could be revised accordingly in order to

better address the specific language needs of students and requirements of content courses.

However, leaving the addressing of language needs of students to the responsibility of language teachers only would not be sufficient. Therefore, a more important implication would be a reconsideration of the role and responsibility of content teachers, suggesting that they, as well as language teachers, take responsibility in addressing the language needs of students. The nature of EMI in this case, as an approach which do not overtly dictates or highlights the language aspect of instruction, posits it may not be the desired approach for successful content instruction and learning. The focus of a more effective approach, as Hellekjaer and Wilkinson (2003) underline, should include “letting the language aspect influence teaching and course design” (p. 90), clearly implying a move from EMI to CLIL for better results in dealing with language in content courses. Remembering Coyle’s (2007) argument of why the term CLIL needs to be considered as a distinct concept with its specific focus both on language and content, it could be argued that the adoption of the label, CLIL, is a crucial step to take in addressing the issue of disciplinary learning through a foreign language medium, as CLIL is an integrated approach addressing both language and content needs of learners. As is highlighted in Coyle et al. (2010), CLIL will clarify the question of whether to focus on content or language; it will dictate content teachers that it is fundamental to address the both.

Such a shift on part of the content instructors would require reconsideration and possible revision of curricular content and methodological approach; that is to say, in order to highlight and address the language needs of their learners, course instructors would have to reorganize their course content. This might require devising a new CLIL curriculum, which once more underlines the importance of

collaboration between content and language instructors. In the light of the discussions presented above, the essential characteristic of such a curriculum should be a “fundamental shift in conceptualizing teaching and learning” (Coyle, et al., 2010, p.159), i.e. realizing the key role language has in the process of content learning. With this realization in mind, collaborative planning and delivery of a cross-disciplinary curriculum might take effect, especially in the first two years of undergraduate study where the language needs are more pressing. An example of such a design would be covering parallel content in the disciplinary and language support courses; while the language teacher addresses the EAP and ESP needs of the learners, using parallel materials to the disciplinary content, the content instructor employs the strategies suggested in the practical implications section above, in order to help their students better cope with the content and language requirements of the course. Evaluation and assessment of course work could also be done collaboratively by the content and language instructors, considering both content mastery and language improvement of the students.

To sum up, addressing the argument brought by Sert (2008), which claims that CLIL has not been thoroughly examined in the Turkish higher education and so it does not seem to be practical to train CLIL lecturers unless there is more in-depth qualitative case studies exploring the unique features of particular academic situations, this study argues, based on its findings, that it is time to leave the EMI approach and adopt CLIL, so as to maintain a balance between effective foreign language and disciplinary content instruction. For such a policy change to be successful, however, policy makers and educators must seriously consider that CLIL would require a serious investment in teacher training (both content and language),

and that CLIL would need to be developed as part of an explicit, comprehensive and coherent language policy for higher education institutions (Holdsworth, 2004).

5.3 Limitations

The limitations in this study concern the constraints on generalizability, as well as interpretation of findings derived from the data. One limitation would relate to the ability to draw descriptive or inferential conclusions from the sample about a larger group. All participants constituting the sample in this study are from one single educational context. That is, the study relies on cross-sectional data from the students of the Eastern Mediterranean University (EMU), North Cyprus. Although the EMU is the oldest and the only state university with the highest number of students and faculty, there are five more private universities in North Cyprus, most of which also offer English-medium instruction. The present study, however, has to exclude these universities due to limited time and feasibility, while their inclusion would contribute to a more comprehensible interpretation and more valid generalization about the case of English-medium instruction in Turkish higher-education, with specific reference to North Cyprus.

Regarding the delimitations, the present study has to limit its scope of the research inquiry as determined by the conscious decisions of what to include and exclude. One limiting decision concerns the choice of the research problem, i.e., the case of English-medium instruction (EMI) in higher-education. Although EMI in secondary education is also a highly disputed agenda topic in the Turkish context, this study investigates the situation only at the university level. Acknowledging the fact that a thorough investigation and analysis of the perceptions and experiences of stakeholders in secondary education would be needed and relevant for a more comprehensive conclusion, the study chooses to exclude this territory due to the

constraints on allocated time and feasibility. Thus, any conclusion and interpretation to be drawn from this study should apply to English-medium instruction at university undergraduate level only. Another limiting decision, due to time and feasibility, was on the number of cases to explore. Inclusion of more cases, i.e. cases representing a wider population, or conducting a longitudinal case study rather than cross-sectional would help contribute to a more comprehensive generalization of the results.

5.4 Suggestions for Further Research

The review of research on EMI and CLIL reveals a wide range of research with different approaches investigating the issue of CLIL, including higher education. While some research studies used quantitative and statistical data, others did their analyses qualitatively. Some research focused on affective elements and investigated perceptions and attitudes of stakeholders (e.g. learners, teachers), whereas others had particular interest in evaluating learner performances and learning processes. As is also revealed in the literature, investigating CLIL and EMI is a complex process and it strongly depends on the contexts in which it is applied. Clearly, there has to be more in-depth analysis and understanding of the processes and outcomes of the programs adapting CLIL / EMI approach.

CLIL is a recent phenomenon and despite its rapid spread, research evaluating the impact of CLIL is still very much limited (Coyle, et al., 2010; Perez-Canado, 2011). Therefore, further research must continue to critically evaluate the CLIL approach; the literature reveals that while much of the CLIL research has been concentrated in Europe, there is clearly need for more critical and comprehensive evaluation of the approach in the Turkish context, before any claims are made over its success over EMI or other approaches. In this regard, Coyle, Hood and Marsh (2010) suggest and discuss a portfolio of evaluation measures (Table 5.1).

Table 5.1: Portfolio of evaluation measures (Coyle et al., 2010, p. 136)

Evaluation element	Subjects	Nature of data	Method of analysis
Performance evidence	Learners	* Testing which is commensurate with national methods and expectations	Statistical, comparative
		* Informal assessment within teaching programmes	Criterion-referenced
		* Portfolios of work	Criterion-referenced, comparative with work in L1
		* Summary, predictive and value-added data	Statistical, comparative
Affective evidence	Learners (and potentially also their families)	* Questionnaires	Statistical and qualitative for open-ended questions
		* Interviews (group or individual)	Qualitative
		* Motivational evidence (take-up)	Statistical
	Teachers	* Questionnaires	Statistical and qualitative for open-ended questions
		* Interviews	Qualitative
Process evidence	Learners	* Transcripts of verbal reports arising from individual think-aloud or paired/group tasks	Qualitative / coded interaction / discourse-analysis
Materials and task evidence	Materials and tasks	* Materials analysis * Task analysis	Qualitative / coded by theoretically underpinned criteria / discourse analysis

The table offers a thorough evaluation by means of applying different evaluation components. Further research planning to implement a thorough analysis of the current system and policy of local CLIL / EMI contexts, may want to refer to the

framework and adapt any of the relevant evaluation elements. Regarding the Turkish context especially, further research should compare performance in disciplinary learning in English and Turkish-medium instruction.

Referring to the shortcomings and weaknesses of previous research, in terms of design, variables and statistical methodology, Perez-Canado (2011, pp. 18-19) highlights key areas that future research should address. Considering the flaws of the present study, in order to better validate the results the following are highly recommended for further research. Longitudinal, rather than cross-sectional studies, incorporating pre-, post- and follow up-tests should be carried out. Also, homogeneity of the participating sample should be ensured, taking some important variables into consideration, such as gender, socio-economic background, level of English, time of exposure to English in and out of formal school context, linguistic competence of the course instructor, and so on.

In conclusion, it is obvious that CLIL has become an established teaching approach across Europe and claims a more effective teaching and learning environment both for content and language knowledge. Considering the pressing need for overcoming the present problems that EMI poses in the context of higher education in terms of disciplinary learning and language mastery, CLIL will continue to attract attention in the Turkish context. In efforts to implement this new approach, there will have to be changes in curricula, teaching and assessment, and the need for establishment and improvement of student and staff support programs. Referring back to what Kaplan and Baldauf (1997) highlight, implementing each and every step of CLIL will have to be critically evaluated through a bottom-up approach, taking the needs, views and experiences of all the stakeholders, rather than imposing decisions top-down.

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APPENDICES

Appendix 1. Student Questionnaire

De erli ö rencimiz, elinizdeki sormaca / anket, bilimsel bir çalı mada veri tabanı olarak kullanılmak üzere desenlenmi tir. Çalı manın temel amacı yabancı dilde (ngilizce) e itim yapılması ba lamında sizlerin sahip oldu u tutum ve görü leri saptamak ve bunları de erlendirmektir. Bu bakımdan size verilen sormacayı duyarlılıkla istendi i biçimde yanıtlamanız, çalı manın geçerlik ve güvenilirli ini artıracaktır.

imdiden yardımlarınız için te ekkür eder, çalı malarınızda ba arılar dileriz.

Erkan Arkin
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Doçent Dr. Necdet Osam
Do u Akdeniz Üniversitesi
E itim Fakültesi Dekanı
Tez Danı manı
e-posta adresi:

I. BÖLÜM: Ki isel Bilgiler

1. Cinsiyetiniz: Kız Erkek
2. Uyru unuz: KKTC TC Di er: (*Belirtiniz*) __
3. Fakulmeniz: _____
4. Bölümünüz: _____
5. Sınıfınız? Bir ki Üç Dört
6. Mezun oldu unuz lise türü:
Devlet Lisesi Özel Lise
Anadolu Lisesi Anadolu Ö retmen Lisesi
Meslek Lisesi Anadolu Meslek Lisesi
Di er: (*Lütfen belirtiniz*) _____
7. Ailenizin yakla ık aylık kazancı: (*TL olarak*) _____
8. Anne babanızın e itim durumu: (*En son bitirdikleri e itim kurumu/düzeyi*)
Annenezin: Okul bitirmemi lkokul Ortaokul Lise
Üniversite (yüksek okul/fakülte) Lisansüstü (master/doktora)
Babanızın : Okul bitirmemi lkokul Ortaokul Lise
Üniversite (yüksek okul/fakülte) Lisansüstü (master/doktora)
9. Bu üniversiteyi tercih nedeniniz:
Kaliteli bir e itim almak
ngilizce'yi daha iyi ö renmek
Yabancı dilde ö renim görmek
Ailemin iste i
Di er (*Lütfen belirtiniz*) _____

İngilizce Bilgisi

10. Kaç yıldır İngilizce öğreniyorsunuz? _____

11. İngilizce öğrenmeye ne zaman başladınız?

İlkokul

Ortaokul

Lise

Üniversite

12. Bölümünüze başlamadan önce İngilizce Hazırlık Okulu'nda okudunuz mu?

Evet

Hayır

13. En son girdiğiniz İngilizce yeterlilik sınav türü (Proficiency, ELT, IELTS, TOEFL, KPDS, vb.) ve aldığınız puan nedir?

Sınav türü: _____

Puanınız: _____

14. İngilizce'deki kendi yeterlik düzeyinizi her bir dil becerisi için aşağıdaki kutucuklara bir (✓) işaret koyarak belirtiniz.

Dil Becerisi	Çok iyi	İyi	Orta	Zayıf	Başlangıç
Okuma					
Dinleme					
Yazma					
Konuşma					
Dilbilgisi					
Sözcük Bilgisi					

İngilizce Kullanımı

15. Aşağıdaki tablodan bölümünüzde aldığınız dersler için, ilgili kutucuğu işaretleyerek (✓) İmkiye kadar ders anlatımı bakımından İngilizce kullanılma durumunu belirtiniz.

Ders	Her zaman İngilizce	Çoğunlukla İngilizce	Zaman zaman İngilizce	Her zaman Türkçe
Bölüm Dersleri				
Alan Seçmeli Dersler				
Seçmeli Dersler				

16. Aşağıdaki tablodan bölümünüzde aldığınız dersler için, ilgili kutucuğu işaretleyerek (✓) İmkiye kadar sınavlarda İngilizce kullanılma durumunu belirtiniz.

Ders	Her zaman İngilizce	Çoğunlukla İngilizce	Zaman zaman İngilizce	Her zaman Türkçe
Bölüm Dersleri				
Alan Seçmeli Dersler				
Seçmeli Dersler				

17. Aşağıdaki tablodan bölümünüzde aldığınız dersler için, ilgili kutucuğu işaretleyerek (✓) bu derslerde İngilizce kullanımının hangi ölçekte olmasını dilediğinizi belirtiniz.

Ders	Her zaman İngilizce	Çoğunlukla İngilizce	Zaman zaman İngilizce	Her zaman Türkçe
Bölüm Dersleri				
Alan Seçmeli Dersler				
Seçmeli Dersler				

18. Üstündeki genel ders ortalamanız (CGPA): _____

II. Bölüm: Yabancı Dil ve Yabancı Dil Olarak İngilizce

Aşağıdaki tümceler sizin “yabancı dil” ve “yabancı dil olarak İngilizce” hakkında görüşlerinizi saptamak için yazılmıştır. Her tümceyi dikkatle okuyarak, verilen derecelendirme ölçeği üzerinde sizin için en uygun seçeneği (✓) işaretleyiniz. Lütfen cevapsız ifade bırakmayınız. Ölçek belirteçleri:

(5) Tamamen katılıyorum (4) Katılıyorum (3) Fikrim yok

(2) Katılmıyorum (1) Kesinlikle katılmıyorum

YABANCI DİL ve YABANCI DİL OLARAK İNGİLİZCE	Tamamen katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1.Yabancı dil öğrenmek ülkemizdeki herkes için gereklidir	5	4	3	2	1
2. İngilizce öğrenmek ülkemizdeki herkes için gereklidir.	5	4	3	2	1
3. Yabancı bir dil öğrenmek benim için gereklidir.	5	4	3	2	1
4. İngilizce öğrenmek benim için gereklidir.	5	4	3	2	1
5. İngilizce öğreniyor olmak memnuniyet vericidir.	5	4	3	2	1
6. İngilizce bilmek bireye toplumda saygınlık kazandırır.	5	4	3	2	1
7. İngilizce’yi çok iyi düzeyde öğrenmek önemlidir.	5	4	3	2	1
8. İngilizce güzel bir dildir.	5	4	3	2	1
9. İngilizce’nin yaygınlaşması bireyin kültürünü olumlu yönde etkiler.	5	4	3	2	1
10. İngilizce bilmek bireye avantaj sağlar.	5	4	3	2	1
11. İlköğretimde İngilizce zorunlu ders olarak okutulmalıdır.	5	4	3	2	1
12. Ortaöğretimde İngilizce zorunlu ders olarak okutulmalıdır.	5	4	3	2	1
13. Ortaöğretimde İngilizce dışında başka diller de seçmeli ders olarak okutulmalıdır.	5	4	3	2	1
14. İngilizce, zorunlu yabancı dil olarak üniversite düzeyinde devam ettirilmelidir.	5	4	3	2	1
15. Yükseköğretimde İngilizce dışında başka diller de seçmeli ders olarak okutulmalıdır.	5	4	3	2	1
16. İngilizce’nin yaygın kullanımı Türkçe’yi olumlu yönde etkiler.	5	4	3	2	1

Yukarıdaki tümceler ile ilgili olarak eklemek istediğiniz görüşlerinizi kısaca belirtiniz.

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III. Bölüm: Yabancı Dilde (İngilizce) Ö retim

1. Genel Tutum ve Görü ler

A a ıdaki tümceler sizin üniversitelerde bölüm derslerinin yabancı dilde (İngilizce) ö retimine ili kin genel tutum ve görü lerinizi saptamak için yazılmış tır. Her tümceyi dikkatle okuyarak, verilen derecelendirme ölçe i üzerinde sizin için en uygun seçene i (✓) i aretleyiniz. Lütfen cevapsız tümce bırakmayınız. Ölçek belirteçleri:

(5) *Tamamen katılıyorum* (4) *Katılıyorum* (3) *Fikrim yok*
(2) *Katılmıyorum* (1) *Kesinlikle katılmıyorum*

YABANCI D LDE (NG L ZCE) Ö RET M: GENEL TUTUM ve GÖRÜ LER	Tamamen katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1. Üniversitelerde derslerin İngilizce ö retilmesi yararlıdır.	5	4	3	2	1
2. Ortaö retimde fen derslerinin İngilizce ö retilmesi yararlıdır.	5	4	3	2	1
3. Ortaö retimde matematik derslerinin İngilizce ö retilmesi yararlıdır.	5	4	3	2	1
4. Ortaö retimde sosyal derslerden en az birinin İngilizce ö retilmesi yararlıdır.	5	4	3	2	1
5. Ortaö retimde İngilizce ö retim yapılmaması gerekir.	5	4	3	2	1
6. Yüksekö retimde İngilizce ö retim yapılmaması gerekir.	5	4	3	2	1
7. İngilizce yapılan ö retim, üniversite ö rencilerinin bölüm derslerindeki ba arısını olumsuz etkiler.	5	4	3	2	1
8. İngilizce ö retim yapmak yerine, o dilin etkin bir biçimde ö retimi daha uygun olur.	5	4	3	2	1
9. Üniversite e itiminin anadilde yapılması do al bir süreçtir.	5	4	3	2	1
10. Yabancı bir dilde ö retim, ö rencilerin zihinsel geli imini olumlu etkiler.	5	4	3	2	1
11. İngilizce ö retim yapan bir üniversiteden mezun olmak, bireye daha iyi i olana ı sa lar.	5	4	3	2	1
12. Mezuniyet sonrası meslek hayatında İngilizce bilgisine ihtiyaç vardır.	5	4	3	2	1
13. Alan derslerinin İngilizce ö retilmesi, mezunların mesleklerinde ba arılı olmalarını sa lar.	5	4	3	2	1
14. Alan derslerinin İngilizce ö retilmesi, ö rencilerin akademik çalı malarında ba arılı olmalarını sa lar.	5	4	3	2	1
15. Yabancı bir dilde ö retim, ö rencilerin akademik yaratıcılı mını sınırlar.	5	4	3	2	1
16. Yabancı bir dilde ö retim, ö rencilerin alan bilgisi hakimiyetini sınırlar.	5	4	3	2	1
17. Yabancı bir dilde ö retim, yabancı dili ö renmek için etkili bir yöntemdir.	5	4	3	2	1

18. Yabancı bir dilde ö retim, anadilin bilimsel ve akademik gelişimini olumsuz etkiler.	5	4	3	2	1
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Yukarıdaki tümceler ile ilgili olarak eklemek istediğiniz görüşlerinizi kısaca belirtiniz.

2. Ö retim Süreci

Aşağıdaki tümceler aracılığı ile öğrenim gördüğünüz bölümünüzde yabancı dilde (ingilizce) ö retim sürecine ilişkin görüşleriniz ve deneyimleriniz hakkında bilgi toplamak istiyoruz. Her tümceyi dikkatle okuyarak verilen derecelendirme ölçeği üzerinde sizin için en uygun olanı lütfen (✓) işaretleiniz.

(5) *Tamamen katılıyorum* (4) *Katılıyorum* (3) *Fikrim yok*

(2) *Katılmıyorum* (1) *Kesinlikle katılmıyorum*

a. Ders içeriğini Öğrenme

YABANCI DİLDE (İNGİLİZCE) Ö RETİM: Ö RETİM SÜRECİ	Tamamen katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1. Bölüm derslerinin İngilizce olması derslerdeki başarıyı olumlu yönde etkiler.	5	4	3	2	1
2. Derslerin İngilizce anlatılması anlamamı engeller.	5	4	3	2	1
3. İngilizce anlatılan dersin Türkçe özetinin verilmesi gerekir.	5	4	3	2	1
4. Derslerde İngilizce olarak soru sormakta zorluk çekerim.	5	4	3	2	1
5. İngilizce sorulara sözlü cevap vermekte zorlanırım.	5	4	3	2	1
6. İngilizce sorulara yazılı cevap vermekte zorlanırım.	5	4	3	2	1
7. Öğretmenin sorulara İngilizce cevaplarını anlamakta zorlanırım.	5	4	3	2	1
8. İngilizce ile öğrenilen bir dersin özetini kendi cümlelerimle İngilizce olarak yazabilirim.	5	4	3	2	1
9. İngilizce ile öğrenilen bir dersin özetini kendi cümlelerimle İngilizce olarak anlatabilirim.	5	4	3	2	1
10. Kullanılan İngilizce ders kaynaklarını anlamakta zorluk çekerim.	5	4	3	2	1
11. Derslerde terimlerin hem İngilizcesini hem Türkçesini öğrenmek bana fazladan yük getirir.	5	4	3	2	1
12. Derslerin İngilizce olması yeni öğrenilen terimlerin akılda tutulmasını zorlaştırır.	5	4	3	2	1
13. Derslerin İngilizce olması yeni öğrenilen kavramların akılda tutulmasını zorlaştırır.	5	4	3	2	1
14. Derslerin İngilizce öğretimi ezberciliği artırır.	5	4	3	2	1
15. İngilizce öğretim, alanım ile ilgili bilgi kaynaklarına ulaşmamı kolaylaştırır.	5	4	3	2	1

16. Sınavların İngilizce yapılması bakımından olumsuz yönde etkiler.	5	4	3	2	1
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b. Dil Becerileri

	Tamamen katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
17. Derslerin İngilizce yapılması İngilizce dilbilgimi geliştirir.	5	4	3	2	1
18. Derslerin İngilizce yapılması İngilizce dinleme becerimi geliştirir.	5	4	3	2	1
19. Derslerin İngilizce yapılması İngilizce okuduğunu anlama becerimi geliştirir.	5	4	3	2	1
20. Derslerin İngilizce yapılması İngilizce yazma becerimi geliştirir.	5	4	3	2	1
21. Derslerin İngilizce yapılması İngilizce konuşma becerimi geliştirir.	5	4	3	2	1
22. Derslerin İngilizce yapılması Türkçemi olumsuz etkiler.	5	4	3	2	1
23. Derslerin İngilizce yapılması akademik Türkçemin gelişimini olumsuz etkiler.	5	4	3	2	1

Bölüm derslerinin İngilizce yapılmasının olumlu yönleri sizce nelerdir? Lütfen maddeler halinde yazınız.

.....

.....

.....

Bölüm derslerinin İngilizce yapılmasının olumsuz yönleri sizce nelerdir? Lütfen maddeler halinde yazınız.

.....

.....

.....

Bu bölümdeki tüm tümcelere ek olarak belirtmek istediğiniz görüşlerinizi lütfen yazınız.

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TE EKKÜRLER

Appendix 2: Lecturer interview protocol

Introduction

Interested in the experience of learning disciplinary content in English

Lecturer background

Cultural and linguistic

Experience teaching in this language + other langs.

Knowledge of students' background

Social and language groups

In terms of course content already read etc.

What do you think of their level of content knowledge?

The course

Course aims

Course activities (lectures, labs, problem-solving sessions, etc.)

Materials (documents, web pages, books, lecture notes, slides, etc.)

What do students find difficult in this course?

How much work do you want them to do outside class?

Expect they will do?

Do you feel you have all the students 'with you' in a lecture situation?

Why this language?

Do anything special to help students with language?

Lecture specifics

Subject matter

Specific aims for this lecture

Types of activity

Things you think might be of interest

What do you think they will find difficult in this lecture?

Your preparation for this lecture in relation to if it had been in your L1/L2

Time

Style of delivery

Sense of being at ease when preparing and teaching

How do you feel about the relative use of English in this course, and in a Business Administration degree as a whole?

AOB

Appendix 3. Lecturer Interview Transcript

Text in italics- Interviewer

So good morning, so this interview will basically take about half an hour

Okay

And we're doing this before starting lecture observations, this afternoon, so I'll give you some information about the rationale and aim of this study and briefly and I will ask you some questions about your background, students' background, about the course subjective and specifically lecture objectives etc. So let me just briefly summarize the aim of the study. So we're interested in the experience of learning disciplinary content in English, so we'll do this through observing students in class participation, ehm as well as observing their spoken and written performance, and their personal reflections over their learning situation, so let me start with asking you about ehm your background, first your cultural and language background.

I, My native language is Turkish, I was born in Cyprus, and I went to primary school in Turkish, and then I went to "turkmarif koleji" which was a school that taught the subject matters in English. However, we didn't have many foreign students, so what happened was most of the time the books were in English but most of the lectures were actually in Turkish, but the questions were then asked in English again in the exam. In cer-, however we did have more English language ehh classes compared to others schools.

Like state schools.

Yeah, so we, we had more English as a language ehh courses, ehmm and some of the, some of our courses such as history ehhe history of ehhe Europe, those were taught completely in English, and then geography we had an English instructor that was teaching that course so it had to be in English, so depending on the instructor, ehhe that would determine how much English was used in the class. And then I studied ehhe my undergraduate and my master's degrees in the US. Uhm, and I completed my PhD degree in Cukurova University in Adana and I have been teaching, I taught three years in Lefke University before coming to EMU and then I had to serve in the military and after the two years in the military I came back to EMU

Okay, since...

Since 1999

And you've been teaching here

And I've been teaching here and most of the time that I've been here, I've also had some kind of, an administrative responsibility, so I when I first came, ehmm, I was the vice chair so I was doing a lot of the administrative things in the department and then I was the chair of the department and I have been doing this ever since

Okay, so if you get a total of your teaching experience in English how how, so what years would that make

Well, uhm throughout the time that I was at EMU, so since 1999 and ehhe and I would say 3 years before that, ehhe in lefke, and then I was doing interpretation simultaneously interpretation in the military,

Right

so that's ehhe still I was dealing with the language

Okay, do you have any other ehhe any experience in other languages including Turkish? Teaching experience

I've done continuing education courses in Turkish language. So I taught, I put together some materials for example eh, emotional intelligence and its importance in the work place uhhe, performance management. Uuuuh mmmm human resource management so I, I tried to put together material that would be of interest to ehhe practicing manager's in uhhe in companies around North Cyprus so

Okay,

And I've, I delivered those programs in Turkish language to them.

So can we say that you have uuhm uhhe quite a lot experience in teaching Turkish as well? ehhe

Well not too ehhe not to the traditional students but to non-traditional ehhe audience

Okay, ehhe so I'd like to ask you now about the knowledge of your student's background. Their social and language background, so if you look at your students in terms of their language and cultural-social backgrounds. So what's, what's your classes like?

Uuhhe, well, the majority of the students are from Turkey ehhe then we have some from Cyprus and some from abroad, and the ones from abroad are generally from Iran and Nigeria. The students the international student seem to have a better grasp of English language and they have an easier time contributing to the class discussions, compared to the students from Cyprus and the students from Turkey

Okay, so what's the percentage of foreign student population?

ehh, I would say about twenty percent in my lectures.

In general

In general may be 15 percent

Okay

We're one of the bigger; we have one of the bigger percentages in the university of foreign students.

Okay, so which makes practice teaching the content in English as, as, as the ehhe university is in English medium, university anyway

Yes, well the teaching in English, sometimes, in previous years when we didn't have many international students and you would have all Turkish students and Cypriot students, in these situations I would feel less guilty switching to Turkish. Ehhe to discuss something. Ehhe but now, because of the international students it is impossible to, to, to switch to Turkish at all. Because you would feel like it's not polite, because there are people that don't understand.

well, True. Okay, so ehhe so in terms of uhhe the course content, your students already have, so what can you say about that ehhe.

Usually the students that are taking courses from me had have some ehm may be they completed their first year, they completed their second year, and they're in the third year of the university.

So we're talking about those students, now we're going to observe. Okay...

Usually the students that I teach are third year students or fourth year students.

I did teach, an introductory course as one of the general education this ehheh GEED111, type of course I designed course in thinking skills, uhhm and I taught that course to incoming students as well. Uhhhm, but in terms of language proficiency, I cannot really say that I observed anything different between my third year and the incoming students.

Okay, that will be actually the next question, but before that, what do you think of your student's level of content knowledge. Their readiness for this specific course, we're going to observe

Well, in terms of content, the, the, the material that I teach does not really require that much uhhhh previous knowledge in the field So, it would be possible for for me to teach this to an engineering group. May be, May be I would need give them a little background in certain things, but it wouldn't be very difficult for for somebody without background in management, to, to , to understand ehheh this course

Okay, how about their level of English to follow this specific course, I mean are they sort of homogeneous group or there are discrepancies, differences in their level

The, the group that we have formed to observe or the normal group of students in my class?

Both,

In my normal group ehheh we have as I said the difference could be the international students. Their level is usually better. Not always though. Then, in the group that we have formed, we've only asked the native Turkish speakers to take part.

So ehheh, and there was also some students that declined. And may be those students might have been the students that really, *are less likely to, to, to participate or show an interest as well,*

In the usual class as well

In usual class as well, and ehheh the ones that did put their names down, there is a wide variation in terms of their language ability, there are some that are really, good students. And then there are some that are having difficulty with language, but I explained to them that we're doing this to determine whether, ehheh if we ehheh were teaching in Turkish whether students would be more likely to learn, ehheh so some of those that are having difficulty with language also signed up ehheh thinking that you know ehheh this will be interesting, you know to see. So, (interviewer vocalizing simultaneously) we are going to have students with varying levels of English proficiency in, in this group. (Interviewer vocalizing simultaneously) We we will have students that are quite good, and we will have students that never really, contribute to the class because I think it's, the problem is because of the language, because these are the students that will come to me after the class and try to talk to me in Turkish about the topic that we have discussed, but during the class they will never raise their hand and ask me, but as soon as we're done, they will come up and

start asking in Turkish. (Interviewer vocalizing simultaneously) Or or or even give me examples, that they thought of, you know, in Turkish.

Their comprehension

They will, for example if I tell them something about, some company's ehh always recruiting their managers from within the company. And I give them some examples etc. they will not say this in class but after the class they will come to me and in Turkish they will say: "is bankasi always does this, my father works there and I know it from him and so on..." and the they will try to share that with me, but they will not do it in in the class, because I think ehhe because they don't want to express it in English.

because they don't trust their English very much

Probably

Yeah, okay. So will it be a good idea to may be at another time to come and observe your class with those students, may be one or two sections. Just, just to have some class observation.

I think it will be good to, to, to have the actual class observation as well, because we have the international students in the actual class, also

Yeah, yeah to compare,

That may that makes a little, that makes things a little different

Okay, okay, eh may be maybe I can come and observe one or two sessions if possible. Okay, and now let's move to the course and how about the course aims

The course is emm, a human resources management course, in this course we try to ehhe talk about, the role of human resources in an organization. So what we're trying to do is first of all give the students an understanding of, the management of people and the kind of issues that are related to the management of people. So these are issues such as where do you find your employees, how do you choose them, what kind of selection techniques can you use to choose the best ones, how do you train them. How do you decide what kind of training programs are going to be appropriate for them? How do measure their performance, how do you access it, how do you determine salaries, pay, ehhe on what basic do you create a system that is going to ehhe determine how much people are going to earn. And how these issues can be linked to the overall direction that the organization is going. For example the strategies or the goals and objectives of the organization, and how different organizational strategies, different organizational goals may require different human resource management practices, so in in in other words that one ehhe practice that may work well in one company may not work well in another company, because that other company may be trying to achieve something different in terms of objectives so that's, that's what were trying to give them

Okay, So all these are eh based on scientific and theoretical principals as well, do you do you try to get that link in class, or is it is it is it completely practical issues ...

We, we, the link between the theory, is weaker compared to other courses

So for example, when we're talking about determination of pay. We do, we do kind of assume that, they already know the theories of motivation. Uhhm we do kind of assume that they understand this. Ehh and we just talk about how this is practiced in different types of organizations. Ehmmmm, we do talk about the the problems that are

possible, ehh in certain practices eeh, so but the link between, management theory and what we teach in human resource management is is not that strong

Okay, so I'm asking this because if if if to see if there will be any ehhm typical terminology by defining a concept or ehhh asking for definition of a principle or ehhh will it be just like individual interoperation and personal uhh reactions to a question. Ehhh that will make it difference to handle language I that sense to be able to use certain define, technical terms etc. to to I mean how much technical ehhh discipline specific language will they be expected I in ehh spoken or written assessment.

Yeah, they would be expected to know jargon as we say, they would be expected to know or at least learn the the terminology. There's Specific terminology and it really matters for example, what, job evaluation is something completely different. Job ehh analysis is something very different. Ehhh performance appraisal is something different. If you use the term performance evaluation, this is something different

So, if you're asking about this kind of terminology, yes the terminology matters, and yes many times, our student's ehh do not see that lang... you know the terminology matters so much

Ahhh, and it's sometimes quite difficult, because I insist they should be using their own words, that they shouldn't just memorize, but at the same time I expect them to use the right terminology, so so a lot of times I see that they do get confused about you know, ehh how free they are to express their ideas.

You know because on the one hand I expect them to use this certain terminology and then I keep preaching to them that they should be using their own words and the shouldn't feel that they have to use the sentences in the book, so yes, that is we do have some terminology that is important just like it would be in Turkish, there would be a difference between "is analizi" eehh "performance de erleme", these are different things but to somebody who, is no t familiar with the topic, that person may use the terms is analizi to mean ehh assessing people's performance

When it's not

So they make this mistake in Turkish as well...

They might, but I'm not sure, (interviewer vocalizing simultaneously) I haven't taught this topic in, in , in Turkish. Know that, uhhm ehhh you know lay people in general do just they're less careful about the terminology

When, you know you sometimes you hear somebody use that term in the wrong context. And you think, you know, that's not the term to use. So in daily life sometimes, if things pop up, people talk about thing and sometimes we hear these terms used in in the wrong way

Yeah, okay, is it your general observation to see students, I mean that was one of the complaints in my student. In uhhm questionnaire students complain that they have to memorize content.

This this is, the terminology issue, is is one thing and the other thing is, you know from my experience and may be making this longer than it should be, from my experience in the introductory course that I taught to the incoming students about thinking skills, there was in in that course I was teaching them a little bit about logic as well, how to form arguments, how to form arguments that are you know rational,

that support a conclusion, ehmm and I was I was I was giving them for example I was trying to get them to understand that there 's difference three's difference between all, ehhh or there's difference between, most Muslims are terrorists, and most terrorists are Muslims . Now, you know, there's a big difference between these two terms, but for somebody who is not very, competent with the language, when they're just trying to, from a long paragraph, they're trying to understand what this person is talking about and they pick and choose the terms that they understand. They understand their talking about Muslims they understand they're talking about terrorists and they could reach the wrong conclusion, they could assume and it is saying that most Muslims are terrorist as supposed to most terrorists are Muslims, which would be a big difference, that was something that I observe in that course, because we're dealing with a lot of these, you know logical issues. And and that was, an awakening for me to, to see that what was happening was ehhh they were more sloppy in the way that they were trying to understand, because they were just hanging on the part of the discussion that they did and they're were trying in their minds to make sense of it, you know just but we try to make sense of a dream or something, you know we try to interpret it, that what was trying to do and a lot of times it would take them in the wrong direction

because interpretation and ehhh, making a synthesis of information, evaluating and putting them, putting that in that wrong words with their wrong ehhhh, interpretation this requires much higher level of English language.

I saw, I saw that it was many times, it was taking them in wrong direction and they would say to me, well you asked for yorum. I don't know how to say that in English, judgment or something, but they keep saying, you want our yorum so here's my yorum. But eh, their, what they have written is just an opinion and it's it it is not a reflection any it doesn't show a true understanding of the material.

And in fact it shows a misunderstanding of the material so there was this problem that I noticed in that course which probably is taking place in many, in many courses that we teach

Which do you think is due to?

Well... because of language, because you know, I think what is happening is they're trying to stick to the familiar, when they read something, there are parts of it that are not familiar to them and the parts that are familiar to them and they 're trying to make sense, and for them I mean even people that are proficient in language can make this mistake, they can hear somebody say eh, eh, most or eh most eh most eh most terrorists are Muslims they can hear this and they can actually interpret is as most Muslims are terrorists , it is possible for people to to to fall in this trap even when the information is presented to them in their native language. So when the information is presented to them in a foreign language, I think they will be more likely to make a mistake

But again we don't have ehhh a comparative situation to to to eh to compare this we don't have access to instruction in other one, in Turkish in our situation. So, the course activities that you , you eh put into practice in class in terms of I mean, eh lectures using slides, uhm having problem solving or group discussion sessions etc, so how would you, how do eh proceed in class. A normal normal lecture in this course is based on the PowerPoint slides. I usually use the standard slides that are prepared by the publisher, sometimes I do add or take out certain slides but the main format is the format that that they eh have prepared.

In different courses I have tried, different materials, ehh for example for certain courses I did prepare everything myself because sometimes the PowerPoint material prepared by the publisher or the author of the book really is inadequate. But with this course, I have tried to stay with the the the PowerPoint slides prepared by the publisher. Ehhm, and I try to ask questions, to get the students to respond for example at the beginning I may ehhh, give I'm talking about how salaries are determined by ask them I give them a scenario say imagine that you inherited a lot of money and you're opening big supermarket right across the university and you're going to hire 50 people some of these will accountant some of them will be responsible for the warehouse some of them will be cashiers, and the cash register, and so on how would you determine the salaries of these people and I get them to say you know one person may say "wow, I would pay them based in their education" and other one may say "I would pay them based on their experience" I may pose a question I may say to them "well wouldn't you, wouldn't you compare what you're paying to what lemar is paying?" and they may say "yeah, I would go and find out what other's are paying" then I would ehh begin telling them that we have to look at some internal factors and external factors like internal factors in terms of the ability experience education of the individual, external factors such as what is happening in the market so I may give them some questions to get them thinking about it, and and uhh and they're not actually not at coming up with the answers that the book is going to present to them if you ask them in the right way. They will find the answers and and I'm hoping by finding the answers themselves it will be easier for them to learn because they already thought about it, and the book tells them formally using that formal terminology what, what they're suggesting is actually taught. And sometimes what are the advantages of using different techniques.

So you're the lemar example, so since they can relate that to their specific context. Do you uhhhh make students read the book before coming to class, like read, read that specific chapter

No, most of them have not read the book, and probably they will not read the book until the exam time

Okay, how much work do you want them to outside the class, that would be the book, if not the book may be are there any lecture notes, do you share the slides with the students

I share the slides with the students

Is, is there a webpage?

There's a web page that they can download the slides, they can ...

So that specific question what do students find difficult in this course, this is the next question ehh, What the students find difficult in this course in general?

I think, what they find difficult is to, imagine the management problems related to people in you know actual organization. I think they have a lot of misconceptions about what happens in an actual organization. Uhhh so because they have no experience or concept of being in an organization and and receiving salary and uhhh having their performance measured, I think that creates a difficulty for them to understand why these issues are so important so critical in people's life and in terms of uhhmm the the dynamics of the organization. So I try as much as possible to give something that they can relate to, for example when I'm talking about performance appraisal I try to rehheh, give them examples from how we give them

grades and how they think that we're being unfair at times. And how their performance could be measured in a more effective way, I ask them and I try to get them to think about it, and then I try to get that to the organizational context and I try to explain to them how it will work if they were employees and their managers were trying to measure their performance and how the managers could make mistakes and so on. But still, I think it's not the same as if they were if they did have experience in actual organization if they did actually see you know what was on I think things would have been different

And they don't have that opportunity to get to that stage

They never, They never do it. until they graduate

Uhnmm okay, they know projects. Work assignments..

Sometimes just cases, were they read story, you know short story about an organization and they try to respond to

Okay, ehmm so so do you feel you have all the students with you in in in the usual lectures in terms of content, following the content and making sense of it. Or may be due to language ehmm

So well, there's the usual group that's that's always responding or asking questions, and then that might be 5 students out of 30 and eh unfortunately, ehmm , a big proportion of the student just shut me off during the lecture

No matter like, I ask no matter if I ask a question and even you know I give them silence, I ask a question that usually type will put their hands up and I will not pick those and I will wait, and giving them the silence usually makes people uncomfortable and eventually somebody will try to participate just to kill this unbearable silence, but you can't do that all the time

Okay ehmm if you think this problem to some extent related to language, ehmm do you do anything special to help students with language.

I try to be conscious of what words I'm using. I will often rephrase something and put them in different word and say one more time.

Uhum uhh okay, any glossary do they have in in their course book?

No

They have to resource to a dictionary if I mean outside the class. And so let's talk about this lecture, this 2 by 2 lecture that we're going to observe, specifically what the subject matter is and what would be the specific range

We're going to talk about performance appraisal. And we're going to our goals will be to get the students to understand alternative ways of measuring performance of individuals in organization.

Okay, and the types of activates in these lectures will be

We're going to give them again, I'm going to ask them questions and I'm going to give them examples of different different instruments that I used in measuring performance and the difference between these instruments and ehmm the advantages disadvantages of using different instruments. I'm going to get them to go to understand ehmm how performance assessment performance appraisal could be improved auhh I'm going to try to get them to understand how we can draw

information from multiple sources instead of single source in assessing performance and how could this add to the accuracy of the process.

Okay, would there be anything things that you might think might be of interest to students like say concept or an example or a situation that that they can relate to their ehhe real environment.

I will try to give them the grades example. Their their own grades. And to get the to think about ehhe assessment,

What do you the they will find difficult in this lecture, again in terms of content and language

What will be difficult for them is going to be to actually visualize ehhe the actual dynamics in the work place when performance appraisal is being discussed

Okay, and in terms of language

An in terms of language I think again the terminology will be a problem because we will talk about ehhe for example behaviorally anchored ratings and they will have no idea of anchored, what anchored means. Uhh, I mean even, even ehhe people with the high proficiency of English may not understand the idea behind anchored. You know

It's not the literal meaning.

Yes, yes the anchored used in the bolds but here we're talking about it as pegging it to something, to a certain type of behavior. So I mean when they see it they will probably not understand and there will be other terms also so it will be a little difficult for them in terms of terminology as well

Okay, The last two questions, you're going to give this lecture in two languages, in Turkish and in English. So In term of thinking about your preparation for this lecture in English and Turkish, what time would you spend in in in two different languages and the style of delivery would be different or the same basically.

Well the preparation time is usually for me equal to the delivery time, so if it's an hour lecture I probably need to put in an hour of preparation. With the Turkish version I would need to translate the slides into Turkish and I would need to try to come up with the right terminology for topics such as behaviorally anchored rating scale I would because I would try to actually search for it in in Turkish because I wouldn't try I shouldn't try to just translate the meaning according to my own opinion I should be I should give them the translation that Is actually more generally used in Turkish language so I need to google it try to find several articles or books that talk about it in Turkish using the same terminology so I can give them that ehhe because otherwise if I just because it's not enough for them to understand what it means it is also important for them to know the right terms in Turkish, because when they get a job in turkey if they're in human resource management department and their coworkers or supervisors are talking about this specific instrument using specific term they need to understand they need to use that term otherwise people will not take them seriously.

Okay, alright they would also need some communication breakdown.

So I need to find the right term in Turkish the actual ones, not just any term that conveys the meaning but the actual term that is generally used. Sometimes sometimes no term is generally used, sometimes different people use different terms

but then there are also certain terms that have settled and they're being used in ehhh in the Turkish management circles

So in terms of being in ease, being feeling comfortable in teaching this specific lecture let's say. Would you comfortable with doing that in English or in Turkish?

I don't think it would matter in terms of my comfort level.

Okay, so the last

I would be a little conscious when I'm teaching in Turkish to make sure that I used the right terms but once I find the right terms. I think it will be quite easy to use them *so Turkish would actually be problematic to, in in terms of finding the right equivalents in Turkish terminology.*

Yes, the in terms of finding the right terms in this course ehh generally I do follow the Turkish literature in the my field so usually I I do know the Turkish terminology as well but now that we've talked about this behaviorally anchored rating scale I realized that I don't know the Turkish term for it and I need to look it up and there may be other, other instruments that I may not know the term in Turkish.

Okay, and the last question. It says how you feel about the relative use of English in this course and in business administration degree program as a whole. Which asks the impact of English or causing problems or difficulty in in following the course content or learning the disciplinary content in general.

Probably, it it may have it may be a hurdle to students who are not at a certain level of comfort with English probably it's a hurdle for those students, for the students who have a good of English I don't think it won't make a big difference for them if it was in Turkish or in English. To many of them, the the fact that we teach in English may actually improve their understanding of other topics in English because they're struggling to understand learn a material so at the same time they're improving their level of English it's, you know their mind keeps working on processing the English language so. I think it's an advantage from that aspect. I think the fact the they will be able to follow ehh the related studies in English or related magazines or journals in English is an advantage for them, the fact that they will be able to watch news programs or ehhh business or economic related programs in English is going to be an advantage and in fact because of the particular situation in the Turkish business environment ehh, when I was saying that they need to know the jargon in Turkish ehhh yes may be they would get a few people sneering at them or giggling when they use the wrong Turkish terms, but they don't switch to Turkish at all and if they say while they talk in Turkish if they drop the term in English most people don't ehh respond negatively to this. most people are accustomed to people coming from abroad and and showing off with a university degree and showing off and saying "did you say this in Turkish" and just ehh using English terms so it's quite common in Turkish managerial world to to to do this, so .

Right, is there any other thing that you like to add before we finish up.

No, this is going to be interesting and we'll see what happens.

Okay, thank you very much.

Appendix 4. Student Interview Protocol

Introduction about the researcher

This study - interested in student *experiences* of learning in English-medium lectures ... *they haven't really asked students, what they're thinking and what they're doing in lectures.* – there are no right or wrong answers. Let's try to do this interview in English but you can also speak in Turkish any time you don't feel comfortable in English (questions are asked in Turkish if the student chooses to continue in Turkish).

Student background

Can you tell me a little about your background with respect to learning + language?

Tell me about your experiences of learning BA up to now, all in English, any Turkish?

What experience do you have learning in English, or other languages?

How do you feel about learning in English? Turkish (if any)?

How do you learn your disciplinary course content in language terms?

About this course specifically

In general, how do you feel about this course?

How do you see the aims of this course?

How does this course fit into your long-term goals?

Participation (lectures, problem-solving sessions, etc)?

Materials used (documents, web pages, books, notes, etc)?

Do you have/use the text book? Take notes? Can I see?

How much do you study outside of class? (before/after)

Do you work with other students? In which language?

How much do you think the lecturer thinks you should do?

What do you think is the most difficult thing with this course?

Is there any prior knowledge do you think you needed/lacked?

What do you think about being taught in this language, English?

How does this affect learning?

Do you do anything special to cope with communication problems?

How often do you need to look up words?

To what extent can you follow what is going on?

What happens when you can't?

In class, do you ask questions? Is it easy to ask questions?

Does the language make a difference (English or Turkish)?

Do other students use textbook?

Now we'll look at some clips. Here's the start of the lecture...

(Lecture given in English / Turkish)

Clip A

Sample set of prompting questions:

What were you thinking at this stage?

Tell me about what you were doing at this stage (taking notes, etc.). Reason?

How did you feel? Language? Reason?

The lecturer says "....." – do you understand?

What is the most difficult thing to understand here?

To what extent did you feel you were 'with the lecturer'? Reason?

Do you feel you learned something? Reason

Were there any things that helped your learning? Reason

To what extent does the slide help you understand?

Can you say how you think this section fits into the rest of the lecture? the course?

... [after showing 5-6 video clips and repeating the above procedure]

Comparison

How would you compare the two learning experiences?

Language. Which do you prefer? Why?

Different if been in the other language?

Is there anything that is more difficult when learning in English?

Reading? Writing? Listening? Note-taking? Speaking? Following courses?
Understanding lessons?

Does your study load increase? Reading and preparing for lessons/exams?

Do you feel you cannot learn the topics/concepts in depth? Surface learning?
Memorization?

How do you feel about the use of English in your courses? and in your BA degree as a whole?

Appendix 5. Sample Interview Transcript

E: Researcher; F: Feride

E: O.K. So Feride, the aim of this research as I told you in the classroom or is to look at students' learning of their content in English. Because the university is an English medium university. All the classes, lectures and the exams are in English. But many of the students are from Turkish backgrounds, Turkish speaking students. So, English is a foreign language. So we're trying to observe how English as an instructional language affects your performance in the classrooms and how does it affect your learning? Your content materials and subject-matters? And in your answers, there is no correct or wrong answers. So, you can give your opinion openly. And the interview can be in English or Turkish, whichever you would like to prefer.

F: Turkish please.

E: OK. So now, I switched to Turkish and we will continue in Turkish. Tamam ben de Türkçeye geçtim. Bazı klipleri izlemeden önce birkaç background sorum olacak, İngilizce özgeçmişinden başlayalım önce. Ne kadardır öğreniyorsunuz İngilizceyi, ne zaman başladın?

F: İlkokul 4. sınıftan beri zorunlu ders olarak... lise, ortaokul, ilkokul ve hazırlıkta... Sonra bölüme geçince tabii ki bütün derslerimiz İngilizce oldu u için öğrenme sürecim devam eder.

E: Hazırlıkta bir yıl mı (F: Evet.) gördün? Hangi kurdan başladın?

F: Pre-intermediate (E: Pre'den başladın.) Aslında başta sınavı vardı proficiency'e de girdim ama maalesef geçemedim. (E: ve hazırlığa kaldı.) Upper-intermediate 1 ve 2'yi de okudum öyle olunca hazırlığa geçtim.

E: Mezun oldu nun lise devlet lisesi (F: Evet.) türünde oldu u için (F: Evet. Namık Kemal Lisesi) İngilizceyi sadece yabancı dil olarak gördünüz. (F: Evet.) Hiçbir dersi İngilizce olarak almadınız? (F: Hayır.) Hazırlıkta bir yıl İngilizce, yolumun İngilizceyi aldıktan sonra bölüme geçtin ve başta 3 yıldır... 3.sınıfta mısın?

F: Yok, aslında 4. sınıftayım ama kayıplarım var ders olarak, onun için 3, 3'ün 2'si olarak sayılır.

E: Anladım. Peki bölüme geçtin ve 3-4 yıldır da İngilizce öğreniyorsunuz dersleri İngilizce olarak (F: Evet.) öğreniyorsunuz. Bu süreç nasıl başladı ve nasıl gidiyor başta yani bir zorluk çektin mi ilk zamanlar yoksa rahat bir geçti miydi?

F: İlk zamanlar zorluk çekmedim ama 2.sınıf bittikten sonra 3.sınıfa geçti imde yavaş yavaş alıştım ve o zaman biraz kolay oldu yani zorluk çektim.

E: Anladım. İlk senedeki derslerde çok fazla zorluk çekmedim diyorsunuz. Onlar çok kolay mıydı (F: Evet kolaydı) derslerin içeriğimi?

F: Mesela İngilizce 191, Mat 103 yani bunlar basic derslerdi, onun için kolay oldu yani bildiğimiz kelimeleri mesela gördük. Ama sonra zorlaştı sonra deyimlik kelimeler... kelime hazinemizi genişletmek zorunda kaldık. Bazı yerde hala daha yani nasıl, neyi kullanacağımızı bile tam bilmem.

E: Anladım. Bazı ders kaybım oldu dedin. Bu ders kayıplarında İngilizceden dolayı, İngilizcenin bir etkisi var mı (F: Evet.) o derslerde kalmadın?

F: Evet. Bir dersten kaldım sadece ama dördüncüde geçtim o dersten ve hocaların iki hocadan da aldım o dersi.. ki hoca da İngilizceye çok önem verirdi ve bana son

üçüncüde de kaldı ımda hocam bana dedi ki yani senin İngilizce zayıflığın var yani bu dersi normal bir İngilizce yani nasıl deyim... Bir İngiliz vatandaşı gelip kapıdan geçerken sınava alsak ve o bu dersi, bu sınavı yapsa kesinlikle bu dersten geçer ama senin İngilizce zayıflığın oldu u için... çünkü genel kültürdü o ders. (E: Neydi dersin yani bölüm dersi miydi?) E: MGMT 102, evet bölüm dersiydi ama benim zorunluluk de ildi bölüm seçmelisi olarak verdiler bana. Ve yani ardı ardına kaldı ımda ben istemedim o dersi tekrar alayım. Çünkü artık zor geldi bana antipatik geldi ama aldı ımda da en sonda yazda aldım daha rahat, daha rahat kafayla geçtim.

E: Tek ders aldın yo unla abildin. (F: Evet.) MGMT management'in kısaltılmışı mı (F: Evet.) management dersinin (F: Evet. Management. Introduction to business.) Tamam. Peki dersleri İngilizce olarak öğreniyor olmak nasıl bir süreç yani nelerde zorlanıyorsun, zorlandı ın alanlar oluyor mu?

F: Yani ilk önce okudu ımda onu Türkçe olarak çevirmem lazım, kavramam lazım ve sınava girdi imde İngilizce olarak nasıl bahsedeceğimi, o nasıl yazacağımı o soruları düşünmem lazım yani. Bu da bir sıkıntı yaratır benim için. Yani dersi anlamak, anlatırım hoca anlatırken anlatırım, zorluk da çekmem. Zaten hoca mesela zor bir kelime kullandı ımda durup onun açıklamasını da yapar gerek Türkçe gerek İngilizce. Anlatırım, kavrarım ama oturup o kitaba çalıştım ımda kitaptaki terimler zor gelir bana ve hocaların beklentisi de sınavda aslında derste anlattıkları değil de kitaba dayalı şeylerdir.

E: Biraz daha derin ve.. (F: Evet.) biraz daha detaylı.

F: Maalesef i te ezberim yoktur ve ço u arkadaşım vardır, ezber yönü iyi oldu u için gayet başarılı olurlar ama ben olamam.

E: Anladım. Peki bu ders hakkında konu alalım. Bu ders "Human Resource and Management" dersi.. 3.sınıf yine bölüm zorunlu derslerinizden (F: Evet.) bir tanesi ve sizin için önemli derslerden bir tanesi.

F: 4.sınıf dersidir.

E: 4.sınıf dersi. Tamam. peki bu ders hakkında ne düşünüyorsun yani bu dersin amaçlarını düşünüyor musun, ve ileride bir işletme mezunu olarak sana katkısı açısından ne kadar önemli bir ders?

F: Yani "Human Resource" management'in bir organizationda ne kadar önemli olduğunu gösterir bize bu ders yani human resource managerların işlerine önem vermeleri gerektiğini yani biz de mesela bir gün bir işletmeye gireceğimizde böyle bir şey varsa nasıl deyim, human resource manager varsa bunun bizim için iyi olacağını falan gösterir yani.

E: Hani hem çalışırken hem de belki işletme veren olarak.. (F: Evet.) iki türlü de işinize yarayacak. (F: Evet.) Ben bile bir şeyler öğrendim bu 4 saat katılmada izleyerek. Çok benim alanım olmasa da... Peki derslere hazırlık konusunda yani bir kullandığımız ders kitabı var. (F: Evet.) Onun dışında hoca sanırım slaytları sizle paylaşıyor. (F: internette evet.) Onun dışında başka materyal kullanıyor musun sen kendin yada hocanın verdiği kitap ve slaytlar dışında?

F: Yoo sadece derste hocanın söylediklerine bazen yardımcı olabilirim derse not almaya çalışırım. Slaytları çıkartıp yanına not alırım yada kitabın altından çizerim falan o şekilde, ekstra bir şey yok.

E: Yardımcı olursam dedin bu yardımcı olma çok fazla mümkün oluyor mu yoksa?

F: E yani o gün derslerin yoğunluğuna bağlı veya bir önceki gecedeki uykumu iyi alıp alamamama bağlı yada belki yemek yiyememi imdir ki genelde yani pek yoğunla amam açık söylemek gerekirse.

E: Peki bu yoğunla amama da gene dilin bir etkisi var mı yoksa dersin içeriğinin ayrı olmasından dolayı mı yoğunla amıyorsun yoksa her ikisi de mi?

F: Tabii dersin içeriği aslında o kadar ayrı değil. Yani biz bunu Türkçe olarak ele alsak ayrı değil. O yüzden dilin bir etkisi vardır çünkü daha önce beraber u geldiniz beraber ders yaptığımızda dersin sonunda bir tartışma vardı. Hani bu dersle ilgili bir arkadaş, Türkçe olsaydı yani bir yerden koptu unda yani yakalayabiliriz ama İngilizce oldu unda koptu u... koparsa bir daha yakalayamayız ve zorlanır yani anlama kapasitemiz. Onun için Türkçe olma... Türkçe olsa daha iyi kavrarız yani bu dersi.

E: Anladım. Peki ders dışında ne kadar çalışıyorsun, bu derse gelmeden önce, dersten sonra? Mesela derse gelmeden önce u chapterları okuyun gelin diyor mu hocanız yoksa öyle bir zorunluluk yok mu?

F: Yani zorunluluk yok ama bazen söyler. Ben pek zannetmem ama ben mesela hiç çalışmam. Yani ben demiyorum zaten sadece İngilizce olması kötüdür. Benim de performansım etkiler ki biz zaten bilirdik bu bölümün İngilizce oldu unu ve bile bile girdik sonuçta. İmdi durup da yakaramayık (E: Evet, evet, evet, evet) ke ke Türkçe olsa diye ama...

E: Zaten Türkçe olsun diye bir argüman çok yani duygusal bir argüman olur o. Yani Türkçe yapma ansımız uanda yok tabii de.. (F: Tabii zaten o yüzden) zaten Türkçe olmasını da ister mi istemez mi insanlar, öğrenciler.. onu da bilmiyoruz ama İngilizcede sıkıntıların ne oldu unu belki tespit edebilirsek onları düzeltme için... O Türkçe ders de zaten eydi bir derslik farkı görebilmek içindi hani siyahın yanına beyazı koymadan kontrast sağlayamazsın ya... onun için.. Tamam, peki dersten sonra ne kadar çalışıyorsun, nasıl çalışıyorsun sınavlardan önce mi sadece çalışıyorsun yoksa bir gözden geçiriyor musun?

F: Quizlerimiz oldu unda bir gözden geçiririm, yani okurum anlamaya çalışırım. Yada hafta sonları odamı toparlarken ders notlarımı toparlayıp yani her dersin notlarını toparlayıp ayrıca bir göz atarım, yani öyle çalışırım.

E: Ders, sınavdan önce yada quizden önce arkadaşlarınızla bir araya gelip çalıştığınız oluyor mu, çalışıyor musunuz?

F: Pek arkadaş çevrem yoktur bölümde yani o kadar oturup da çalışabileceğim ama bazı dersler de vardır ki telefonla açıp danışabilirim, yada o bana danışır öyle yani.

E: Peki bunlar yine İngilizce oluyor bu ey Türkçe oluyor danışma süreci değil mi, bir ey sordu unda falan... (F: Evet.) yada bu neydi falan gibi?

F: Evet, evet. Ne gelecek, ne gelmeyecek yani Türkçe.

E: Peki bu derste en zor olan, senin en zor.. en çok zorlandığın nokta neresi yine hem dil olarak hem içerik olarak? Yada sadece hangisi sana en zor geliyorsa yani bu derste seni zorlayan bir nokta var mı?

F: Bu ders... (E: Sana zor gelen bir ey var mı?) 4.sınıf dersi oldu u için beklentiler daha çok yani mesela bir proje yaptık, o projeden beklentiler daha akademikti yani yazılı tarzı olsun, referans gösterimi olsun.. Dil olarak zaten bütün derslerimiz İngilizce. Onun için pek bir ey değil yani. Aynı zorlukta deyim.

E: Ama bu projelerde falan sizlerden daha çok şey bekleniyor.

F: Evet. Gerçi benim bir presentation yaptım çok kötü gitmi ti ama..

E: Yani projelerde, presentationlarda yorum da mı istiyorlar sizden yani kitabın dı ında yada ö rendiklerinizin dı ında, seni zorlayan ne oluyor?

F: İmdi ben bölüme girdim gireli çok proje yapmadım. Presentation üç kere yapmış ımdır mesela ama İmdi 4.sınıfa geldi İmde tabi ki benim bir 4.sınıf ö rencisi olarak ki 3.5tur belki ama 4.sınıf ö rencisi olarak, iyi bir presentation, iyi bir proje hazırlamam gerekir. Ama zorlandım yani.

E: Yine sorayım dilin bir etkisi oldu mu bu zorlanmada?

F: Tabi. Yani anadilimiz olsa tabi daha yani kalkıp presentation yaptı ında sözcükler aklına gelir Türkçe olsa ama İngilizce olsa, oldu unda böyle bir sıkı ma olur.

E: Bu projeler sadece bu derse özel de il, de il mi yoksa ba ka derslerde de var projeler.

F: Ba ka derslerde de var ama yani o kadar çok.. mesela 308 dersimiz vardı yani i letme 308 dersimiz vardı. Onda grup olarak çalış ım tık ve çok rahat ve çok güzel bir presentation geçti hatta dersin sonunda hocadan övgü de aldık. Ama bu ders böyle nasıl deyim daha şey geldi bana daha böyle yapamayacağımı ım gibi geldi ve yapamadım yani sonuçta presentation'ı.

E: Anladım. Final sınavına da girdiniz bu dersin de il mi?

F: Evet girdim.

E: O nasıl geçti sınav?

F: O güzel geçti, final sınavım güzel geçti yani gayet cevapladım. Ama tabi ki artık bilmiyorum nasıl de rlenecek (E: Sonuç nasıl gelecek?) evet.

E: Tamam. Bunu belki cevap verdin ama yine burada oldu u için soruyorum. Yani bu dersi İngilizce olarak ö reniyor olmak, olman hakkında ne dü ünüyorsun yani mesela ö renmeni ne kadar etkiliyor dersin İngilizce olması öyle genel olarak bir dü ünürsen.. konular i te kavramlar?

F: Yani %80 etkiler. Ama yani avantajı nedir? İngilizce olarak ne oldu unu ö reniriz ama bir de oturup dü ünürüm yani ben yarın bir yere i e girsem acaba İngilizce olarak bu beklentiler istene yani beklenecek mi benden bu şeyler. (E: yoksa Türkçe olarak mı kullanman gerekir) Evet yani Türkçe olarak kullanmamı isteseler ne kadar Türkçe olarak verimli olabilece im onu da dü ünürüm.

E: Peki bu İngilizce açısından özel bir çaba gösteriyor musun yani bu aç ı kapatmak için, eksikli i gidermek için yoksa?

F: Yani daha çok speaking'imi geli tirmeye çalış ırım. O da sözlüm İngiltere'den geldi 5 senedir burada ya ar ve onunla daha çok İngilizce konu maya çalış ırım. Yani ondan bilgiler edinmeye çalış ırım, kelime ö renmeye çalış ırım ama i te o ö rendi im kelimeler de geneldir bu kadar çok (E: Genel İngilizce yani.) şey de il yani. İletme terimleri farklıdır mesela yani o da bazen a ırır bazı terimlere de.

E: Do rudur, evet, evet. Peki ne kadar çok sıklıkta sözlü e bakmak zorunda kalıyorsun ders çalış ırken, sınava çalış ırken falan?

F: Bakarım yani her zaman bakarım. Yani çok yabancı bir kelime geldi inde buna bakarım, yabancı bir kelime olsa bile ama cümlenin gidi atından anlayabilece isam bakmam.

E: Peki bir dersi dü ündü ümüzde, 50 dk'lık bir ders benim sizin gelip normal derslerinizi izleme ansım olmadı ama... bir dersin genelinde ne kadarını takip edebiliyorsun yani ne olup bitti ini hani o yo unla ma dedin ya biraz önce? (F: imdi zaten) Hani normal, standart bir derse giriyorsun 50 dk'lık bir derse, dersin ne kadarını takip edebiliyorsun, ne hissediyorsun?

F: 10 dakikası zaten hocanın sınıfa gelip, attendance'ı alıp, powerpoint'i açması falan filanla geçer. Ondan sonraki.. (E: geriye 40 dk'lık bir ey kalıyor.) evet ondan, onun da herhalde 25 dakikasına falan yo unla abilirim dersin.

E: Peki 20-25 dk, yani ngilizce olmasından dolayı bazen kopmalar oluyor mu takip, takip edemedi in..? (F: Evet, evet olur.) Peki o anda napıyorsun yani soru soruyor musun anlamadı ın noktada yoksa?

F: Aslında hoca her zaman ey der “koptu unuz noktada soru sorun” der, bizi uyarır özellikle hocamız, ama o saat da soru sormak ey gibi olur imdi ben kalkıp bunu sorsam acaba çok mu acayip bir ey söylemi olurum hani. Yani hocaya belli ederim ki onu dinlemem bu defa ayıp olur mu falan olur. O yüzden böyle oturup kalırız artık ey yakalayabildi im yerde yakalamaya çalı ırım.

E: Dersten sonra peki soruyor musun kaçırdı ın noktayı?

F: Yok, hayır.

E: Anladım. Peki sınıfta hiçbir soru soruyor musun yani derslerde?

F: Soru de il da hocanın sordu u sorulara kar ı bir iki kelime öyle atılıp söylerim yani. Öyle çok ey de ilim, katılımcı de ilim yani.. (E: Anladım.) derslerde.

E: Bunda dilin gene fak... etkisi var mı yoksa yapından dolayı mı?

F: Yanlı bir ey söylemek istemem. Yok, yapımda yoktur yani yapımda ben konu kan biriyim ama dilin etkisi var tabi.

E: Yani soru sorabilmek kolay mı ngilizce derslerde yada verilen soruya yanıt verebilmek?

F: Verilen soruya yanıt verebilmek u ekilde mesela hoca kalkıp sorar bir eyi kalkıp sende cevabını verirsin bir kelime olarak. Sana “why” der mesela orda öyle kalırsın ama yani çok da... yani genelde pek kar ıya ey vermem sorulara cevap vermem ama yani öyle bir iki kelimelik bir ey olursa atılır söylerim yani.

E: Anladım, anladım. Peki sınıftaki di er ö rencilerin derse katılımı nasıl yani yerli ö renciler, Türkiyeli ö renciler yada yabancı ö renciler?

F: Türk kökenli arkada lar yani derse katılım oranları çok da yüksek de il. Yani bazı arkada lar vardır ki onlar sorar sürekli, belki da sormak için sorarlar bilmem ama yani katılanlar var ama genelde yabancı, siyahi mi desem zenci mi desem artık öyle arkada lar katılır. (E: Afrikalı arkada lar) Evet. Özür dilerim.

E: Onlardan... nedir sınıftaki nüf.. eye oranı nüfusa oranı çok..?

F: 10-15 tane varlar herhalde. Yani derse göre de i ir ama 10-15 arası var.

E: Onların derse katılmasındaki etken nedir? Daha çok katılıyorlar dilleri yani ngilizceleri mi daha iyi?

F: İngilizceyi iyidir ve anladım kadarıyla gayet de etkili bir şekilde takip ederler dersi. Yani hocanın ne söylediğini hemen.. “Hocam yani 1 saniye durun. Burada ne demek istediniz diye” diye yaparlar atılırlar yani. Ondan bizden daha bilinçlidir galiba bilmem.

E: Anladım. Peki diğer arkadaşların ders kitabı kullanıyor mu? Bazıları çünkü çok ders kitabı kullanmıyoruz hocam dediler. Hem pahalı oldu undan hem zor oldu undan dili.. dilinin zor olduğunu duydun mu yani.. (F: Evet, evet.) ders kitabının? Ama sen kullanıyorsun değil mi?

F: Ben kullanmadım.

E: Ders kitabı kullanmıyorsun. Sadece slaytlar ve notlar.

F: Evet slaytları kullanırım. Ama eksiklikler var yani slaytlarda yani hocaların ders kitabından... dersten derse de işir. Bazı derslerde kitabı kullanırım, bazı derslerde arkadaşlarımda verdiği öneriyle yani alma kitabı derler mesela yani çok zordur içinden çıkamaycaz yani buna alma..

E: Bu derste almamanın sebebi neydi?

F: Bu derste almadım çünkü slaytlar yeterliydim gibi geldi bana, bir de hocanın anlatı tarzına ya hoca çok güzel anlatır dersi.. (E: Cem, Cem Hoca) Evet, ve anlatı tarzından hani yani anlattıkları da yeterli olacak beynimin bir köşesinde kalacak ve yani durup bir de kitabı okuyarak aklımı karıştırmama gerek yoktur düşünceyle almadım yani kitabı.

E: Anladım. Peki diğer arkadaşların durumu nedir senin çevrenden gözlemlediğin kadarıyla.. kullanıyorlar mı kullanmıyorlar mı?

F: Yok. Kullanan pek yoktu arkadaşım. (E: Anladım.) Bir iki kişi vardı.

E: Peki tamam o zaman ilk kısmı kapatıyorum. Evet şimdi derslerden ilkinde daha doğrusu ikincisine, ikincisiyle bakalım. İki çünkü Türkçeydi. İkinci İngilizce. Bir 5-6 tane kısa klip izleyeceğiz ama önce dersin 2-3 dk'sını hatırlaman için dersin amaçları, konusu neydi onun için bir izleyelim, daha sonra konu alalım. Evet burada bir şekilde Cem Hoca bir karikatürle anlatıyor. Karikatürü okudun mu yoksa okumuydun?

F: O an okuyordum ama tam uanda aklımda değil.

E: Cem Hoca da anlattı neyle ilgili olduğunu. Parayla motivasyon arasındaki (F: Evet, evet.) ilişkiyi gösteren bir karikatürdü galiba. Neyse bunu geçelim. (video) Cem Hoca kendisi de açıklıyor. Evet burada dersin sonunda ne öreneceğini söyledi. Bizim burada bakacağımız bu Maslow's hierarchy of needs, Herzberg's two factor model, justice kavramına bir de bu flow dersin en sonunda, the theory of flow.

F: Hiç hatırlamam flow'u, justice'i de pek hatırlamam ama Maslow hiyerarşisi diğer dersler için çünkü bizim derslerimiz öyle bir bağlantılıdır ki 102 dersinde mesela benim dördüncüde geçtiğim derste genel olarak görürüz, topic topic. Mesela Human Resource ayrı görürüz, organizational behavior ayrı görürüz. Sonra döneriz bunları ayrı ayrı alırız ve ben üç derste ayrı üç derste gördüm yani bu Maslow hiyerarşisi iyi.

E: Yani onunla ilgili fikrin var.

F: İlk önce physical needs'ler gider falan filan yani böyle bir şey.

E: :Ona şimdi zaten bakacağız. Peki Herzberg'i de sanırım görmüştünüz, Herzberg's two factor model?

F: Evet, evet gördüm.

E: Motivaters and hygiene factors'den bahsediyor. Tamam bir Maslow'a bir kısaca bakalım o zaman, birazcık sardırım gerekcek. Evet. Burada uzun uzadıya bir 5-10 dk Cem Hoca sizle i te neler oldu unu soruyor. Physiological needs, safety, social, esteem ve en sonuncusu da self-actualization. Seif-actualization'da özellikle sizce nedir diye soruyor ve birkaç ö renciden de yanıt alıyor ama kendisi de daha sonra açıklıyor. Burada tekrar gördün, daha önce de gördün bunların içinde özellikle self-actualization'ın tam olarak ne oldu u konusunda bir fikrin var mı?

F: imdi birincide.. (E: physiological'da..) orda yani basic needs'leri giderirler yani mesela açsa yemek ister, onun için para kazanmak ister. Safety'de güvenlik ister insurance falan, social'da bir ey ister çevre ister.. (e: Arkada çevresi falan.) Evet. Esteem'de galiba artık ey, mesela nasıl deyim bir i çiyse artık manager olmak isterdi yada bir üst kademe atlamak isterdi tam aklımda de il.

E: Esteem'in kelime olarak kar ılı nı biliyor musun Türkçe kar ılı mı?

F: Yok.

E: Self-esteem de diyorlar yani kendine güven. Belki kendine güven geldikten sonra dedi in gibi bir manager pozisyonuna geçmek istiyordur o da bir ayrı motivasyon ve ondan sonrası da self-actualization... Onun ne oldu unu soracak olursam sana?

F: O da zaten hep takıldı m bir eydi yani o... tok oldu unda öyle bir artık her eye doyardı her ey yani orda bilmem tam açıklayamam.

E: Peki sınavlarda sordular mı bu eyi hiyerar iyi?

F: Sordular ama her zaman bu eyde takılmı ımdır yani.

E: Self-actualization'da. Yani seif-actualization dedi inde kafanda bunun Türkçesi udur ya bu u kavramdır gibi bir ey var mı? (F: Yani galiba artık..) Yani takılmanın sebebi nedir?

F: Artık oraya tok olarak oraya gelirdi ve ihtiyaçlarını bir gözden geçirirdi galiba ve tekrar ba a dönerdi öyle bir ey yani tam hatırlamam.

E: Burda anlatıyor Cem Bey aslında belki o kısmı bir dakikalık bir bakabilirsek hatırlatmak açısından. (video) Evet yukarıya henüz gelemedik çünkü uzun uzun anlatıyor. (F: ilerleyebilirsiniz.) Tamam.

F: Hoca i de Cem Hoca böyledir. Yani derste böyle iyice beynimize yerle mesi için gayet yava yava anlatır yani dersi.

E: Peki di er hocalarla kar ıla tırdı nda di er hocalar nasıl? Cem Bey'den memnunsun sanırım yani sizin seviyenize iniyor ve daha (F: Evet, evet) yava anlatıyor, daha çok örnek veriyor. Di er derslerde sıkıntı oluyor mu hocaların anlatımı yani daha hızlı mı konuluyorlar, ngilizceyi daha karma ık mı kullanıyorlar?

F: Bazı hocalar öyledir. Mesela artık derler sen 3.sınıfa yada 4.sınıfa geldin. Ben yani durup sana beginner ngilizcesiyanan bunu anlatamam. Yani bu kadar basitle tiremem. Senin bu eyleri anlaman lazım bu kelimeleri, bu kullandı m cümleleri hep anlaman lazım derler. Yani Cem Hoca zaten bu yüzden hep yava giderik böyle daha yava giderik mesela dersin, di er dersin ba nda bir önceki derste ne gördüklerimizi falanda bize anlatır.

E: Anladım. Peki dersleri ilk konuları yeti tirme açısından bir sıkıntı olmuyor mu?

F: Olur ama sona do ru artık yava yava kırparız biraz sa dan soldan yani bazı eyleri daha önemli gördüklerini gösterir bize, daha gereksizleri çıkarır.

(video)

E: Orda suicide bomber örne ini veriyor. Ve onda da sanırım self-actualization'a gelecek. Bu örne i anlamı mıydın?

F: Hı hı.

E: Yani Cem Hocanın da cevabıyla hatırlıyorsan yani neydi bir suicide bomber?

F: te bomba ta ıyan intiharcı yani o ey.

E: Yani onu motive eden neydi? Cem Hocanın eyine göre?

F: Ona yemek verecekler yada ailesine iyi bir yani para verecekler gibi, yada sen artık böyle bir ey yaptıktan sonra Allah'ın katında çok iyi bir ey olacaksın, kul olacaksın gibisinden yani, cennete gideceksin gibisinden. Öyle bir açıklama yaptıydı galiba.

E: Peki o hangi motivasyon türüne giriyor o verdi i örnekler?

F: Social'dan sonraydı galiba (E: esteem) esteem'deydi.

(video)

E: Peki Maslow'u size niçin ö retiyorlar yani Maslow'un bu "hierarchy of needs" yani bu dersin amaçları anlamında ne i inize yarayaca ını dü ünüyorsunuz?

F: Yani, i leyenlerin nasıl, kafalarının nasıl çalı tı ını göstermek için.. Yani bir manager'sın yani bilin ki i cin ilk önce physical needs'lere ihtiyacı var sonra yani i te step by step gider yani onla ey yani nasıl deyim teoriler üretmi ler. leyenlerin nasıl dü ündükleri hakkında yani nasıl...

E: Yani çalı anlara sende önce yemek ihtiyacını gidermek zorundasın, (F: Evet.) sonra güvenlik ihtiyaçlarında o sigorta, poliçe bir eyler falan dedin. Daha sonra sosyal ihtiyaçlarını gidermek diyorsun. (F: Evet.) Yani bir yönetici olarak belki i inize yarayacak eyler bunlar.

F: Ama en sonda tabi hoca çürütmü orda gördü ünüz gibi diyor.. (E: Evet, evet, evet.) Evet, yani o kadar da ey de il yani sa lıklı de il yani bu hiyerar i modeli, (E: Evet.) o kadar da etkili de il.

E: Daha sonra da Herzberg'i veriyor. Herzberg'de çünkü iki farklı modeli var. (video) Evet, burada birkaç ki iye sorduktan sonra da açıklıyor. Bu modeli daha önce gördün, görmü müydün Herzberg?

F: Yo bunu galiba yani imdi açılınca hatırladım. Bunu galiba sadece bu derste gördüm? Tam hatırlamam yani. Yada görmü ümdür de çok üstünde durmamı ımdır di er derslerde de çünkü çalı tı ımızda da mesela bakarız o eylere.. konulara bakarız bize belirli konular önemli gelir ve onlara çalı ırız. Di erlerini atlarız.

E: Peki burada ikisi arasındaki farkı ders sırasında dü ündü ünde yani anlamı anladın mı, anlamadıysan anlamamana (F: Hiç hatırlamam.) ne sebep oldu?

F: Hiç hatırlamam. Yani o gün belki anlamı ımdır, unutmu umdur yada o gün da anlamamı ımdır yada dinlememi imdir.

E: Ama uanda ne oldukları konusunda aklında bir fikir yok?

F: Yani biraz ilerlersa hmm olabilir.

E: Özellikle hijyen faktörünün üzerinde duruyor, anlatıyor. (video) Niçin bunlara hijyen (hygiene) faktör demi iz onu da soruyor. (video) Burdaki sendin de il mi? (F: evet, gayet uyumlu bir ekilde). (video) Evet, evet. imdi tekrar dinledi inde net mi yoksa takip edememenle mi ilgiliydi?

F: Yani galiba yakalayamadıyım orda ama yani uan burada anladım da orda tam anlayabildim.. herhalde anlasaydım hatırlardım.

E: Peki ngilizceyi de takip ederken slaytları okumada yada hocanın söylediklerini ey yapmada anlamamana yol açabilecek kelimeler takılıyor mu kafana yoksa (F: Yoo) net mi?

F: Yani nettir. Gayet iyi anlarım.

E: Tamam peki. imdi sana ne olaca ını nedir bu diye tekrar sormayaca ım çünkü. Bilgini test etmek için ey yapmıyoruz bunu. O zaman bir sonraki eye geçelim. Bunu durdurabiliriz. (video) Peki niçin hijyen faktörleri dedi ini anladın mı yada hijyen faktörler ne demek (F: i te) yani kafana nasıl oturuyor bu kavram?

F: imdi orda bahsetti inde hijyen hani hijyenik olursunuz elinizi yıkarsınız mesela temiz olursunuz. Bu sizi hastalıklardan korur, yıkamazsanız hasta olursunuz. Ama yıkarsanız korunursunuz (E: olmayabilirsiniz ama) ama ey de il yani garanti de il. Burada da diyor ki yani bunun gibi bir eydir. Bu, bahsetti i eyler i te tam imdi söyleyemeycem onlar bahsetti i eyler tamamısa satisfied olursunuz. Ama tam garanti de il. Yani ey gibi ki temizlik gibi. O yüzden.. (E: Evet, evet, evet.) hijyen dediler.

E: Direk temizlikle alakası yok yani (F: Evet, evet.) i yerlerinde temizli i sa lamak (F: ça rı tırmak) amacıyla. te böyle mecazi kavramlar bazen daha kafa karı tırıcı olabiliyor. Yani bu aslında zor bir ey, hijyen faktörler. Sen bunu temizlik faktörleri diye yazdı ın zaman tam anlamını vermeyebiliyor. (F: Evet.) Tamam peki imdi tekrar bunu izlemek, dinlemek zorunda kaldık yani ve uanda net. Ders sırasında kaçırmanın sebebi yorgunlu undu (F: Evet.) de il mi? Dille ba lantılı bir sıkıntı var mıydı?

F: Yani ilk derse girdi imizde u Türkçeydi, o zaman yani böyle heyecanlandığıyım açıkçası yani Türkçe olacak acaba nasıl olacak, acaba dü ündü üm gibi ngilizce olarak dü ündü üm gibi de mi ama bu derse girdi imde her zamanki bir ders, her zamanki ngilizce dil.

E: O psikolojik bir baskı yada demotivasyon yani motivasyon sorun (F: E yapar yani..) yaratıyor mu?

F: Biraz yapar.

E: Anladım, anladım. Türkçe dersi biraz sonra izlicez tabi ama onunla kar ıla tırdı ında yani...

F: Orda daha canlıydım. Yani orda da yorgun olabilirim ama orda daha canlıydım yani.

E: Peki ordaki anlatılanlar aklında mı daha çok mesela burada hijyen faktörleri falan ey yaptı ama...

F: imdi ba lık olarak aklımda de il ama aşsanız slaydı hemen aklıma gelecek yani.

E: Anladım tamam. oraya gelecez. O zaman bu justice kavramına geçelim onun için biraz daha sarmamız gerekecek. (video) Burda job characteristics modelden

bahsediyor. te feedback, task identity gibi... bunları daha önce sanırım yine görmü tünüz. Geçelim.

F: Yani di er slayttadır galiba.

E: Haa eyden önce bir expectancy theory'den bahsediyor. Bu... (F: Beklenti de il mi?) beklenti teorisi, expectancy theory. Bunu daha önce görmü müydünüz bu kavramı?

F: Organizational behavior dersinde gördüm evet.

E: Burda bir u sanırım ey önemli.. formül. $Motivation = expectancy \times Instrumentality \times Valence$. Bu tezinin, yani bu formülü ne oldu unu yada bu formülün içindeki her bir eyin kar ılı nı biliyor musun? Yada hatırlıyor musun?

F: Pek hatırlamam ama yani valence'ın ne oldu unu bilmem mesela. Instrumental'i a a ı yukarı ama expectancy'i bilirim yani.

E: Burda sanırım motivasyon olması için nelerim... (F: Evet, evet.) expectancy.. (F: onlar gerekiyor.) olması gerekiyor, beklentin gerekiyor, instrumentality... instrumental olması gerekiyor, yani bir amaca hizmet ediyor olması gerekiyor ve valence olması gerekiyor. Ama valence'ın ne oldu unu, kavram olarak bilmiyoruz. Bende çok emin de ilim ne oldu u konusunda.

F: te yani bazı eyler, kelimeler da Türkçe olarak tam kar ılı ı olmadı ı için yani pek da bir eyimiz olmaz yani motivation'ı bilirik motivasyon deriz mesela ama yani onun da tam kar ılı ı olmadı ı için...

E: Ama bu önemli bir ey yani bu expectancy teorisi önemli, güçlü teorilerden bir tanesi ise yani motivasyonu sa layan bu üç faktörden üçüncüsünü bilmiyor olmak bo luk yaratıyor mu yani?

F: imdi eyde essay ekinde orda yazarken onu okudu umuzda çıkardabilirsek o kelimeyi eydir yani önemli de il da imdi zaten bize sınavda bu ey ekinde sormazlar formül ekinde sormazlar. Yani anlayabilirsek orda essay ekinde nasıl oldu unu, ne oldu unu problem de il yani.

E: Slaytlarda tabi yazıyor mu, yazıyor aslında (F: Yazar evet.) burada valence üstteki, slaydı daha sonra eve götürüp okudu unda belki yada biraz da not da almı san (F: Evet, evet.) orda belki çıkabiliyor. (video) Bir bakalım neymi valance? (video) Bu örne i güzeldi. Evet bu güzel bir örnekti. Hakikaten yani akılda kalıcı (F: Evet.) bir örnek. Yarın ö renmem mümkün de il. (F: Ama bir sene sonraya ö renebilirsin.) Evet, evet, evet, evet. Bu tür örnekleri, anekdotları güzel kullanıyor Cem Hoca. Böyle esprileri, eyleri falan. Di er derslerde de hocalar kullanıyorlar mı di er hocalar?

F: Di er derslerde evet kullanır. Mesela Tarık hocamız var yine 202 dersi aldı ım. Mesela ey demi ti bu kolona sekip dokunabilirsin sana 50 milyon verecem falan böyle. Sürekli ö renciler gidip sekip dokunmaya çalı tılar ama olmadıydı. Yani bu teoriden bahsedirdi galiba orda da.

E: Yine expectancy'den.

F: Organizational behavior dersi..... (video)

E: Evet valance'a geldik. It's the value of the reward.

F: Yani bize sa ladı ı... nasıl?

E: te value of the reward kelimelerinden bilmedi in var mı?

F: Reward eydir galiba hani nasıl açıklayayım bir ödül gibi.

E: Ödül, ödül. Yani bir eyin sonunda sana vaat edilen ödül yada kazanaca ın ödül. O ödülün value'su yani (F: de eri) de eri. E er de er yüksekse kazanaca ım ey ya ben motive olursam sonunda bunu alacam, onun valance'ı var ama ben o kadar çalı acam da bana unu verecekler dedi in zaman o zaman valance'ı dü ük oluyor. Bir ö renci ey dedi "hocam bunları ke ke kaydedip videoya internete koysalar da bütün dersleri daha sonra izlesek" mesela bu örne i imdi biz dinledik ve sanırım imdi valance daha çok anlam ifade etti. Ama ders sırasında bunu kaçırdın yada öncesinde de kaçırdın, aklında kalmadı.

F: Artık slaytlardan, kitaptan ne kadar çıkarabilirsek çıkarmaya çalı ırız. Yani çok da sıkı dostluklarım, arkadaşlıklarım yoktur sınıfta, bir iki arkadaş ım hariç. Onlarla da bazı dersleri alırım oturup onlarla konu uruz yani bu neydi falan diye. O bana açıklar ben ona açıklarım ama mesela bu sınıfta yoktur öyle bir ansım, arkadaş ım yoktur çok.

E: O zaman kaçırdı ın bazı eyleri tekrar ö renebilme ansın da dü üyor o zaman. (F: Evet.) Biriyle tartı amadı ında, sormadı ında (F: hatta ben...) yada hocaya gidip sormak zorunda...

F: Dü ünürüm böyle bir eyim olsa (E: Ses kayıt cihazı) evet.

E: En azından belki, tabi. Yani video kayıt cihazı de il de ses kayıt cihazı daha pratik bir ey.

F: Evet.

E: Neyse justice'e gelelim. (video)

F: Ke ke sınavdan önce yapsaydık bunu.

E: Evet. Burada da fairness, justice (F: Evet.) ikisi aynı ey. Onun nasıl oldu unu (F: Evet.) yada motivasyonla arasındaki ili kiyi anlatıyor. imdi detayları izlicez ama o detayları hatırlıyor musun ders sırasında yani justice duygusu fairness yani kar ılı ı onun adalet. Ne kadar etkiliyor motivasyonu?

F: Onları tam hatırlamam.

E: Özellikle ey örne i veriyor. Bir fabrikaya gidip bir ara tırma yapıyor Cem Hoca ve bir arkadaş ı. çileri mot... niçin, neye göre motive oluyorlar, neye göre olmuyorlar orda ilginç sonuçlar buluyorlar. O örne i de anlatıyor açıklamak için. Bir bakalım.

F: Biraz ey olsa hatırlarım ama... (video)

E: Evet.

F: Anladım. imdi yani bir organizationda ey olmazsa yargı nasıl deyim e itlik olmazsa, e it davranılmazsa bu motive etmez yani i çileri. Sonuçta derler ki ne kadar çalı ırsam çalı ayım birilerinin sonuçta torpili vardır ve onları mutlaka benden daha iyi ödenecek yada ey olacak.

E: Ki bizde de çok olan bir eydir galiba bu (F: Evet.) Yani sen çok çalı ırsın ama öteki torpillidir geçer. Evet o fabrika örne i de ilginçti, yani fabrikada o çalı mayı yapıyorlar ama bir türlü bulamıyorlar. Bir eksiklik var ve daha sonra fairness'in önemli oldu unu buluyorlar. Ve son olarak da eye bakalım, flow'a bakalım. (video)

Evet burada soruyor. Intrinsic-extrinsic rewards bunları hatırlıyor musunuz diye. Daha önceki bilgilerinden hatırlıyor musun? Biraz dinleyelim bakalım. (video) Evet. Biri içerden gelen biri di arıdan gelen... Ne oldukları konusunda imdi?

F: Anladım, yani.

E: Yani bir motivasyon içten gelen motivasyon var bir de di arıdan gelen motivasyon onları nasıl bunları flow teorisine ba lıyor onun için bakalım. (video) Evet bu örnek de güzel bir örnekti. Niçin intrinsic ve extrinsic motivation'a ba ... yani bu eyi ona ba lamak için anlattı. Aradaki ili kiyi kurabilmi miydin yada imdi kurabildin mi ders sırasında?

F: Ders sırasında bilmem kurabildiysem ama imdi böyle kurar gibiyim. (video)

E: Evet para burada tehlikeli niçin iki örnekte de para nasıl tehlikeli oluyor onu anlatıyor. imdi sorcam onu aslında.

F: Yani verdi i örneklerde anladım. Ama tam ba lantı kuramadım bilmem. Tabi bu beyin yoruyor.

E: Tamam o zaman flow'a geçelim.

F: Nedir merak ettim söyleyebilirsiniz bana?

E: Bizim için de ilginç tabi bu motivasyon eyi onun için ben de dikkatle dinledim. Yani normalde çok zevk aldı n bir eyi keyif aldı n için yapıyorsun çünkü içten gelen bir motivasyonun var. Ama biri çıkıp sana para veriyor o yaptı n i için o bir anda eye ba lı o durumda (F: Paraya ba lı aslında.) paraya ba lı oluyor. (F: Anladım.) Para azaldıkça bu sefer o ya lı adamın yaptı ı gibi... Motivasyonun da kalmıyor artık çünkü o içten gelen bir motivasyon de il, paraya dönü tü.

F: Yani içten gelen bir eyi di tan gelen bir eyinan öldürür yani o.

E: Evet, evet. Para onun için çok tehlikeli diyor. O piyanist örne inde de adam keyfi için çalıyor ama biri para teklif ediyor ve gel sen çal ben sana para vereyim ama ba kasının daha çok kazandı nı ö renince motivasyonu gidiyor. Onun için i letmelerde bu çok önemli diyor. (video) Evet bunu anladıysanız e er imdi flow'a geçecem diyor da sonra da flow teorisini anlatacak. Evet bu da isimde "flow and intrinsic motivation theory" flow'un tabi kelime anlamı olarak anlamını bilmek burada sanırım çok önemli olmasa da kelime... eyi kavramı ne oldu unu tahmin edebilmek için...

F: Tam olarak hatırlamam ne oldu unu. Inn... (E: intrinsic) onu da bilmem yani. (video)

E: Evet. imdi sanırım... (F: Anladım.) flow teorisinin tam kar ılı ı da ey demek... ben sana bu kelimeyi verirsem belki kafanda bir tahmin açısından bir ey olur. Akı teorisi Türkçesi. Akıktan geliyor flow'un kar ılı ı. Akmak, akı ve bu motivasyon arasında nasıl bir ba kurabiliyor musun Türkçesini bilince?

F: E i te yani gidi atından de il mi? Yani aslında sadece kelime olarak dedi iniz akı tam olarak ey yapmaz yani... Yani tam açıklamaz bana ama hoca imdi açıklayınca anladım. Hani sonuçtan memnun olmayabilir ama sonuca giden yoldan dolayı memnundur.

E: Yani bu efin örne inde onun için diyor (F: Evet.) adam çok para kazansa da az para kazansa da önemli de il. O yaptı ı i ten zevk alıyor ya orda tavada pi iriyor yeme ini (F: Evet.) falan yani o yaptı ı i i sevmektir (F: sanatını) önemli olan. Evet,

evet. öyle diyor i e kendini kaptırma yani bir eye kaptırdı ın zaman akar gidersin ya... akı ta ordan geliyor yani gene mecazi anlamda kullanılan, tıpkı hijyen faktör gibi bir teori bu. Bu da motivasyon açısından önemli diyor. (video) Evet burada da zaten slayttan da açıklıyor. Ama tabi belki o ders sırasında yorgunlu un da yada zaten ngilizce olacak onun için gene aynı ders olacak. Belki bir motivasyonsuzluk da etkiliyor. imdi o zaman eye bakalım daha kısa tutacaz Türkçeyi. Bir 10-15 dk da ona bakalım. Evet imdi Türkçeye bakalım.

F: Çok requirement olandı bu? Hoca zaten ngilizcelerini de yazdıydı altına.

E: Performans de er... ey performance management ile performance appraisal (E: appraisal) appraisal sanırım yani bunları gene daha önceden biliyorsunuz ey olarak. Appraisal'ın kar ılı ı performans de erleme. (F: Hmm.) Peki eylerin.. bunu ben.. ö rencilere soruyorum yani Türkçelerini görmek nasıl bir ey yaratır?

F: imdi ilk açtı nda da insan kaynakları yönetimi yazdı nda böyle biraz tabi ey olur... (E: Ya bu, bu nedir falan diyorsun herhalde.) Yok bu nedir de il de yani de i ik gelir (E: de i ik gelir) Gözümüz alı tı yani artık onu bir direk böyle bir nasıl deyim kli e olarak görürük orda. (E: Kafanda hep öyle human resource management diye kalmı .) Evet human resource management, human resource management... ama yani tam olarak açıklayamayız bile. Yani mesela oturdu umuzda da mesela ben i çi derim ama aklımda sürekli employ... (E: employee) employee vardır.

E: Evet, evet. Yani eyler hep terimler özellikle (F: yerle ti yani) ngilizce oldu u için yerle iyor. Evet. Performans de erleme de yani appraisal'ın kar ılı ı Türkçe kar ılı ı performans de erleme, de erlendirme de il de de erleme olarak vermi ler. Bazen öyle kavram karma ası (F: Evet.) yaratabiliyor.

(video)

E: Evet. Bir de bunu ö reneceksiniz diyor. Dört çe it performans de erleme yöntemi, dört farklı yöntem var. Bir de bu konuda kar ıla ılan sorunlar nelerdir? (video) İlk eye bakalım o zaman bu arasındaki fark nedir diyor. Evet imdi bu ikisini soruyor ve arasındaki farkı soracak yani performans de erleme nedir, performans yönetimi nedir diye soruyor. O tartı malardan, soru cevaplardan yada önceki bilgilerinden fark aklında, tam olarak net mi kafanda?

F: Tam net de il. (video)

E: Onur sanırım bir eyler söylüyor. (video) Evet. Daha sonra da zaten slaytta da verdi. Slaytları da takip ediyor muydun ders sırasında?

F: Evet. Ederim yani genelde.

E: ngilizce derslerde takip edersin. (F: Hı hı.) Hem slaydı takip etmek hem hocayı takip etmek kolay oluyor mu?

F: Tabi slaydı takip ederken hocayı kaçıırırım ama yani slaytta daha oturma bir tanım oldu u için bazen tercih ederim slaydı okuyayım.

E: Bu derste peki Türkçesinde...

F: Merak, merak edip okudum yani, okumu tum bunları da. (video)

E: Evet yani biri tek bir ey de erlendirme di eri ise bütün olarak yönetimi. Daha sonraki kısımda, bunları daha çabuk geçecek dedik, bir yumu ak de erleme diye bir eyden bahsediyor, yumu ak de erlendirme... Onu hatırladın mı yada bir kısaca bakalım.

F: Bakalım. (video)

E:Derse katılım konusundaki gözlemin nasıldı senin,arkada ların..

F: Mesela bu arkada ın Türkçede %100 daha iyiydi yani ngilizcede çünkü... bu Türkçe dersi sonunda bir tartı ma ortamı oldu(E:do du evet)hani durup konu tuyduk falan, arkada bahsettiydi hani ben ngilizcede pek dinlemem çünkü zaten anlamam derdi. Ona ey yapa... gözlemlediydim biraz ngilizce derste baya bir alakasızdı yani ngilizce dersinde yani... özlenir yani bizim bölümde arkada lar özler tabi Türkçe ders görüp Türkçe anlamaya çalı mayı.

E: Bir de derse katılım açısında bir fark oldu mu,soru soranlar oldu, yorum yapanlar oldu.(F: Evet oldu.) Onun bir katkısı olur, oluyor mu, olur mu ders ö renmeye?

F:Olur tabi.Çünkü daha rahatık sonuçta ve bildi imiz dildir.Yani bir ey anlatabilmeye çalı tı ımızda kendi cümlelerimizle gayet rahat bir ekilde kullanabiliriz ama ngilizce oldu unda maalesef o neydi diye öyle takılıp kalırız yani söylemek istedi im kelime budur, dü ünürüz Türkçe ama ngilizcesini çeviremeyiz.

(video)

E:Aa biri uzun. Bu örnek bir ey verdi.. Evet ikincinin ba ındaydı galiba.(video) Burda konu biraz eyden çıktı galiba.(F:Evet evet) Baya bir...

F:Çünkü dinlen yani biz, ya ben pek gonu mamı olabilirim ama yani zaten arkada larımın söyledikleri ile aynı eyleri söyleyecektim a a ı yukarı. Çünkü bu konular hiçbir zaman konu ulmaz ö renciyle. Mesela bölümde, bizim bölümümüzde bir iki hoca vardır ki o hocalardan ikayet vardır. Hiçbir ö renci memnun de il o hocalardan ve yani dü ünürük, herkes dü ünür ben arkada larıma da katılırım yani. Biz bu hocalara dü ük puan veririz, ö renci de erlendirmede ama hiçbir sonuç almayız, ve burada yani kanayan yarasına basıldı ö rencinin...(E: Anladım, anladım) Onun için herkes böyle a zına geleni söyledi orda.

E:Aynı zamanda biraz alakasız görünse de eye de dersin içeri ine de ba lı çünkü derste de çalı anları de erlendir...

F:Evet. Onu zaten örnek verdi hoca ö re... ö retmenleri de erlendirme diye örnek verdi. Ordan girmi ken herkes... (video)

F: Ne dedi ben anlamadım?

E: Yani biz de erlendiriyoruz ama bir ey olmuyor yani ö rencilerin fikirleri... (F: Evet do ru, do ru söyledi.) senin söyledi in eye benzer ey söyledi.

F: Mesela bir ey daha söylemek isterim.

E: Tabi.

F: Biz imdi durup burada hocaları hani be enmedi imiz hoca var dedim iki tane hoca var falan ama ee okulumuzda da ey olarak görünür yani. O hocaların geçirme notu yani nasıl deyim... (E: ö renci...) kriterleri yüksektir ve o hocanın kriterlerine göre yani o hocanın kriterlerinden aslında yola çıksa bütün okul ve bütün ö retmenler, yani okulun kriterleri de yükselecek. Okulun yani ba arı oranı yükselecek deyim. Yani onun için aslında hoca... ö rencilerin da bazen ikayetçi oldu u eyler sanki daha çekici gelirmi gibi gelir bana, eye bilimlere.

E: Hmm. Yani madem ö renciler bu hocadan ikayetçi, demek ki sert bir hocadır (F: Evet, evet.) disiplinelidir. Öyle olmak zorunda de il yani aslında en iyi

de erlendirmeyi hocanın performansı hakkında ö renci verebilir. Çünkü ö renciler iyi bir gözlemcidir (F: Yani imdi...) sen...

F: Ben kalkıp hocaya diyorum ki hocam bu quiz ka ıtlarını biz size geri mi verece iz yoksa alacaz ey bizde mi kalacak? “Sizde kalsın diyor bana nede olsa diyor kaldı ınızda gelen dönem diyor yine aynı soruları sorarım diyor bilirsiniz.” Yani orda direk motivasyon sıfır yani. Yani kalacak gözüyle bakıyor hani quizde de dü ük almı de ilim yani 10 üzerinden 9 almı ım ama hoca bana böyle bir kar ılık veriyor. Ama bu böyle hoca her... daha bölümde var yani.

E: te bu tartı manın eyi de o ee sa lıklı de erlendirme yöntemi de il o zaman ö rencilerin ö retmeni de erlendirmesi...

F: Evet de il, kesinlikle de il. Bir de biz bir ara merak ederdik hani bu de erlendirmeler ö retmenlere aktarılır mı diye?

E: Tabi eyde herkesin bir eyi vardır sicili.. portaldan her hoca görebilir.

F: Ki isel olarak. Yani mesela benim o hocaya ne kadar ey de erlendirme yaptı ım?

E: Bir iki dönem dü ük geldi sanırım bölüm kurulu toplanıyor ve bölüm ba kanı Cem Hoca da bir noktada galiba söyledi onu... Hocalara rapor ediyor e er dü ük gelirse sürekli...

F: Ama o genel yani. Tek tek ö rencilerin ne verdi i bilinir mi? Yani mesela benim kaç puan verdi imi bilir mi mesela o ey ö retmen? Çünkü biz daha önceki bir derste hoca gelip bize sordu du hani yaptınız mı diye. Bir tanesi ey dedi di yani “hocam ne önemi var sonuçta sınavdan sonra yapsak olmaz mı yoksa sınavdan önce siz görür müsünüz bu sonuçları ve ona göre mi davranırsınız.”

E: Ha yok, yok, yok. Bu sene özellikle yukardan hatırlatma geldi, mutlaka ö renciler yapsın bu de erlendirmeleri diye. Çünkü genelde ö renci katılımı çok yüksek de il. Yani belki de inanmadıkları için ço u ö renci doldurmuyor. Hocalar tek tek göremiyor yani senin Feride ne verdi bana diye göremiyor. Sadece toplam eyleri çıkıyor ortalamaları çıkıyor. (video) Burdan i te yumu ak de erleme kavramına geliyor yani gerçekçi de erlemeler ve yumu ak de erleme. (video)

E: Evet. Yumu ak de erleme de bu.

F: Biz bile yaparız yani, hemen hemen.

E: Evet yani çok yani yüksek verelim de aman bir ey olmasın gibi. Tabi onun tehlikeli oldu unu da söylüyor i letmeler içinde... (F: Evet, evet, evet.) içinde.

F: En sonunda yazdı ı ey ondan bahsedecek galiba hani i ten atılırdı gelirdi derdi hani i bulmak amacıyla bana iyi bir CV ey yazar mısınız.

E: Evet, evet, evet, evet. O örne i hatırlıyorsun de il mi? (F: Evet.) Daha sonra da onu alıp mahkemede ey olarak... (F: Evet...) kullanıyor. (video) Evet. Bunun ngilizcesi tabi soft appraisal diyorlar. Ama... (F: Görmü üzdür mutlaka) yumu ak, yumu ak de erleme diye... Bu da önemli eylerden bir tanesiydi. (video) Evet tehlikelerinden bahsediyor yani. Daha sonra son kısmında dersin eye geçiyor... dört tane... önce hedef belirlemeden bahseder, hedefler i te ula ılabilir olmalı, ey olabilmeye, olmalı, ney olmalı? Bulalım. (video) ölçülebilir olmalı, belirli olmalı, zorlayıcı (F: Zorlayıcı ama ba arılması..) mümkün (F: mümkün, katılımcı bir ekilde ilerle neysa) belirlenmeli (F: belirlenmeli, zaman...) sınırı olmalı. (video)

E: Çince örne ini burada gene kullandı. O da sanırım ey için kullandı bunlardan... zorlayıcı olmalı ama ba arılması mümkün olmalı. Yani Çinceyi yarına kadar mümkün de il.. (video) Evet. Sürece dair bazı bilgiler veriyor. (video) Grafik de erleme... Burda üç... ,birden üçe kadar çalı anlar de erlendiriliyor (F: evet.) Bunların üç tanesini de il de sonucusu bu davranı a dayalı de erlendirme onu hatırlıyor musun, dersten yoksa burada hatırlayalım mı?

F: Hatırlayalım.

E: Sanırım son bu üçüncüsüydü. Evet dördüncüde. (video) Bu da kar ıla tırma, bu da sıralama yöntemi diye bir yöntemdi. Evet. Bu da buydu. (video) Evet. Bu ölçe in detaylarını imdi anlatacak Cem Hoca ama ba lık tam nasıl bir ölçme yöntemi yada nasıl bir ölçek oldu u konusunda bir fikir veriyor mu sana?

F: Yani davranı a dayalı dedi inde hani baktı nda i çiyeye yani o i e kar ı olan ne bileyim dü üncesi yada e iliminin nasıl oldu una tuta... kullanan bir ölçek gibi geldi bana. (E: Hm.) Tam da hatırlayamadım gerçi.

E: Tamam iyi bir tahmin ama tam öyle de il. (video) Evet.

F: A a ı yukarı hatırladım yani.

E: Yani bir mü teri temsilcisi varsa, sen yöneticiysen Ali mesela... Ali'ye 1'den 4'e not ver demek yerine i te unu yapıyor mu (F: Evet.) yapıyorsa...

F: Mesela hem dinler, a dinler olabilir, b uygular olabilir mesela yani sonra c hem dinler hem uygular olabilir onun gibi bir eydi bu?

E: Farklı davranı örnekleri var. Haa bu Ali'yi bu tanımlıyor dedi inde Ali'ye ordan notunu veriyorsun. Yani kafadan Ali'ye 1den 4e not vermek yerine... (F: Evet.) Belli davranı ları yerine getiriyorsa ona göre not veriyorsun. Bunun ismini de davranı a dayalı yöntem koymu lar. Tabi bunun ngilizcesi "behaviorly anchored rating scale"

F: Görmedik böyle eyleri yani.

E: Sanırım bu derse özel bir eydi bu. Dört (F: Evet) yani de erlendirme yöntemleri. Tamam Türkçe ders de bu kadardı. imdi bir iki tane de sorum ey olacak yani bu biraz önce de dedi im gibi Türkçe, dersleriniz Türkçe de il (F: Evet.) Bunun amacı da zaten dersler Türkçe olsun diye bir argümanda de il ama ngilizce derslerde dil ba lamında ne zorluklar ya ıyorsunuz onu görebilme adına böyle bir deneysel ey oldu. imdi iki ö renme sürecini kar ıla tırdı nda derse katılma ve dersin içeri ini ö renebilme yada ne kadar aklında kalması açısından iki dersi kar ıla tırdı nda nedir farklar?

F: Türkçe daha iyi aklımda kaldı. Yani daha iyi anladık çünkü, örnekler bile mesela yani örnekler bile demeyim bile çünkü örnekler her zaman aklımızda kalır (E: ngilizce olsa da) evet ngilizce olsa da aklımızda kalır da yani Türkçe olması tabi ki en büyük etkidir yani aklımızda kalması adına.

E: Peki ngilizce oldu unda yani, imdi aynı soruyu tekrar tekrar soruyoruz ama, farkı ne oluyor yani aklında kalmamasına yol açan yada dersi takip edememene yol açan?

F: imdi bu dört sene zarfında hep ngilizce gördük. O yüzden yani ngilizce ders görmek artık o kadar ey atraktif gelmez da bu Türkçe görmemiz daha etkileyiciydi. ngilizce artık sıradan yani nasıl böyle ortaokul, lisede giderdik girerdik derslere of artık bu ders bitsin da gitsin, gidelim gibi olur. Ama mesela imdi burada Türkçeyi gördü ümüzde de i ik geldi bize. Yani neydi sorunuz tekrar alayım....galiba.

E: Yani dersin İngilizce olması karıla tırdı n zaman da.....nın yarattı ı zorluklar tam olarak neler yani...

F: Tabi dili anlayamamız. Dili anlayamayız yani. Yani anlamamız gerekir aslında ama çok az ö renci vardır ki gidip günün sonunda eve gitti inde bugün bu kelimeleri yeni ö rendik iyice bir beynime geçsin hani ey sözlükten karılı na bakayım bulayım da ben buna çalı ayım diyen çok az ö renci vardır ve ben da o az ö rencilerden de ilim. Onun için zorlanırık. Aslında bu da bizim biraz tembelli imizden kaynaklanır yani.

E:Anladım. Derslerde peki normal dersleri ben izleyemedim, derse katılım çok fazla Türk ö rencilerden olmuyor(F:Evet) dedin. Genelde not mu alıyor ö renciler napıyorlar dersi izlerken?

F:Ya not alırlar, ya hayal kurarlar, ya karikatür çizerler falan yani genelde pek ders dinleyen yoktur. Hatta hoca mesela dedi inde sorunuz var mı dersin sonunda mutlaka herkesin bir sorusu vardır ama bitip da gitsin diye kimse soru sormaz.

E:Seninde çok sormuyorsun dedin yani dersin sonrasında. Hocadan çekindi in için mi yoksa çok fazla soru oldu u için artık...(F:Yani) nedir soru sormanı engelleyen ey?

F:Mes...ne dü ünürüm artık dersin sonunda tamam hocaya sorum vardır ama imdi ben durup burda hocaya soraca ım bunu sonuçta gene anlatacak bana belki da aklımda kalmaz. Eve giderim zamanı geldi inde çalı ırım, o zaman aklıma gelir, diye dü ünürüm bir soru sormayı...

E:Peki çalı ma yükün artıyor mu, dersin İngilizce olmasından dolayı, sınava hazırlanırken, çünkü çalı ırken önce Türkçeye çalı ıyorum dedin, yazılı mı çeviriyorsun bunu yoksa aklından mı çeviriyorsun?

F:Yoo aklımdan. Yani dedi im gibi okurum, bazı kelimeler varsa onlar ki ana kelimelerdir ve yani anlamam için lazım ilk önce ilk önce onun ne oldu unu ö reneyim durup onları hep kenarlarına yazarım ve artık yani oraya yazdı ımda bir alttaki say... bir altta ki cümlede yine varsa oraya da yazarım. Sonra yava yava aklımda kalır. Ama sınava girdi imde o kelimeyi yazamam o ayrı konu.(E:Hmm. İngilizcesi nedir onu) Evet yani tam olarak yani spelling olarak aklımda kalmaz nasıl oldu unu ya da biraz anlam de i ikli i da olur artık sınava girdi imde çünkü bir tek o de il yani bir çok ey görürüm, bir çok eyi kenarına yazarım mesela acaba o o muydu, o o muydu diye karı tırırım.

E:Peki sınav performansını etkiliyor mu bu, bu sebepten dolayı dü ük not aldı n oluyor mu kendini yani...

F:Evet çünkü hoca der ki artık yani siz 3. Sınıfsınız ve böyle basit kelimeler kullanarak bana anlatmanızı istemem o dersi, biraz daha yani profesyonelce biraz daha benim size gösterdi im ekilde yani eyleri kelimeleri.

E:Bazen böyle dersleri dilden dolayı ya tam ö renem... ben bunu tam ö renemedim, derinlemesine ö renemedim, böyle detaylı ö renemedim, yüzeysel kaldı dedi in oluyor mu?

F:Durup da öyle etüt etmem ama ö renebildi im kadar ö rendi imi dü ünürüm. Yani pek öyle dü ünmedim yüzeysel kaldı ya da derine indin diye dü ünmedim. Ama tabi bazı dersler olur ki daha çok ey gelir bize daha çok ilgi çekici gelir onları iyice böyle benimseyerek ö renirik. Ama genelde yani öyle geçeyim havası vardır.

E: Pek sınavlarda yorum yapmanız istendi inde yada i te tanımın dı nda bilgilerinizi i te birle tirip bir ey... sunum dendi inde (F: Evet.) yada projeler...

F: Kendimce yaparım yorumumu. Tabi o da hocanın de erlendirmesine kalır artık ama bence, kendimce yaparım yani yorumu.

E: ngilizcede yapabilir... yapabildi ine inanıyorsun (F: Evet yaparım yani.) yani sonra sınavda yazıyorsun.

F: Ama yani kelimelerim basit olabilir kullandı ım kelimeler ama bazen kendimi anlatamayabilirim da elimden geldi ince anlatmaya çalı ırım.

E: Anladım. Tamam peki bu durumun iyile tirilmesi için yani bu ö rencilerin ngilizce seviyelerinin dü ük olması, bazı hocaların dersi daha hızlı yada anlatması ö rencilerin seviyelerine inmemesi, çözüm ne olabilir yani bu durumun bu sıkıntının a ılabilmesi için..?

F: Ben her zaman dü ünürüm ki mesela bizim bir hazırlık sürecimiz oldu. Biz hazırlı a gitmeden önce bölümümüz belliydi. Hani hazırlıkta öyle kurlar olsa ki haftanın dört saati da senin bölümüne girdi inde kullanaca ın kelimeleri, nasıl kullanabilin, anlamlarının ne oldu unu ö retebilmeleri adına da dersler yapsalar bizim için daha iyi olacak çünkü biz gitti imizde hazırlı a bize present tense, future tense falan ö retirler ama biz bölüme girdi imizde hiçbir alakası yoktur onunla, yani bizim bölümümüz için biz yani farklı kelimeler ö rendik ve artık onların içinden gitmeye ba larık yani biz bir essay yazmayız yada bir eyi projeyi yaptı imızda o kadar önemsemez hocalar bizim eyimizi yani future damı yazdın yada geni te mi yazdın önemli de il yani.

E: Zaten projeler ço unlu u genelde geni (F: içerik) zamanda yazılır.

F: Haa yani da yani genelde içeri e bakar hocalar. Yani benim demek istedi im hazırlıkta öyle bir ey yapsalar ki deseler ki sen i letmeye giriyon? letmeye giriyorsan gel bak i letme için haftada iki saat, üç saat, dört saat özel ders yapalım. Belirli kelimeleri ö redelim size de ki girdi inizde böyle nereye geldik olmayasınız.

E: Peki bölümde uan yani hazırlıkta bu yapılmazsa bölümde ne yapabilir hocalar? Bölümler ne yapabilir?

F: Hocaların ne bileyim yapaca ı bir ey var mı çünkü artık ö rencilerin da insiyatifine kalır yani ö renmek istersan bu kelimeleri ö renmek zorundasın sonuçta ders budur. Ama ö retmenler bence bizim ö retmenlerimiz bence ba arılıdır yani. Yani ellerinden geldi ince anlatmaya çalı ırlar bize. Haa sınavda beklentileri zordur ama derste anlatımları gayet basittir anlayabilece imiz ekilde. Yani memnunum yani hocalardan.

E: Yani bende izledi im kadarıyla Cem Hoca... di er hocaları görme ansım olmadı ama ders anlatma eyi yöntemi...

F: Ya bir iki hoca vardır tabi anlat... anlatmayan yada sırf öyle ekilde anlatmayan sırf zorluk olsun diye anladan hocalar vardır ki arkada ların da bahsetti i gibi hocalar bilinir yani kim oldu u ama yani genelde hocalarımız iyidir yani anlatırlar.

E: Peki son olarak eklemek istedi in.. ba ka bir ey kaldıysa söylemek istedi in de söyleyemedi in?

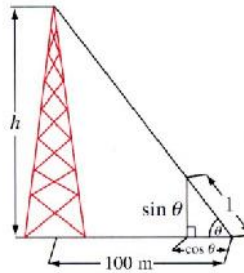
F: Umarım yardımcı olmu umdur size.

E: Çok yardımcı oldun di er arkada larına da çok te ekkür ederim.

Appendix 6. Parallel Tests of Mathematics

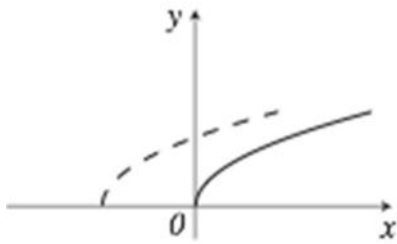
A Short Mathematics Test (English Version)

1. Find the points of intersection of the parabola $y = x^2 - x - 5$ and the line $y = x + 3$
2. The boiling point of water (in degrees Fahrenheit) at elevation h (in feet above sea level) is given by $B(h) = -0.0018h + 212$. Find h such that water boils at $98,6^\circ\text{F}$. Why would this altitude be dangerous to humans? ($32^\circ\text{F} = 0^\circ\text{C}$)
3. A person has played a computer game many times. The statistics show that he has won 415 times and lost 120 times, and the winning percentage is listed as 78%. How many times in a row must he win to raise the reported winning percentage to 80%?
4. A person 100 meters from the base of a tower measures an angle of 60° from the ground to the top of the tower.

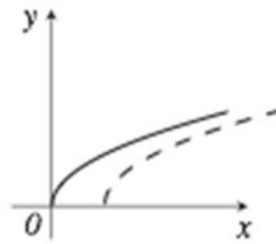


- a) Find the height of the tower.
 - b) What angle is measured if the person is 200 meters from the base?
5. An old-style LP record player rotates records at $33\frac{1}{3}$ rpm (revolutions per minute). What is the period (in minutes) of the rotation? What is the period for a 45-rpm record?
 6. The Richter magnitude of an earthquake is defined in terms of the energy E in joules released by the earthquake, with $\log_{10} E = 4.4 + 1.5 M$. Find the energy for earthquakes with magnitudes (a) 4, (b) 5 and (c) 6. For each increase in M of 1, by what factor does E change?
 7. Determine the area of an equilateral triangle with the length of the edges $a=1$.
 8. How many edges of an isosceles triangle are equal?
 9. For the given function, $y = \sqrt{x}$ give the equation for the graph shifted by 1.64 to the left and tick the correct graph of the original and shifted function below.

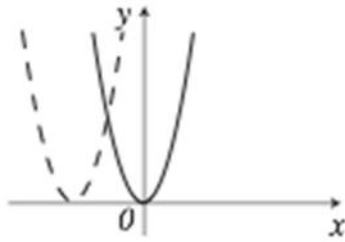
A



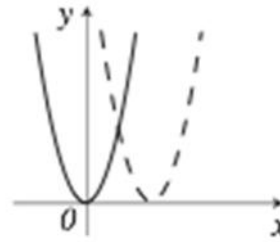
B



C



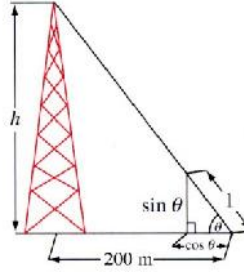
D



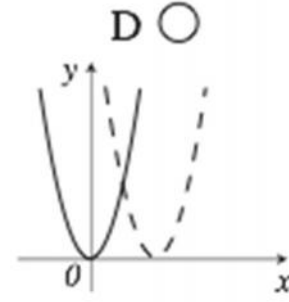
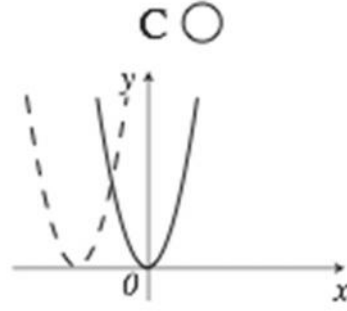
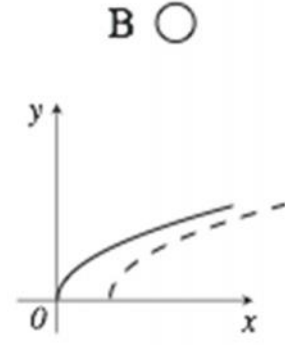
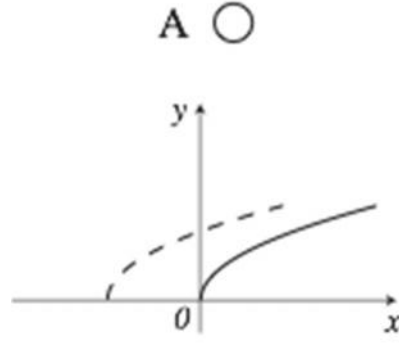
10. Test algebraically whether $f(x) = 2$ is even, odd, or it is neither even nor odd.
11. The pressure p experienced by a diver under water is related to diver's depth d by an equation of the form $p = kd + 1$, where k is constant. At the surface the pressure is one atmosphere. The pressure at 180 meters is about 18.892 atmospheres. Find the pressure at 60 meters.
12. Find the slope-intercept equation of the line that has the given characteristics
slope: $\frac{7}{3}$ and y -intercept $(0, -3)$
13. Write an equation for a line passing through $(9, -4)$ and perpendicular to the line $3x + 7y = 5$.
14. A particle moves from $A(-6, 3)$ to $B(-7, -9)$ in the coordinate plane. Find the increments Δx and Δy in the particles coordinates. Also find the distance from A to B.
15. Solve the inequality $|x + 3| \leq 1$, expressing the solution set as an interval or a union of intervals. Also, show the solution set on the real line.

A Short Mathematics Test (Turkish Version)

1. $y = x^2 + x - 9$ parabolünün ve $y = x + 16$ doğrusunun kesişme noktalarını bulunuz.
2. h yüksekliğinde (deniz seviyesinden yüksekte olup ayak ölçüsünde) suyun kaynama noktası (Fahrenheit derecesine göre) $B(h) = -0.0018h + 212$ denklemi ile verilmiştir. Suyun kaynama noktasının 100 F° olduğu durum için h yükseklik değerini hesaplayınız. Bu yüksekliğin insanlar için neden tehlikeli olabileceğini söyleyiniz. ($32\text{ F}^\circ = 0\text{ C}^\circ$)
3. Bir kişi birçok kez bilgisayar oyunu oynamıştır. İstatistiklere göre 360 kez kazanmış, 120 kez kaybetmiştir ve kazanma oranı % 75 olarak belirtilmiştir. Kazanma oranını %85'e çıkarabilmesi için arka arkaya kaç kez kazanması gerekir?
4. Bir kulenin tabanından 200 metre uzakta duran bir kişi, kulenin tabanı ile en üst noktası arasında 30° lik bir açı oluşturmaktadır.



- c) Kulenin yüksekliğini hesaplayınız.
 - d) Eğer bu kişi kulenin tabanından 100 metre uzakta duruyor olsaydı kaç derecelik bir açı oluştururdu?
5. Eski bir LP plakçalar bir plağı 30 rpm 'de (dakikadaki devir sayısı) döndürmektedir. Rotasyonun (döndürmenin) süresi dakika olarak ne kadardır? 60-rpm 'lik bir plağın süresi dakika olarak ne kadardır?
 6. Bir depremin Richter ölçeğine göre şiddeti, depremin jul (Joules) cinsinden açığa çıkardığı E enerjisi ile hesaplanır ($\log_{10} E = 4.4 + 1.5M$). Depremin enerjisini aşağıdaki şiddet değerleri (M , magnitude) için hesaplayınız: (a) 6, (b) 7 and (c) 8. Depremin şiddetindeki (M) her 1 değerlik artış için E değeri hangi faktör oranında değişir?
 7. Eşkenar bir üçgenin alanını hesaplayınız (her bir kenarın uzunluğu, $a=3$ dir).
 8. İkizkenar bir üçgenin kaç kenarı eşittir?
 9. $y = x^2$ fonksiyonu için, 1.64 oranında sağa kaydırılmış grafik denklemini hesaplayınız ve aşağıdaki orijinal ve kaydırılmış fonksiyon grafiklerinden doğru olanı işaretleyiniz.



10. Cebirsel olarak $f(x) = 3$ değeri tek midir, çift midir? Yoksa ne tek ne de çift midir? Hesaplayınız.
11. Su altındaki bir dalgıçın hissettiği p basıncı, dalgıçın bulunduğu derinlik (d) ile orantılıdır ($p = kd + 1$; k sabit). Yüzeşte basınç 1 atmosferdir. 180 metre derinlikte ise basınç yaklaşık 18.892 atmosferdir. 80 metre derinlikteki basınç ne kadardır?
12. Aşağıdaki özelliklere sahip doğrunun eğim-kesim denklemini hesaplayınız:
eğim: $\frac{7}{3}$ ve y -kesim $(1, -3)$
13. $(-2/3, 1)$ noktasından geçen ve $3x + 7y = 5$ doğrusuna dikey olan doğrunun denklemini yazınız.
14. Koordinat düzlemi üzerinde bir cisim $A(-6, -3)$ noktasından $B(7, -9)$ noktasına ilerlemektedir. Cismin koordinatlarındaki Δx ve Δy artışlarını hesaplayınız. Ayrıca cismin A dan B ye olan uzaklığını hesaplayınız.
15. $|x + 3| \geq 1$ eşitsizliğini, çözüm kümesi interval (aralık) ya da intervallerin birleşimi olarak hesaplayınız. Ayrıca çözüm kümesini reel doğru üzerinde gösteriniz.

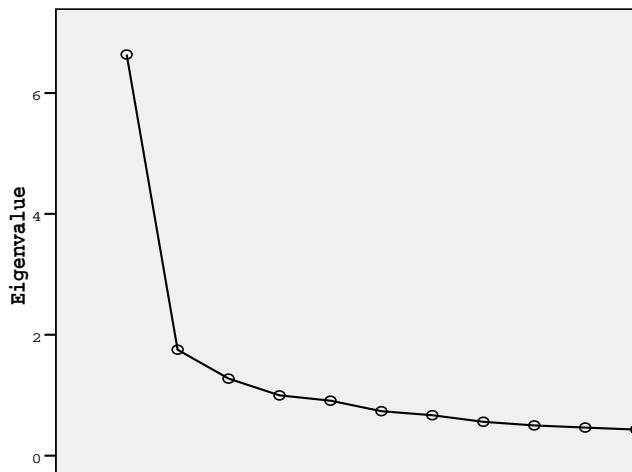
Appendix 7. Factor Analyses on Questionnaire Items

SECTION B

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,854
Bartlett's Test of Sphericity	Approx. Chi-Square	1513,124
	df	120
	Sig.	,000

Scree Plot



Rotated Component Matrix(a)

	Component		
	1	2	3
b9	,782	,252	-,042
b8	,751	,123	,111
b16	,689	-,007	,122
b11	,668	,286	,263
b12	,614	,376	,371
b6	,565	,374	,018
b4	,164	,770	,355
b7	,154	,768	,006
b10	,227	,729	,232
b5	,410	,645	,245
b3	,012	,613	,571
b15	-,059	,242	,706
b1	,506	,003	,656
b2	,536	,068	,639
b13	,090	,189	,600
b14	,468	,227	,480

Rotation Method: Varimax with Kaiser Normalization

SECTION C

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,839
Bartlett's Test of Sphericity	Approx. Chi-Square	1519,680
	df	153
	Sig.	,000

Component Matrix(a)

	Component			
	1	2	3	4
c15	,816	-,060	-,100	,107
c16	,768	-,123	-,201	,070
c8	,716	-,332	-,005	,017
c18	,647	-,255	-,044	,124
c9	,587	-,275	-,287	,093
c7	,574	-,104	-,171	,227
c17	-,403	,287	,376	,195
c2	-,201	,903	,004	,074
c3	-,221	,872	,016	,086
c4	-,106	,739	,133	-,132
c1	-,425	,603	,219	,033
c13	-,300	,534	,439	-,076
c11	-,075	,083	,814	-,023
c12	-,110	-,085	,778	-,025
c14	-,269	,450	,589	-,072
c10	-,209	,436	,527	-,120
c6	,118	,087	-,072	,888
c5	,215	-,096	-,014	,855

Rotation Method: Varimax with Kaiser Normalization.

a 4 components extracted.

SECTION D

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,867
Bartlett's Test of Sphericity	Approx. Chi-Square	1693,66
	df	8
	Sig.	120
		,000

Rotated Component Matrix(a)

	Component		
	1	2	3
d5	,865	,064	-,287
d4	,804	,129	-,353
d7	,789	,310	-,157
d6	,696	,159	-,184
d3	,621	,222	,055
d10	,585	,508	,014
d2	,581	,374	-,153
d12	,263	,859	-,060
d13	,298	,843	-,031
d11	,109	,697	-,001
d1	-,076	-,643	,323
d16	,310	,589	-,216
d14	,424	,505	-,167
d15	-,116	-,465	,325
d9	-,232	-,155	,863
d8	-,203	-,146	,857

Rotation Method: Varimax with Kaiser Normalization.
a. 3 components extracted.

Appendix 8. Open-ended Responses: Questionnaire Sections B and C

Respondent	Section B- English as a Foreign Language	Section C- EMI: Perceptions in General
5- End. Müh Kız/ TC 3. sınıf	Bence artık insanların farklı dillere yönelmesi lazım. İngilizce bence çok sı , insanı kısıtlayan dü ünçe yetisini kısırla tıran bir dil	
11- End Müh Erkek/ TC 3. sınıf	Bence bölüme göre İngilizce okutulmalı mesela End. Mühendisli inin ilk iki yılı İngilizce, kalan iki yılı Türkçe olmalı; daha iyi ö renip verimlilik sa lanabilir	
13- End Müh Erkek/ TC 3. sınıf	İngilizcenin ülkeye, özellikle de e itime entegre edilmesi ülke kültürüne yapılmı çok açık bir saldırıdır. Herkes en iyi kendi dilinde ö renir	
14- End Müh Erkek/ TC 3. sınıf	E itim dili anadil olmalıdır	
21- FenEd/ Mat Erkek/ TC 2. sınıf	E itim anadilde olmalıdır (gerçekten faydalı olmak isteniyorsa)	
30- FenEd/ Mat Kız/ TC 2. sınıf		Ö retmen olmayı planlıyorum onun için İngilizce benim için önemli de il. Yani bölüm İngilizce'si önemli de il
31- FenEd/ Mat Erkek/ TC 2. sınıf	Anadilde e itim her zaman için daha iyidir	Anadilde e itim!
50- İletişim Erkek/ TC 2. sınıf	Hangi dili kullanırsanız o dilin mensubu insanlar gibi dü ünmek zorundasınızdır dü ünceleriniz kullandı nız dille sınırlıdır	
54- Turizm Erkek/ TC 2. sınıf	Her bireyin yabancı dil ö renmesine gerek yoktur. Sadece i i ile ilgiliyse ya da hobi olarak ö renmekte fayda vardır	1. ve 6. maddeye [yüksekö retimde İngilizce ek olarak, e er meslek hayatında yabancı dil kullanma imkanı varsa ve zorunluysa yapılması gerekir
64- İletişim Erkek/ TC 2. sınıf	İngilizce ö renirken kendi dilimizin ve yazın sistemimizin önemini unutmamalıyız	
97- Kamu yön Er/ TC 3. sınıf	Bir yabancı dilin yanında muhakkak 2. yabancı dilde ö renilmelidir. Ö renilecek yabancı dil zevk için de il, mantıklı bir şekilde i imize yarayacak olanı bulup seçmeliyiz. Türkiye'de yaayan biri için en iyi 2. yabancı dil Rusça veya Arapça	
112- Elk. Müh Er/ TC	E er bir ülkenin kendi ba ımsız dili varsa, bir ba ka ülkenin dilini ö renmek	Ki inin kendi akademik gelişiminin herhangi bir

3. sınıf	zorunda de ildir, aksine kendi dilini geli tirmelidir.	dil bilmesi ile alakalı de ildir, böyle olsa ngilizce bilenler çok yaratıcı olurdu
113- Elk. Müh Kız/ TC 3. sınıf	ngilizceyi, sadece gerek duydu unda ö renmek gerekir.	Belirli bölümlerde ng e itimi almakta fayda var. Ama etkin bir ün v e itimi kesinlikle ki inin anadilinde olmalıdır
115- Elk. Müh Er/ TC 3. sınıf	ng'yi kendi anadilimizi bozmaması kaydıyle çok iyi ö renmeli ve kullanmalıyız. Bilimsel ve teknolojik geli melerde çıkan yeni olayları ö renmede ng bize faydalı olur. Bunların dı nda kesinlikle dilimizi bozmasına izin vermemeliyiz	
116- Elk. Müh Er/ TC 3. sınıf		Hazırlık okullarında ö rencilerin bölümlerine teknik yabancı terimlerin ö retilmesine a ırlık verilmesi gerekir
149- Bil. Müh Er/ TC 4. sınıf	Neden hep ngilizce?	
153- Bil. Müh Er/ TC 4. sınıf	E itim dili her zaman ki inin kendi bildi i dilde olmalı. Türk ö renci Türkçe e itim	
173- letme Kız/ TC 4. sınıf [GPA: 3.62]	Hazırlık okulunda verilen ng nin ö renciler için çok yararlı oldu unu dü ünmiyorum. Yabancı hocalarla daha yo un bir e itim verilmeli	ng ö retim insana daha fazla kaynak ve daha geni bir bakı açısı sa lıyor. Anadilini geli tirmek insanın kendi elinde, kendi olanaklarıyla olabilir ama yabancı dil ö renmek daha zordur
174- letme Er/ TC 4. sınıf [GPA: 2.05]	Bir ülkeye yeti mek için önce onlar gibi dü ünüp bilgi almak, onları geçmek için de bunun üzerine kurmak gerekir. Amerikayı yeniden ke fetmeye gerek yok	ng ö retilmesi art, ama alan derslerinde isteyen gider devlet okulunda Tr sini görür, isteyen gelir burda ng sini okur. Parasıyla de il mi
173- letme Kız/ KKTC 4. sınıf	Kendi dilimize ba lı kalarak yabancı dillerin ö renilmesinden yanayım. Bir dil bir insandır	
171- letme Er/ KKTC 4. sınıf	Yabancı diller ö renmek çok önemlidir. Bu bilinçlendirmede aile çok önemlidir, aile yabancı dil geli iminde etkili rol oynar. Yalnız yabancı dilin geli imi Tr nin geli imini etkilememelidir	
169- Turizm Er/ KKTC 2. sınıf		Ortaö retimde ng ders ders ayrılmamalı bütün dersler ng olmalı

22- FenEd/ Mat Kız/ KKTC 2. sınıf	ng çok güzel çok geçerli bir dil fakat ö retmen kendine ne kadar önemli bir rol verdi inden haberdar olmalı ve zorla deil ö renci farketmeden gerekirse oyunlarla ö renciye bilgi aktarabilmeli	
96- Kamu yön Kız/ KKTC 2. sınıf	Genelde KKTC liselerimizde ng e itimi çok zayıf oldu undan dolayı üniversitede zorluk yaratıyor her ö renci için	ng e itimin faydası büyük fakat ng e itim sadece alan derslerinize ilerleme sa lar, genel olarak ng' mizi geli tirmez

Appendix 9. Open-ended Responses – Section D

Respondent	Section D- Learning in EMI: Positive aspects	Section D- Learning in EMI: Negative aspects
5- End. Müh Kız/ TC 3. sınıf	ngilizcesi daha iyi olanlar daha iyi not alıyor	bir fikrim yok
6- End. Müh Erkek / TC 3. sınıf	- ing anlama yetene ini geli tirir - ing konu ma yetene ini geli tirir - di er farklı milletlerden insanlarla ileti imi artırır	Türkiye’de bir sektörde çalı aca ımda ve orada TÜRKÇE kullanaca ımda terim ve bilgi yönünden zorluklar çekebiliriz
7- End. Müh Erkek / TC 3. sınıf	Akademik terimlerin i hayatında yabancı irketlerle dialogunu kolayla tırır	Mesle imi tam olarak anlayamıyorum. leri de zorluklarla kar ıla abilirim
8- End. Müh Erkek / TC 3. sınıf	nsanın dil geli tirmesine yarar sa lar. Tüm dünyada konu ulan meslek dilini ö renmi olur	Dilin yetersiz kaldı ı yerlerde bölüm dersi tam olarak anlanamaz ve eksik bir ö retim olur. Bu da ö rencinin mesle ini tam olarak ö renememesine yol açar
10- End. Müh Erkek/ TC 3. sınıf	ngilizceyi günlük bir ya antı dilimiz gibi benimseyip ö renebiliriz	ngilizcesini anlamadı ımız ve özellikle sözel olan derslerde ö renmek yerine ezberleme yoluna gidilir
11- End Müh Erkek/ TC 3. sınıf	- Bence herhangi bir artışı yok, Türkiye’de çalı mayı dü ünen a ırlıklı insanlar var	Türkçe olarak ya ayaca ım bir i hayatında ngilizce terimleri sürekli çevirmem i hayatında olumsuz yönde etkiler ve i i iyi ö renmememi sa lar
12- End Müh Kız/ TC 3. sınıf	Bölüm derslerinin ng yapılması sayesinde di er kaynaklara kolay ula ırız	Bazen anlamak zor oluyor ve ezbercili i artırıyor
13- End Müh Erkek/ TC 3. sınıf	Kalıp ekinde kullanılan sözcükleri zamanla edinmemi sa lıyor	- Bilgiyi % 100 alamıyorum - Akıcı olmuyor kopmalar oluyor - Katılımım istedi im düzeyde olmuyor
14- End Müh Erkek/ TC 3. sınıf	Benim için hiçbir olumlu yönü yoktur	- fabrikalarda Türkçe kavramları anlamada problem çekiyorum - Türkçe konu ulan bir tartı ma ortamında dü üncemi ifade ederken tamamen Türkçeyi kullanamıyorum
15- End Müh Erkek/ TC 3. sınıf	- ngilizcenin geli mesi - Uluslararası kaynaklara kolay eri im	- Derslerin mantı ının anlanmasının zorlanması
23- FenEd/ Mat Kız/ TC 2. sınıf		- Dersi tam olarak anlamamı zorla tırıyor. Hazırlıkta gördü ümüz ngilizce dersi bilgisayar dersini ngilizce ö renmemiz açısından yeterli de ildir - yi bir ng sadece ng e itim vermekten geçmez. Derslerimizin e itim dili Türkçe olmalıdır.
26- FenEd/ Mat	E er ö retmenler çok açık ve	Bölüme ilk ba ladı ımız zaman çok

Kız/ TC 2. sınıf	akıcı ekilde konu ursa, ngilizceyi anlamamıza geli tirmemize yararı oluyor	zorluk çekiyoruz. Derslerden kalmamıza sebep oluyor çünkü hazırlıkta bölümle ilgili terimleri çok kullanmıyoruz. Sınavlarda soruları anlayamıyoruz arasıra
29- FenEd/ Mat Kız/ TC 2. sınıf		Anlama zorlu u
30- FenEd/ Mat Kız/ TC 2. sınıf	Mezun oldu umuzda sadece yabancı dille e itim almı olmamız bana göre ba ka getirisi yok	Hazırlıkta neden bölüme yönelik e itim vermek yerine genel seçiliyor çok saçma. Hiçbir eyi tam anlamıyla ö renemiyorum çünkü nilizcem zayıf ve bence gereksiz. Anla ılması güçle iyor çünkü tam anlamıyla temel yok ve hocalar gere inden fazla iyi konu uyorlar buda iyice zorlanmayı sa lıyor
31- FenEd/ Mat Erkek/ TC 2. sınıf	Kariyerimde etkisi olabilir	Anla ılma güçlü ü
33- FenEd/ Mat Erkek/ TC 2. sınıf	Olumlu yönü yok bence!!!	Bence bilimin anadilde yapılması en do ru yöndür
38- FenEd/ Mat Kız/ TC/ 3. sınıf	ngilizceyi daha iyi konu mamızı anlamamızı sa lar	Derslerde yeterince anlamadı ımız için ba arısız oluyoruz
39- FenEd/ Mat Kız/ TC 4. sınıf	E er kariyerime akademik olarak devam edeceğem ö rendi im bilgilerin bana faydasını görürüm	Ama matematik de ilde bankacılık i inde çalı ırsam bana fazla etkisi yoktur
46- leti im Erkek/ TC 2. sınıf		Ö retim görevlisinin söyledi i ço u eyi anlamak neredeyse imkansız. Zaten dinleme dersinde ngilizcem iyi de il bir de üstüne yabancı kelimeler eklendimi...
47- leti im Erkek/ TC 2. sınıf	- ngilizce ö renmeye katkısı çok bu tartı ılmaz - Bölümle ilgili akademik terimleri ö renmek faydalıdır - Konu ma, anlama ve dinlemeye katkısı çoktur	- Herkes madde madde, terim terim ezberleyip sınava giriyor ve kimse hiçbir ey ö renemiyor. E er sınavlardan 2 gün sonra aynı konularla ilgili bir quizz yapılırsa emin olun ki herkes çuvallar. Kısacası kimse bir ey ö renmiyor sadece ezberliyor
48- leti im Kız/ TC 1. sınıf	- Dili ö renmemde yardımcı olur, konu masamda anlamaya ba larım - Kelime ö renirim	- Ba arısızlık - Anlamadan sınıf geçmek
50- leti im Erkek/ TC 2. sınıf	Sadece ki ide mevcut olan ngilizce bilgisine katkıda bulunur	- Dilin kadar konu ursun (dü üncelerini sınırlar) - Anadilin geli imini olumsuz etkiler - Sınavlarda istedi iniz verimi alamazsınız
53- leti im Erkek/ TC 2. sınıf	- Daha çok i bulma olana ına sahip olabilirsiniz - Yurdı nda rahatlıkla çalı abilirsin - Farklı insanlarla kolay ileti im	- Kaliteli e itimi olumsuz yönde etkiliyor - stedi im bilgilere sahip olamıyorum - Mezun olduktan sonra istenilen düzeğe ula mı olamayacam

	kurarsın	
54- Turizm Erkek/ TC 2. sınıf	Benim bölümüm turizm oldu u için i hayatında ngilizcenin ve di er yabancı dillerin faydasını görece imi dü ünüyorum	Gelecekte meslek hayatında ihtiyacı olmayacaksa bo a vakit kaybı (hazırlık)
56- Turizm Kız/ TC 2. sınıf	- ngilizcemiz daha fazla geli ir - Dersleri 2 dilde ö reniriz	Olumsuz yönü yok
58- Turizm Erkek/ TC	ngilizcenin geli imi için, bölümüm de turizm olunca daha da önem kazanıyor	Bence yok
62- leti im Erkek/ TC 2. sınıf	Aslında bana göre bir faydası yok ama sadece ki isel ngilizce dilin geli mesi için yararlı olabilir	En önemlisi aklımdaki fikirleri yazıya yada sözlere dökmemek yada anlatılan eyi anlamamanın verdi i moral bozuklu u ve bunun sınav notlarıma yansması
63- leti im Erkek/ TC 2. sınıf	Belki ng geli tirmenizde yardımı olabilir. Mezun oldu umuzda i sahipleri buna dikkat ederler i e alırken	Ö retmenlerin i ledikleri konuları net olarak anlayamıyorum. Sınavlarımı olumsuz yönde fazlasıyla etkiliyor. leri seviye ng kullanıldı ı için konular hakkında bilgi sahibi olsak bile yazamıyoruz, konu amıyoruz, anlayamıyoruz
64- leti im Erkek/ TC 2. sınıf	Sadece entellektüel açıdan ve yurtdı ı için önemlidir fakat ezbercili e dayalıdır	Hiçbir eye çalı madan ezbere dayalı bir sistem yaratması
65- leti im Erkek/ TC 2. sınıf	ngilizceyi her yönüyle kavramamızı sa lar	u anda bile Türkçemi olumsuz etkilemekte kelimelerin kullanımını ve yazımını unutmaktayım
66- leti im Erkek/ TC 2. sınıf	Dünyada fikrini ve bilgini payla ma kolaylı ı verir	Dünyada fikrini ve bilgini payla ma kolaylı ını azaltır
67- leti im Erkek/ TC 2. sınıf	Konu ma yazma ve okuma geli iyor, meslek hayatında yabancı dil önemlidir, bu geli im mutlaka fayda sa layacaktır	Bazı yabancı hocaların gerek dillerinin a ır olması gerekse de ders i leyi tarzından dolayı dersi yani bölüm derslerini anlamakta sıkıntı ya anıyor
68- leti im Erkek/ TC 2. sınıf	Diplomada yazması sadece	- anlamakta zorluk ve hocaların aksanları - bazı hocaların ingilizcesinin zayıflı ı ve anla ılmazlı ı, yabancı hocaları anlamak daha kolay - ezbercilik
69- leti im Erkek/ TC 2. sınıf	Terimlerin ng anlamlarını ö renip, okudu umuz academic kitaplarda (ngilizce) terimleri hemen anlarız	- Yapaca ımız meslek Türkiye’de olaca ı için meslek hayatında ing kullanaca ımızı dü ünüyorum
70- leti im Kız/ TC 3. sınıf	- Yeni bir dil ö renmek - yabancı insanlarla daha iyi ileti im kurmak - e itim ve i hayatında büyük avantaj sa laması	- dersi iyi ö renememek çünkü her eyi anlayamayabiliriz - ezbercilik ba lar ve dersler sıkıcı olabilir - ö renme yetimizi sınırlayabilir
71- leti im Kız/ TC 2. sınıf	Daha fazla kelime ö reniliyor	- dersleri tam olarak anlamıyorum - sınavlarda bildi imi ng yazamıyorum

		- ba arımı etkiliyor derste anlatılanlara hakim olamıyorum
72- İletim Kız/ TC 2. sınıf	Kula mız İngilizceye al tı ı için daha kolay benimseriz. hayatında da daha kolay İletim kurabiliriz yabancı mü terilerle	Temelden gelen bir İngilizce olmadı ı için bazı dersleri anlayamayız özellikle yabancı hocalar. Dersi anlamadı mız içinde do al olarak dinlemekte istemiyoruz. Bu nedenle sınavlarda ezbere yöneliyoruz. Ama dersi versek bile mezun olduktan sonra dersle ilgili hiçbir ey bilmiyor oluyoruz. Do al olarak bu da i hayatımızda yansımından korkuyoruz!!!
73- İletim Kız/ TC 2. sınıf	- ng ö renmemize yardımcı oluyor - İngilizceyi unutmuyoruz - Gelecekte kariyerim için daha iyi	- Konuya tam hakim olmamızı engelliyor - Daha yüksek not alabilecekken ing bunu engelliyor - Bölümümü tam anlamıyla kavrayamıyorum
78- Uluslararası 1. Erkek/ TC 3. sınıf	Bence olumlu tek bir yönü var; dilin evrensel olması	- Anlamakta zorlanıyoruz - Dinlemekte zorlanıyoruz
81- AB İli kileri Erkek/ TC 3. sınıf	İngilizce'nin daha çok gelişmesi Tüm dünya ile rekabet edebilme	İngilizceyi tam bilmeyen öğrenciler dinlediklerini anlayamaz. Birçok öğrenci hazırlık sınıfını İngilizceyi tam öğrenmeden geçiyor
83- Uluslararası 1. Kız/ TC 4. sınıf		- alanımızla ilgili konulara hakim olamamak - yüzeysel öğrenme, kavrama, analiz, tartışma gibi etkinliklerden yoksun kalma - yabancı dilde eğitim veren üniversitelerde derse katılımın az olması
84- Bankacılık- Fin Erkek/ TC 2. sınıf	Olumlu yanlar dışında sınırlı, dinleme yazma konusunda yeteneğinizi geliştirebilirsiniz fakat bunlarda baya bizi zorlanabilirsiniz	
86- AB 1. Kız/ TC 2. sınıf		Anlamamı güçleştiriyor, zaman kaybı
87- Ulusal 1. Kız/ TC 2. sınıf		Anlamamı zorlaştırıyor ve bu yüzden zaman kaybına yol açıyor
90- Uluslar. 1. Er/ Azerbaycan 1. sınıf	- dil becerisi artar - İ olanakları artar	
91- Kamu yön. Er/ TC 1. sınıf	İngilizce dinleme okuma ve yazma becerilerimizi geliştirir	dersleri yeteri kadar anlayamama, başarı düzeyinin düşük olması
93- Kamu Yön Kız/ TC	İngilizce eğitiminin yararı bölümden bölüme değişir. Bence bazı	Türkçe eğitim olsa, daha az dikkat ve çabayla çok daha iyi anlayabilirdim ve

3. sınıf	bölmelerin ng olmasına gerek yok. Ama uluslararası çalı acak bireyler için olmazsa olmaz	daha ba arılı olabilirdim. Çok fazla efor gerektiriyor
94- Kamu yön Er/ TC 2. sınıf		Derslere katılmada yetersiz kalmak Dersleri iyi anlayamamak
95. Kamu yön Er/ TC 2. sınıf	- dinleme ve dinledi imizi anlamada önemlidir - dilbilgisinin geli imi açısından önemli bir süreçtir - i hayatında herhangi bir yabancı bir dil bilen bir ki inin i bulabilmesi daha kolaydır. Örne in ng gibi...	En olumsuz noktası bana göre bölümle ilgili ihtiyaçlara tam olarak cevap verememesi. ayet bugün bölüm dersleri Türkçe olmu olsaydı bizler alanımızda daha fazla bilgiye sahip olacaktık ve bunu da i hayatımıza daha kolaylıkla yansıtabilecektik.
97- Kamu yön Er/ TC 3. sınıf	Konu ma ve dinlemede çok olumlu etkisi vardır	Derse olan ilgiyi dü üüyor. Anla ılmayan terimler üst üste gelince derse katılım dü üyor
98- Kamu yön Er/ TC 2. sınıf	ng ö renmemi kolayla tırır. Aldı ım e itimin uluslararası olmasını sa lar	Anlamakta zorluk çekerim. Daha çok ders çalı mamı gerektirir
101- Kamu yön Er/ TC 2. sınıf	ngilizceyi bu sayede daha az bir zamanda etkili bir ekilde ö renebiliriz. En azından derslerde ng konu ulması sınavlarda ng olması bizi olumlu etkiler	Bazen anlamada güçlük çekeriz. Dersin Türkçesini de ara tırmak gerekebilir anlamak için
104- kamu yön Er/ TC 2. sınıf	Academic alanda bana yardımcı olaca ına gelecekte i olanaklarında yardımcı olaca ına inanıyorum	Sadece bazı derslerde kitapların ngilizcelerinin a ır olarak kullanılması beni etkiliyor ama ders bakımından de il zaman açısından
105- kamu yön Er/ TC 2. sınıf	ngilizceyi daha iyi ö renmeyi sa lar. imkanının artırır	akademik yönden bilgiyi azaltır, ö renmeyi zorla tırır
106- ulsl il Kız/ TC 3. sınıf	E er ki yurtdı ı çalı mayı dü ünenler için çok olumlu mutlaka kendilerini geli tirmeli	- ezbere dayalı bir e itim - anla ılır olmuyor - i ya amımda benim için gerekli olan bilgileri almadı ımı dü ünüyorum
107- kamu yön Er/ TC 2. sınıf	tek olumlu yönü ing yazma dinleme ve okumaya katkıda bulunmasıdır	- kendi alanımla ilgili yeni eyler ö renmemi etkiliyor - alanımla ilgili ara tırma yaparken zorluk çıkarıyor - daha iyi bir düzeyde mezun olabileceken, kendimizi okul dı ında geli tirmede imiz taktirde "vasıfsız" olarak mezun olmamıza neden oluyor
108- kamu yön Kız/ TC 3. sınıf	ingilizceden kopmam	daha iyi anlamam için Türkçe olması yani anadilim olması gerekir
109- kamu yön Er/ TC 2. sınıf	Akademik terimlerin ng bilmemi de sa lar. Yurtdı ı masterda i imize yarar	- sınavlarda zorlanmam - mezuniyet sonrası unutulacak ngilizcenin yanında akademik terimleri de unutmak
110- Elk. Müh Er/ TC	Belki mezuniyetten sonra yurtdı ı i imkanı sa lar.	Anla ılmaz oluyor. Ezberi artırıyor. Gereksiz.

4. sınıf		
112- Elk. Müh Er/ TC 3. sınıf	Yurtdı ında alı mak ya da e itim almak iin gzel olabilir.	Dersleri tam net olarak anlayamam.
113- Elk. Müh Kız/ TC 3. sınıf	Tek faydalı yanı mhendislik terimlerinde dnyaca ng olması	Dersleri anlamak anadilde daha kolay. ng e itim  renciyi ezberlemeye yneltiyo diye d nyorum.
114- Elk. Müh Kız/ TC 3. sınıf	Blmm Mh oldu u iin terimlerin ng olması	Dersleri iyi anlamamı engelliyor ve ezbercili i artırıyor. Konuların mantı ını anlamıyorum
115- Elk. Müh Er/ TC 3. sınıf	olana ı ve dilin geli mesini sa lar	Derslerin tam anlamıyla anla ılamaması
116- Elk. Müh Er/ TC 3. sınıf	En azından terimsel ng szckler  reniyorum	Dersleri tamamen ezbere gemek zorundayız, genellikle szel a ırlıklı derslerde. Bence e itimin Trke yapılması hem ba arıyı artıracaktır hem de ok daha bilgili bireyler mezun olacaktır.
119- Elk. Müh Er/ TC 3. sınıf	Devamlı ng prati i yapmı oluyoruz	Dersleri anlamıyoruz. Farklı terimler  renmemizi etkiler.
120- Elk. Müh Er/ TC 3. sınıf	bulma olana ının fazla olması	Derslerin anla ılmaması
121- Elk. Müh Er/ TC 3. sınıf	yi bir dil  renmeye yardımcı olur. olana ı sa lar.	Derslerin anla ılmaması
125- Elk. Müh Er/ TC 3. sınıf	Blm derslerinin ng yapılması (ok dikkatli bir konsantrasyon ile dinlendi inde) dilbilgisi ve bazı kalıpları anlamada ok etkilidir	Ezbercilik artar; akademik projelerin ıkı ını engeller; ders ba arı dzeyinin d mesine neden olur.
126- Elk. Müh Er/ TC 3. sınıf	hayatında ve akademik hayatta sana ola anst bir kolaylık ve ba arı sa lar	Bizim gibi  rencilerin en byk sorunu cmleyi anlamaya de il direkt olarak Trkeye evirmeye alı mamız
129- Elk. Müh Er/ TC 3. sınıf	lemlerde kullandı ımız terimlerle ng uyumlu; bazen ng olarak anladı ım bir eyin Trkesini anlamakta zorlandı ım oluyor	nemli ayrıntıları bazen kaırabiliyoruz ve bi konuda d ncelerimiz anadili ng olanlardan daha iyi olsa dahi ifade etmekte zorlandı ımız iin o u zaman konu mamayı tercih ediyoruz
131- Mak. Müh Er/ TC 3. sınıf	Hibir olumlu yn yok.	Okudu umuzu anlamakta ve anlatmakta zorlanıyoruz, bildi im konularda kendimi ifade edemiyorum. Bu nedenle ng den nefret ediyorum
132- Mak. Müh Er/ TC 3. sınıf	Bana hibir artısı yok	Dersi anlamama; ezbercilik; Trkiye'de ya adı ımdan dolayı Tr ve ng terimler arasında bocalarım
138- Mak. Müh Er/ TC 2. sınıf	Sadece terimsel bilgilerde, btn dnya ile aynı dilde konuyu tartı ma olana ı sa lar, kollektif	Derslerin sadece %20 sini derste anlayabiliyorum; bu aı ı kapatmak iin evde daha fazla ders alı ma

	çalı malarda ve di er ülkelerin ara tırmalarında kolay anlamayı ve anlatmayı sa lar	gere i duyuyorum. Bunu yapmazsam sınavlarda yeterli ba arıyı gösteremiyorum
141- Mak. Müh Er/ TC 3. sınıf		Her insan en iyi ara tırmayı, ö renmeyi, çalı mayı en iyi kendi dilinde yapar. Tabii ki ek bir dile sahip olmak olumlu bir ey ama bunu e itim hayatımızda zorunlu kılmak bizim çalı mamızı, ara tırma yapmamızı olumsuz yönde etkiler, ö renciyi ezberci dü ünçeye zorlar.
142- Mak. Müh Er/ TC 2. sınıf	Dil geli imi; iyi i imkanı	Ba arı oranı dü er
146- Bil. Müh Er/ TC 4. sınıf	Okudu um bölüm yurtdı nda da geçerlili i olan bir bölüm oldu undan yurtdı nda akademik kariyer bakımından yardımcı olacaktır. Yabancı kaynaklara ula mam kolayla ır.	Anadilde dü ünürken ng kelimeleri anlarken zorlanırsınız. Yava yava yok olan Türkçe
147- Bil. Müh Er/ TC 4. sınıf	alanım ile ilgili kaynaklara çok kolay bir ekilde ula abiliriz; mezuniyet sonrası i hayatını olumlu etkiler; yurtdı ı i bulma olana mı kolayla tırır.	Yaptı ım i lerin anadilde aktarımını olumsuz etkiler. Herkes iyi bir ekilde ng bilmedi i için ba arıyı çok etkilemektedir.
148- Bil. Müh Er/ TC 4. sınıf	Yabancı dile daha fazla e ilimi olanlar için geli im sa lar	Yaratıcılı ı azaltır; ki iyi etkiler
149- Bil. Müh Er/ TC 4. sınıf	Olumlu yönleri yoktur	Anlamayı zorla tırıyor; zaman kaybı
150- Bil. Müh Kız/ TC 3 sınıf [GPA: 3]	Daha fazla ara tırma yababilme; daha fazla bilgiye ula abilme	Yok
151- Bil. Müh Er/ TC 3. sınıf	hayatında yararlı olabilir	Her sınavda patlıyoruz. Bi ey anlamıyoruz. 3.50 yerine 2.00 ortalama var.
153- Bil. Müh Er/ TC 4. sınıf	Olumlu yönü yok. Dil kursuna giderek ya da ülke dı ı çalı malarla da geli ebilir	Ki inin yaratıcılı mını etkiler; ki inin anlama kabiliyeti zorla ır; en önemlisi zaman kaybı
154- Bil. Müh Er/ TC 3. sınıf [GPA: 2.81]		Anlayamıyoruz; dinleyemiyoruz; sınavlarda patlıycaz
155- Bil. Müh Er/ TC 3. sınıf [GPA: 2.67]	Sadece i e girerken yararlı olur	derslerden hiçbir ey anlamayarak geçmek. Bu yüzden i e girsek bile bi ey yapamayız
156- Bil. Müh Er/ TC 4. sınıf	Akademik alanda ilerde faydalarını görmeyi umuyorum	Sık sık olmasa da, bazen Türkçe olmasını istemek içten de il
158- Bil. Müh Kız/ TC 4. sınıf	Kendimi farklı bir dilde en do ru anlatmamı sa lar; akademik anlamda yurtdı ndaki ün v	

	seviyesini yakalamama yardımcı olur	
161- Bil. Müh Kız/ TC 4. sınıf	ing yi hem günlük hayatta hem de akademik hayatta rahatça ve sıkça kullanmamızı sağlar	
173- İletme Kız/ TC 4. sınıf [GPA: 3.62]	Daha geniş kaynağa ulaşabiliyoruz; ing geliimi oluyor; Farklı bakı açısı, daha geniş bakı açısı geliyor; akademik ingimiz geliyor	Toplam verime bakıldığında, insanların ingleri zayıf olduğundan düşük olabiliyor; ezber dayalı eğitim söz konusu oluyor
174- İletme Er/ TC 4. sınıf [GPA: 2.05]	Derslerin ing anlatılması geli tirebilecek düzeyde değil	Olumsuz yönü yok, ben ingi İletme için geldim.
175- Siyaset ve Kamu Yön. Er/ TC 4. sınıf [GPA: 2.44]	ingimizin geliimine yardımcı olması; İlerde bize olumlu bir referans olacağını düşünüyorum; akademik kariyer için geniş olanaklar sağlar çünkü ing kaynaklar çok fazladır	Konuların yeteri kadar iyi anlaşılabilmesi; öğrencilerin kendilerini yeteri kadar ifade edememesi
123- Elk. Müh Er/ KKTC 3. sınıf	ing yi teknik terimlerle daha iyi konuşma	
127- Elk. Müh Er/ KKTC 3. sınıf	Okul sonrası imkanı dışında bir fayda sağlayacağını düşünmüyorum	Derslerdeki anlaşma ve araştırmanın azalmasına neden olmaktadır
111- Elk. Müh Kız/ KKTC 3. sınıf	ingmin ilerlemesi	Türkçe olduğunda dersi daha iyi anlıyoruz; İngilizcesini öğrenmemiz gerekiyor
122- Elk. Müh Er/ KKTC 4. sınıf	Uluslararası iletişim	Türkçemi olumsuz etkiler
157- Bil. Müh Er/ KKTC 4. sınıf	Küresel bir dil olduğundan, her yerde otorite olmanızı sağlar	Uluslararası yapılabildiğinde, yabancı bir şirkette çalışmamızda etkisiz kalmamızı sağlar
164- Bil. Müh Kız/ KKTC 4. sınıf	ing öğrenerek akademik bilgilerin gelişmesinde ve uluslararası alanda faydası olabilir	Türk öğrenciler için derse çalışırken konsantrasyon bozukluğuna ve bazı derslerde net olarak algılama sorunlarına neden olur
174- İletme Kız/ KKTC 4. sınıf	İngilizce geliyor	Yok
173- İletme Kız/ KKTC 4. sınıf	Akademik yönden yarar sağlar; kaynak olanağı artırır; Kariyer açısından avantajlı	Türkçe terimlerde zorlanılabilir; Ezber eğitime olanak sağlar.
172- İletme Er/ KKTC 4. sınıf		Kendi dilinde eğitim yapmak daha iyi olduğunu savunanlardanım fakat günümüz koşullarında ing olması doğaldır
171- İletme Er/ KKTC 4. sınıf	Dünya dilinin ing olduğunun biliyoruz bu yönden bakıldığında okul bittikten sonra bu dile ihtiyacımız olacaktır; derslerin dilinin ing olması bizim ingimizi	İnsanların Trlerini olumsuz etkiler ve kesinlikle gerilemesine neden olur.

	arttırır	
169- Turizm Er/ KKTC 2. sınıf	alanımla ilgili bilgiler ö renirken aynı zamanda ng de ö renmek	
166- Turizm Kız/ KKTC 3. sınıf		Bazen dersten çıktı ımız zaman birbirimize bu dersten hiçbir ey anlamadım dedi imiz çok olur çünkü ö retmenlerin Türk ö renciler için kısa bir özet geçmesi gerekir
165- Turizm Er/ KKTC 3. sınıf	Dinleme becerisinin geli tirilmesi; konu ma becerisinin geli tirilmesi; yazma becerisinin geli tirilmesi	Anlamada zorlanma
22- FenEd/ Mat Kız/ KKTC 2. sınıf	- Pratik olarak ngilizceyi konu abilmeliyiz bunu ö renmek zorunda kalıyoruz - Ara tırmalarda kolaylık sa lar - Ayrıcalık sa lar	- Bazen konunun ana hatları ö renilmiyor ve yabancı dil oldu u için hocaya göre motivasyon kopabiliyor
24- FenEd/ Mat Kız/ KKTC 4. sınıf	- ngilizceyi geli tirmek için bir avantaj - Bölümün ng e itim veriyorsa önceden hazırlıkla ngilizceyi biraz ö renmi olarak bölüme ba lıyoruz ve ng e itimde de bunu gösterebiliyoruz. Tek kaybımız; konu ma!	Çok iyi ng bilen için olumsuz yönü yok ama orta düzeyde bilen için her eyi anlamak zor ve beklenenden daha dü ük not alma olasılı ı yüksek
25- FenEd/ Mat Kız/ KKTC 2. sınıf	ng seviyemin yükselmesi açısından iyidir	Anlamak güçlük çekmemden ötürü çekingeni im artar
44- İletme Erkek/ KKTC 2. sınıf	ngilizceyi daha iyi kavrama	ngilizceyi iyi bilmeyen birinin bu durumdan olumsuz etkilenece ini dü ünüyorum
45- İletme Erkek/ ngiltere 2. sınıf	- Yurt dı nda i olanaklarını arttırır - KKTC'ye yada Türkiye'ye gelen yabancılarla i yapabilmemize yardımcı olur	ngilizce bilmeyenler için büyük bir sorun olabilir
76- Siyaset Bilimi Kız/ KKTC 3. sınıf	olanaklarına bakıldı ı zaman ng bilenlerin avantajı bilmeyenlere oranla çok daha fazla olması, ng e itim almamızın olumlu yönlerinden biridir	Alan bilgilerimizi sınırlandırarak konunun anadilde anla ıldı ı gibi anla ılması engelleyip, tartı ma ortamını sınırlandırdı ını dü ünüyorum.
77- Siyaset Bilimi Kız/ KKTC 3. sınıf	- ng geli imini sa lar - Mesleki hayatımızda bize öncelik sa lar - yabancı bir ülkeye gidildi i zaman bize kolaylık sa lar çünkü ng uluslararası bir dildir	- Anadilin geli imini sınırlandırır - bazen dersin içeri i tam olarak anla ılamayabilir - bireylerin derse katılım cesaretini kırar
79- Siyaset Bil. Kız/ KKTC 4. sınıf	Uluslararası alanda ng diplomatik terimleri ö renip kullanabilece im	
80- Uluslararası 1.	Bölüm derslerinin ng yapılması ö rencilerin konu ma pratikli i	- E er ki ng bilgimiz az ise ba arısız oluruz

Kız/ KKTC 4. sınıf	için önemlidir. ng anlatılan derste ö rencilerin sordukları ve cevapladıkları sorularda ng olur ve konu ma becerisini geli tirir	- soruları anlayamayız
82- Uluslararası 1. Erkek/ KKTC 4. sınıf	- ngilizcem hızla geli ir - Üniversiteye daha fazla ö renci gelir (farklı ülkelerden)	lk ba larda zorlanma olabilir, ngilizcenin zayıf olmasından dolayı
96- Kamu yön Kız/ KKTC 2. sınıf	- bölüm dersi konularını ve ilgili terimleri ö reniyoruz - ezber yetene i geli iyor	- ezber yapmaktan dersi tam olarak anlamıyoruz - sınıfta dersi anlamıyoruz
100- Kamu yön Er/ KKTC 3. sınıf	Öncelikle mezun olduktan sonra i hayatımızda bize büyük avantajlar sa lar	Derslere iyi bir ekilde adapte olamıyoruz. Çalı mak ve derse katılmak çok zor oluyor. Böylece kendimizi iyi bir ekilde geli tiremiyoruz
102- kamu yön Kız/ KKTC 2. sınıf	ng okuma yazma konu ma gibi becerilerimizi artırır. Fikirlerimizi di er dillerdeki insanlarla tartı ma olası lı sa lar	ng yetene i ve becerisi olmayan ö rencilerin ders ortalaması dü er, derslere ilgi azalır
103- kamu yön Kız/ KKTC 2. sınıf	ngilizcemiz geli ir	- bazı konuların anla ılmaması - ö retmen ile ö renci arasındaki ili ki kopuklu u - derse konsantre olamama

Appendix 10. Sections from English-medium Lectures: Transcripts

Lecture 1

SOFT APPRAISAL

[SLIDE 6: Realistic appraisals] [14:50]

Now, as I as said performance management is not easy, do you know the average, out of four, what is the average of the instructor in the business department? The student evaluations? Would you say 2?

(xxx)

One point five? Less?

(one)

One?

[students laugh]

Actually it is very high. Why? I always ask this question, why do students,

(because they xxx_)

They are afraid? Maybe?

(when the people look, want to look to results, they have to do this evaluation and they want to reach the, see their results,) *[unless they complete the evaluation, they are not allowed to see their exam results]*

They want to finish it as fast as possible so they

(they have to, A- A- A- A)

AAAA, why would not they give FFFF, and they give AAAA, do you know why? I don't know I'm asking.

(wait results for us, maybe)

Maybe karma, you know

(some students laugh)

If I give As to the instructor,

END OF PART1 - [16:18]

PART2

... you know some kind of universal hope. But, uhm, even with some managers we have this, a lot of people are not willing to give, they don't want to be the bad person, and give poor performance ratings.

When we look at this, [SLIDE 7: Realistic vs. soft appraisals]

we call this, soft, motivation for **soft appraisals**. Soft means, instead of being realistic you sugar coat it, you make it taste better, instead of saying, you know, I don't know if they still do it in lycee or elementary school, but, for a bad student the teacher gives comments; the teacher wouldn't write "this student is not very good", but they would write "the student tries, tries hard, 'gayretlidir'", instead of saying, you know, he cannot do it, right, the student tries hard, you know. So, it is difficult to, to be very honest about appraisals, so, uhm, you know maybe people are not willing very low appraisals, very low evaluations to the people

they evaluate, whether it is the students, or whether it is the chairman, the chairman thinks, you know, this person is my colleague, I don't want to give a poor evaluation to this person, so instead of giving something very low, you give them something near the middle. That's the reason, but what does this lead to? As a result of this,

(xxx)

As a result of this niceness?

(unrealistic??)

Unrealistic. And what happens to these, you know, people that get, ehm, good evaluations, even though their performance is not very good?

(they won't try hard)

They won't try hard.

(if there is any need for improvement, they won't do that)

They don't improve themselves, they think, "Eh, I'm good, you know. The students give me a good grade. I must be doing an excellent job, you know, why should I change anything, everything is good." So the same thing happens in organizations when they get, you know, acceptable evaluations, people look at each other and they say, this is acceptable.

[SLIDE 8: Defining Goals and ...] [03:13]

It also has an influence on the organizational culture, you know because people are always measuring what's acceptable, you know, what is acceptable in this organization, and when they see that, ehm, being mediocre, being less than ehm good, you know, being you know, just at passing level, not above this, acceptable in this organization people bring their performance down to the lowest level, it is possible. It even happens with students, you know, when you, when you really, ehm, give students a lot to do. You see that they work really hard, when you bring the, ehm, requirements down, then they work less hard, because if you can get an A with studying less why would you study more, so it's even true with, with students.

GOALS

04:26 – 13:06)

8dk40s (520s)

Goals, generally in organizations, goal setting is heart of the, ehm, performance appraisal process, because you have to have certain goals to begin with. You have to have certain goals to begin with, to be able to measure people's performance. If they don't see the goal, then they are not going to be motivated to try to achieve the, the goals. If you remember, sometimes I talk about the story of these two people. One of them, they are both laying bricks, one of them looks really unhappy, just bored putting these bricks on top of each other. The other one is happy, singing, putting these bricks. So they ask to the one that looks bored. They say, 'what are you doing here? What is your job?' and this man says, 'all day, from the morning until the evening, I put these bricks on top of each other. That's my job, I'm a brick layer.' Then they go to the other one that looks happy. They say, 'what is your job? What do you do here?' the man says, 'I'm building the greatest mosque that has been ever built. This is going to be the biggest mosque and it is, you know, what I'm doing. And all my grandchildren, their children, they are going to, one day, admire what I have made.' So the difference between the two men is vision, is the, one of them has a goal, one of them

understands that the outcome of his work is going to be something great. The other one, looks at it just as a task, there is no goal.

When you have a goal, the goal motivates you. That's why some, some, some people, they, uhm they put a picture of a nice car and they say, you know, this is what I am trying to achieve. Or you know, some people, uhm, they, they, they say, you know, uhm, they, say, by the end of the month, I am going to, my weight is going to be this much. So they have a goal and they try to achieve that goal. (Pointing to the slide) Goals are, they have to be specific, they have to be measurable, so that you can see if you're getting close to the goal or not, they have to be challenging but at the same time achievable, and they should encourage participation. Also, there has to be a time limit, for goals to be effective with people. Sometimes we call it,

(moving to the next slide)

SMART, S, M,

(reading aloud from the slide)

specific, measurable, attainable, relevant, and timely. S, specific, so a goal cannot be very general, for example, if you say, from now on, I'm going to be healthy. That's not really a goal, my goal is to be healthy, because it is too general. Or what is healthy? But if you say, by the end of the month, I'm going to lose two kilos... That's specific. You know, we understand, or, if you say,

(a student: inaudible)

it's a, it gives you some target, something you understand, but health, what is health? Does it mean that you're not going to be

(student: die),

that you're not going to die?

(sts giggling)

that's the most extreme, or does it mean that you're going to be happy? Does it mean that you're not going to have a cold, or, you know it's too general. You have to make goals more specific, for people, so that it motivates them.

(Pointing to the slide)

Measurable. Measurable means, something has to be specific and measurable so that in the process, you can measure yourself and see how close you're getting to the goal. You know, in computer games, there is always the score, so you always, you know, from the corner of your eye, you look at your score. Because you are measuring yourself. You can say yes I'm close to the high score, you know, if I do a little more, so, we like to measure, we like to know how close we are to the goal. So, and based on that, we reduce or increase our effort, so it has to be measurable, when you cannot measure, you lose motivation.

(Pointing to the slide)

Attainable, when a goal is completely, unrealistic, when a goal is completely, let's make, let's say, I say to you, if you learn Chinese by tomorrow, I'm going to give you, one thousand, liras. Is that motivating? Why not? Why don't you learn Chinese tonight?

(student: impossible)

Because it is impossible. But if I say to you, if you learn Chinese, by the end of the year, I'm going to give you a reward, then that may be more,

(motivating)

motivating, because it's realistic, you think, "yeah, it's reasonable, it may be possible, so you can work towards the goal, but even if they give you, a very, very big reward, even if they offer you a very very big reward, if it is unrealistic, it's not really motivating.

(Pointing to the slide)

Relevant; it has to, it shouldn't come out of the sky, it shouldn't be something completely outside of your scope, it has to be relevant to what you are trying to achieve. It has to fit in, with everything else that you're trying to do. If it's not relevant, if it is, if it's not really appealing to you, you don't, accept the goal. So it has to be relevant. If it's not related to what you're trying to achieve, it's not going to motivate you.

(Pointing to the slide) Timely; as I said, if you don't have a deadline, if you don't have a time that something has to be achieved by, it never gets done. So if you say, uhm, 'someday I would like you to hand in your assignments', to the students, and you don't give them a deadline, you know just someday, I would like you to give these assignments. Then the students will think, okay, I'll give it to you someday.

(students giggling).

But, you need to have a deadline to, to get people to act. So a goal that is going to motivate people has to have a time limit. Without it, doesn't get anywhere.

(Finishes at 13:06)

TOOLS

Part3 – (12:00 to 16:20), 4dk20s

Part4 – (00:00 to 01:10), 1dk10s

Raw TOTAL: 5dk30s (330s)

And, uhm, lastly we will talk about **behaviorally anchored rating scales**. The behaviorally anchored rating scale means, it is a, it is a step further, it is one developed version of the graphic rating scale. If you remember the graphic rating scale was a, something from the job description, you know, this person is expected to type letters, or this person is expected to do this, how well they do it. Here in the behaviorally anchored rating scale

[moving on to the next slide, showing an example of behaviorally anchored rating scale]
[12:45]

For example, for an advisor, your academic advisor, if you were trying to measure the advising, uhm, skills of our professors, the faculty members, how good are they during advising. One of the things that they should be able to do is the advisor should know the program requirements, they should know what courses you have to take, to graduate; that's one of the important things. Instead of just saying how well they do it, they do it very well or they do it, uhm, very poorly, from 5 to 1, instead of doing that, **in the behaviorally anchored rating scale, we describe the behavior, that is, very well; we describe the behavior, that is good, we describe the behavior that is medium, we describe the behavior that is poor.**

So each one is described,

[reading from the slide]

"My advisor has excellent knowledge of the program requirements, and the course progression that leads to graduation."

“b) My advisor has very good knowledge of program requirements and the course progression”

“c) My advisor is somewhat lacking this knowledge but knows whom to ask.”

So, the advisor may not know but we’ll ask someone and give me an answer.

[keeps reading]

“My advisor has some knowledge”, or “my advisor has little knowledge, of the program.” I don’t know, he or she doesn’t know, you know, every time I go there, I learn nothing.

[now reading again]

“Advisor availability: the best advisor is easily acceptable and stays in contact.” It describes the behavior, doesn’t just say very good or, uhm, very poor, but describes it. Therefore, when the rater, whether it is the manager, whether it is the student, whoever is doing the rating, when they read the behavior, they can say, “yes this one describes this person, you know, this one, this description of behavior fits best.” And, you know, we hope that it gives a better, more accurate, uhm, evaluation of the person’s, uhm, performance.

[15:45]

Okay so, uhm, this is the end of our course, uhm, unfortunately we couldn’t fit the, uhm, the material we are hoping to fit into the course. Uhm, any questions that I, that, that you would like to ask before we finish, in terms of the techniques, or, any of the other material that we have covered.

(Student in the middle, next to army jacket; we interviewed both- NAME?.. : What about the MBO?)

MBO we couldn’t finish. MBO means management by objectives, which is, the idea is you get the ...

[PART 4]

[talking noticeably faster here, this MBO was the last tool to be described; but TIME WAS NOT ENOUGH TO COVER THIS]

Organization sets objectives, the goals of the company, every department, based on the goals of the company, establish their own objectives, then, every manager sits down with every employee, and establish the goals of the employee for that period. So every manager sits down with every employee and they say, during this period, what kinds of things do you hope to achieve? And what do you need? And together they set some goals, and then the employee begins to work to achieve those goals, at the end of the period or in the middle somewhere they sit together again and they see how the employee is doing and the employee is evaluated, not based on these, but the employee is evaluated on whether they have achieved their objectives that they agreed together with the manager. That’s the management by objectives.

Lecture 2

MASLOW

(PART 1)

((04:30 – Maslow’s Need Theory until 12:15))

(TOTAL TIME: 7min45sec)

Maslow, Can somebody tell me Maslow’s theory? We must be familiar with it.

(O: What’s for the equipment makes physiological needs like eating, or house, and then safety need to feel secure, in the life, then he or she have to be social. Then esteem needs, something like nowadays we called secretaries as assistants, some kind of names, to have ...)

Respect

(O: respect. And self-actualization, it’s the /Fiveth/ stage of Maslow’s theory, and in the stage, people, I forgot to explain how, but...)

This is the peak, this is the top according to Maslow. How does one move from one stage to the next according to Maslow? I mean how do you? your friend said, the first level of need is the physiological, your bodily needs, need for water, oxygen, food, these basic levels of needs. Now how do you begin to feel the safety need, how do you begin to feel the social need? I mean how does one change from one to the other? Is it

(O: related this, related)

How?

(O: You have to go one by one, first...)

You have to go one by one? So, if you are at the physiological need, can you also experience esteem need at the same time?

(O: No)

According to Maslow, No! After you have satisfied your *physiological need*, what need do you being to experience, after you have satisfied your physiological need?

(O: Safety)

(S: Safety)

Safety, After we have satisfied the physiological need, does the offer of more satisfaction of physiological needs, does that motivate you? For example, let’s say you’re hungry, what are you motivated, when you’re hungry, what motivates you?

(S: Food)

To find food. You’re motivated to find food. After you’ve found food and satisfied your hunger, will more food motivate you, or will you be motivated by something else.

(S: motivated something else)

So after a need has been satisfied, according to Maslow, that need no longer motivates us. He says, when you’re experiencing the *physiological need*, you’re motivated by it. But when it is satisfied, then it loses its power, but before, for example if you need food, and I need somebody to paint the wall. I can say to you, I will give you bread if you paint my wall. You will accept it, you are motivated to paint and get it, but after you have satisfied the hunger if I say to you, here one more bread, paint this other wall. You will say “no, it’s not, it’s a lot of work. I can’t, I don’t want to do this” So you begin asking for, something else. Safety, so you want to have some kind of arrangement so that this will continue. Something like if they give you money then you will have security, you know, you can purchase bread later, when

you become hungry. So you want to have some kind of arrangement that makes sure that you continue to receive some funding, some money to satisfy your needs. You think of your safety need.

((09:20 – showing on the slide))

After you have satisfied this, then you begin to feel *social* to have friends, *to socialize*, to have a family and so on. The problem with Maslow's theory is: do you think that we're only capable of experiencing one need at a time? Don't you think that we can experience, when we're experiencing physiological needs at the same time to experience safety or to experience social needs? How do you explain the *behavior of a suicide bomber*? You know, what is a suicide bomber?

(S: ---inaudible---)

Yes, they wear a bomb and they go and explode, what is the need of this person.

(Aytunç: Social security) What is their need? Security need? They want to be safe. Why do you think they're doing this? What is motivating them?

(O: A goal)

They have a?

(O: Have a goal)

What is that goal?

(O: To bomb and destroy everyone)

destroy everyone, and what do they believe by doing this?

(S: *Hocam, self-esteem mi?*)

By doing this they believe that they will make a contribution, they will do something good for their people or for a cause. Or they will come close to god or something. *So it is more like an esteem need or a self-actualization need*. You know, a need to be useful. Not in term for security, because they will no longer live, not in terms of physiological. But many of these suicide bombers, they still have problems at these satisfactoral needs, they're not people that have been satisfied the physiological, the safety, the social needs. They are still experiencing basic needs, but they are motivated by something, something much, at a much higher level. Therefore, Maslow's theory cannot really explain what is going on and how these people are motivated by something that is not at these levels.

(12:15)

HERZBERG

(PART 1)

((12:15 – **HERZBERG's two-factor (motivator-hygiene) model** until 16:18))

(PART 2 – until 03:00)

(TOTAL TIME: 7min03sec)

If we look at Herzberg, Herzberg divides the needs into two groups; he calls one type of need as *hygiene needs*, and one type of need as the *motivators*. Can anybody explain what he means by these two? What's, yes

(S: Hygiene /hijyen/ factors affect job dissatisfaction, motivators /motivators/ affect job satisfaction)- 6 sec

Hygiene factors affect dissatisfaction, but motivators affect

(S: job satisfaction)- 1 sec

job satisfaction. **What is the difference between these two?**

hygiene factors are, and **do we know why he calls them hygiene? Hijyen? Niye hijyen diyor bunlara?**

Why he calls them hygiene factors instead of something else?

Do you know what hygiene means?

(S: temizlik de il mi?)- 2 sec

What is it?

(S: temizlik)- 1 sec

To be clean, he says if you're not clean, can you be healthy? If you're not clean is it possible to be healthy?

(some students: No)- 1 sec

If you're clean, is it guaranteed that you're healthy? If you're clean?

(Aytunç: High percent)- 2 sec

You have a better percentage, you have a better chance, but it is not guaranteed. So, Herzberg says, if you have a problem with hygiene factors, it's guaranteed dissatisfaction, just like if you're not clean, guaranteed you will be sick. But being clean doesn't guarantee that you will be healthy, so similarly Herzberg says if you have problems with hygiene factors it is guaranteed that you will not be motivated, but if the hygiene factors are satisfied, it is not guaranteed that you will be motivated, and he says hygiene factors are things like the company policies, if the company policies are wrong, you will not be motivated.

Administration, technical supervision, your salary, interpersonal relationships with supervisors, the working conditions, these kinds of things he says, if you are not happy with them, you will be not motivated. If you're happy with them, we don't know if you will be motivated, so he says **if you are happy with the money that you get, if you are happy with the money that you get, are you motivated?**

If you are happy, with the money that you get, are you going to be motivated?

(O: Yes)- 1 sec

(S: Maybe)- 1 sec

He says, hygiene factors are necessary but not enough, he says if you are, if you are happy with the money that you receive, **you can be motivated but it doesn't mean that you will be motivated, it's not guaranteed.**

(Filiz: it's not guaranteed)- 2 sec

He says if you're not satisfied with the money that you get, what is guaranteed? Is anything guaranteed if you're not satisfied with the money that you get? He says it is guaranteed, you will not be motivated. It is guaranteed, it is impossible to make you motivated if you are not satisfied with the money. But if you are satisfied with the money, it is not guaranteed that you will be motivated. So he says, it is like a prerequisite, if you don't have it, you cannot get the other. If you have it doesn't mean that you will get the other. It just means you can't. It doesn't guarantee, so he says, the real motivators are things like achievement, things like recognition, things like the world itself, the pleasure that you get from the world itself. But these, you know things like recognition, things like achievement, things like getting pleasure

from doing what you love. These, he says, they only, they're only effective if the hygiene factors have been satisfied. So you have adequate salary, you have good enough working conditions, you have, ehm, relationships with your coworkers, etcetera that are acceptable. Only then can these kinds of recognition et cetera will motivate you. Let me give you an example; let's say you're working in a restaurant. But there are not giving you enough money, they give you very little money. Then at the end of the month they give you a few Turkish liras, and then they give you, you are the best employee of the, of the month. We will put your picture on the wall, congratulations. Are you going to be motivated? According to Herzberg, no, if they give you lots of money, so you are happy with this money that you got. And they give you recognition, then, Mas., Herzberg says, yes you will be motivated in that situation. But even if they give you the money and then they don't give you recognition or you don't like what you're doing etcetera, it is possible that you will not be motivated, even though you are happy with the money that you are receiving. So Herzberg says, motivation is difficult, it, it cannot be achieved only with the hygiene factors. You need the hygiene factors plus motivators. Any questions on this?

FLOW

Part 3 – (16:10 to 16:20), 10s

Part4 – (00:00 to 08:00), 8dk

RawTOT: 8dk10s (490s)

((16:10 – Cognitive Evaluation Theory))

A new approach to motivation is the cognitive evaluation...

PART 4 (00062)

...theory which says there are certain things that we normally get **intrinsic rewards**, you know, do you remember extrinsic and intrinsic rewards?

((no answer))

Intrinsic was coming from inside and **extrinsic** was coming from outside, so **intrinsic reward** is the pleasure of doing something, you know you get an intrinsic reward. You feel good about yourself by doing it. **Extrinsic reward** is material somebody gives it to you, and imagine this, **there is this story that there were these loud children**, they were going in the street and making lots of noise, and there was this old man and he was, he didn't like this noise that the children were making. So, he thought what can I do to stop them, he went down and he said "children you're making very good sound, here, I will give you ten liras, because you are so good." Children are shocked; they think is this man crazy?

((some students laugh))

But they take the money, so next day when they're passing, they again made noise and then man comes down and he says "children unfortunately things are not going well, I can give you only five" so he gives them five, children are a little disappointed, but still surprised, they take the money and they go. Next day the man comes up and he says "well I will give you one lira this time, you know because things are not going well" and the children are thinking, well we used to get ten and now he's giving us one. So next day the children pass and they make no noise,

((some students laugh))

you know they don't make a sound. Because they're thinking it's not worth making a sound here because you know, you used to get ten and now we're getting one,

((some students laugh))

this is unacceptable, so they're very quiet and the man is very happy, of course you know.

((some students laugh))

But, or imagine a man that loves to play piano, he plays the piano and you know he just loves it and this rich man hears this, and he thinks "well why don't you come and play for me, I will give every evening, you play this wonderful music, so come and play with me, I will have my dinner, you will play and I will give you fifty dollars" the pianist thinks, nice, you know fifty dollars, so he takes the money he plays. Next day he goes, he plays, he takes the money. Next day he sees his friend, his friend says, I am playing every night in this bar and they're giving me two hundred liras for playing music and this man thinks, he's getting two hundred, I'm getting fifty, and you know this very bad, so next day when he's playing, he's thinking this is, this is wrong, you know,

((students laugh))

I'm not getting enough money, so **the cognitive evaluation theory says** that when you are getting intrinsic satisfaction, and then it turns to extrinsic rewards, there's problem, so with money it is such a dangerous thing, you know, money; sometimes by giving people money, instead of increasing the motivation, you can decrease it, imagine, ehm, it's your girlfriend or boyfriend's birthday and you say to them, "here, some money, go get yourself something, this is my gift."

((some students giggle))

Can you imagine what is going to happen, I mean, but if you give, if you get a gift by spending even less amount of money, you will get better motivation but just because when you quantify something, that used to be intrinsic, when you try to turn it into extrinsic you may lose the motivation that was already there. **Do we understand this, idea?**

((no answer))

Do we understand this idea that sometimes money prevents motivation.

((05:35 – FLOW and Intrinsic Motivation Theory))

And this flow idea, this flow idea is that sometimes in doing something, you get pleasure not from the results but from the process. You know sometimes like in this environment,

((referring to the picture on the slide))

You know in this chef and I don't know if you've seen the kitchen in many restaurants it is hectic. It is so many things happening at the same time. People shouting and so on, and when you think about it, it's very demanding work, but when people are doing it, they may gain tremendous pleasure from the work, the process of work, not the result of work, necessarily. but from the, the, the, the work the process of the work more than the goal, **so when you're in your flow**, when you're doing it, you're not thinking about the, you're not calculating the money that you will get or the promotion that you will get, when you're in it, **you are doing it because of intrinsic reward, not the extrinsic reward**, but from the pleasure and that gives you and **we believe that today, this is the key to motivation and not the extrinsic reward. The extrinsic rewards, as Herzberg says, are more hygiene factors, they're necessary but not enough.** They are a prerequisite. We all need money to buy things, to survive. But money itself is not the real thing that motivates people, it is the intrinsic rewards that, that will get people to be motivated.

So, uhm, I will stop here, any questions on the topics?

(08:00)

Appendix 11. Sections from Turkish-medium Lectures: Transcripts

Lecture 1

YUMU AK DE ERLEME

PART2

((07:50– 14:10))

Raw TOTAL: 6dk20s

((07:47 –GERÇEKÇ DE ERLEME))

Gerçekçi de erlendirmeler, az önce aslında, eeh, soruların arkasında, eeh, niye belirli konularda yumu ak davranılıyor, belirli hocalar, eeh, ıh, ders notları, eeh, bir çok ö renci için kötü oldu u halde, niye bunlar, ıh, cezalandırılmıyor dü üncesi var belki kafanızda

te bir çok de erlendirme, bir çok kurumda yumu atılıyor. Neden yumu atılıyor? Bir, *de erlendirme*nin ((DE ERLEME? DE ERLEND RME- terimin kullanılmasında TUTARSIZLIK)) olumsuz etkilerinden yöneticiler genelde endi e duyuyor. Mesela, eeh, öyle dü ünür, bir çok insan, yönetici: imdi, çok kötü bir de erlendirme yaparsak bu ki inin, i te, bütün geliriyle oynayabiliriz, ne bileyim i ten atılabilir, öyle olabilir, böyle olabilir. Bunu dü ünerek, ıh, bir çok ki i, ıh, biraz yumu atır de erlendirmeyi, bunu ö rencilerde bile hissederiz, yani dedi im gibi bir bakarsanız bazı hocaların de erlendirmesine, bekledi inizin çok üstünde çıkar. Bir çok ö renci de, ıh, yani ne olacak i te idare eder diye bir de erlendirme yapıp bırakır.

((09:20 – Yansidan okuyarak))

Eeh, effaflı ı te vik etmeyen *de erleme* ((YANSIDAN OKURKEN TER M DO RU SÖYLEND)) süreçleri, eeh, burda da aslında, bazen sorun ya arız, eeh, mesela bir zamanlar öyle bir ey olmu tu, bir kurumda, eeh, denilmi ti ki i te herkes, ıh, kendi astlarını de erlendirecek, memurlarını de erlendirecek. Yöneticiler de erlendirmelerini yaptı, ondan sonra Türkiye’de bu, eeh, bilgiye eri im hakkı, ki isel bilgiye eri im hakkı yasası çıktı. Buna göre, herkes kendisi ile ilgili bilgilere ula bilecektir. Eskiden birçok kurumda, eeh, performans de erleme ile ilgili, sicille ilgili, gizlilik ilkesi vardı. Ama nasıl bir gizlilik ilkesi? De erlendirilen bile haberdar olamazdı, nasıl bir de erlendirme oldu undan, yani yönetici oturur, sizin performansınızı dü ünür, de erlendirmesini yapar, dosyanıza koyar. Onun üstleri o de erlendirmeyi görebilir. Öyle oldu unda, istedi iniz gibi de erlendirmeleri yaparsınız. Ondan sonra, bu yasa çıktıktan sonra denildi ki artık çalı anlar yöneticisinin kendisi ile ilgili yazdı ı her eyi görebilir. Çünkü kendisi ile ilgili herhangi bir belgeyi, birisi, müracaat ederse görme hakkı vardır. Bu çıktıktan sonra birçok yönetici dedi ki: benim formu bir alayım, bir eyleri düzeltmem gerek, diyorlar ve birçok formda tekrar bir de erlendirme yapıldı ve birçok ki inin performansı yükselmeye ba ladı. Dolayısıyla, i te burada, gizlilik mi effaflık mı hangisi daha iyi, orda bir, ıh, bulanıklık oluyor. Yani tabi ki effaflık gerekli yani de il mi insanların kendi performansını görmesi gerekli.

((11:32 – YANSIYA ARET EDEREK))

((Yumu ak de erleme)) Niye tehlikeli? Bu yumu ak de erlendirme sonucunda bir çok ki i, “benim performansım zaten iyi, ne olacak, aynen devam ediyim” diye dü ünüp aynı ekilde devam eder, kendini geli tirmez, de i tirmez, eeh, bir de hukuksal sorunlar olur, öyle bir hikaye vardır, bunu da daha önce anlatmı olabilirim ama, ıh, adamın biri, kamuda çalı an birisi, performansı çok kötü, herkesle kötü geçiniyor, yöneticisi ile kötü geçiniyor, ıh, performansı kötü, geç gelir, erken ayrılır, bütün gün gazete okur, lak lak yapar, nihayet bir

yolunu bulup bunu i ten durduruyorlar. Adam, yöneticiye geldi, dedi ki, “anladım, peroformansım iyi de ildi, beni durdurdunuz, ama çolu um çocu um var, bana iyi bir referans mektubu yazın, bu referans mektubunu kullanarak ba ka bir yerde i bulabileyim.” Yönetici de dü ünüyor, diyor ki, “Napalım yani adama bir kötülük yaptık, iyi bir mektup yazalım”. Yazıyor, i te, “Daima i ine zamanında gelir, ili kileri gayet iyidir, sorumluluk bilinci çok yüksektir, öyledir, böyledir. Adam da mektubu aldı ı gibi, gidiyor avukatına, diyor ki, “bak, ne kadar örnek bir çalı anım ama beni i ten attılar!”

((Gülü meler))

Ne büyük bir rezalet, o da dava açıyor, gerçekten bu yazılan metin kullanılarak, eeh, i ine geri veriliyor adam

((Gülü meler))

(StudentG: Çok akıllıymı bu adam)

Dolayısıyla yani bu yumu ak, yumu ak de erlendirmelerin öyle de bir sıkıntısı var, yani yıllardır siz birisine, performansı i te iyidir, öyledir böyledir diye bir de erlendirme yapıyorsanız, ondan sonra fikrinizi bir anda de i tirip onun davranı larında hiçbir de i iklik olmadan farklı bir de i iklik yaparsanız veya onun i ine son verirsiniz ama performans de erlendirmeleri gayet iyi, e adam mahkemeye gidecek, diyecek ki bakın benim performansım iyi, ö renci de erlendirmelerim iyi, unum iyi bunum iyi, bu ne i ? Dolayısıyla, performans de erlemenin bir de, ıhm,

((14:10 – Yeni yansı: HEDEF BEL RLEME))

Böyle bir boyutu var, hukuki boyutu var.

HEDEFLER

((14:10 – Yeni yansı: HEDEF BEL RLEME))

Böyle bir boyutu var, hukuki boyutu var. HEDEF:

Hedef Belirleme (Defining Goals; SMART goals)

Videopart2 (14:20 – 16:20) + Videopart3: (00:00-03:35)

TOTAL: 5:35 MINUTES

Birçok performans de erleme sisteminde hedefler de önemlidir. Yani performans dedi imiz ey aslında koydu umuz standartlardır dedi im gibi. Bir satı elemanı için belli bir limit olabilir u kadarın üzerinde satmak olabilir. te bu hedeflerin belirlenmesi de önemli, bu standartların konulması da önemli, herkes için aynı mıdır standartlar? (Hayır) Ama nasıl kıyaslayaca ız e er aynı de ilse? (Farklı i alanları) Farklı i alanları (Kendi boyutları içerisinde de erlendirebiliriz) Yani bir ekilde herkesin belli hedefleri olması gerekir. Hedef konuldu unda, hedefin kendisi aslında bizi motive etmeye ba lar. Ama nasıl hedefler bizi motive eder? Ne tür hedefler? (Somut) Somut hedefler (Ula ılabilir) Ula ılabilir hedefler. E er imkânsızsa ben size desem ki i te yarına kadar Çince ö renirsen sana bir milyon dolar verecem. Ö renmeye çalı ır mısınız bir gecede, yani zaten imkansız dolayısıyla istersen on milyon ver ne olacak yani. Olmayacak bir ey oldu unda istedi in kadar ödül koy, ama size desem i te bir yıl içerisinde Çince ö renirsen sana on bin dolar verecem. Kafanıza yatabilir yani bir yıl (mantıklı) olabilir yani makul bir ey, teklif, denenebilir çok daha az bir ödül koymu olsam bile ama gerçekçi bir zaman dilimi veriyorum, dolayısıyla ula ılabilir olmalı, fakat biraz da zorlayıcı olmalı.

((PART3_00027_))

Yani çok kolay hedefler de aslında derslerde de bunu görürüz, bazı dersler vardır, i te hoca gelir, bilmem neyi kesen ben, unu bilmem ne, i te ö rencilerin korkulu rüyası, bilmem bu üniversitede en çok ö renci kalan ders bu ders falandır udur budur millet bir korkar ama bir bakarsınız müthi çalı maya da ba larlar (ama yine de kalırlar) yine de belki de kalırlar ama (öyle bir ders var ya herkesin ...?...) Ama baktı ınızda millet harıl harıl çalı ıyor ona. Di er taraftan bakarsınız hoca gelir der ki i te bu ders çok kolay bir derstir rahat bir derstir zevki bir derstir i te ehm can kula ıyla dinleyin arkada lar, ee falan böyle bir ders (oh ne güzel) Oh ne güzel kimse de derse çalı maz ne olacak zaten kolay bu. E, hangisi daha çok motive etti bu milleti? (zor olan) O zalim, gaddar (gülü meler) olan daha fazla motive ediyor (diktatör) O, ey, ee kolay olan tamam be eniyoruz falan ama çok da motive olmuyoruz, dolayısıyla öyle bir ee sorun da var yani zorlayıcı da olmalı konulan hedefler, çok kolay hedef oldu unda, tamam millet mutlu ama ee bir eylere de ula ılmıyor.

(Yansıya i aret ederek) Ölçülebilir olmalı. Ölçülebilir dedi imiz koydu umuz hedefleri çe itli a amalarında de erlendirip görebilmeliyiz do ru yoldan mı gidiyoruz yoksa ters yoldan mı gidiyoruz. Yani ölçülebilir hedefler olmalı. Kilo verirken i te, ee, tartıya çıkarız baskülde bakarız ne oldu, ee, kaç kilo gösteriyor ona göre tamam deriz biraz daha egzersiz yapalım biraz daha az yiyelim öyle yapalım böyle yapalım, ordan ölçebiliyoruz. Dolayısıyla o hedefe ne kadar yakla tı ımızı da görebiliyoruz bir hedef koymu sak tamam diyoruz i te, ula mak üzereyim.

(Yansıya i aret ederek) Ölçülebilir olması gerekli, katılımcı bir ekilde belirlenmeli ki ki inin istedi i eylemler de olsun yani sonuçta aslında kurumun hedefleri var bir taraftan da ki inin de hedefleri var. Bu ikisini örtü türebildi imiz oranda o hedefler benimseniyor. Yani biz bir ki inin çıkarı olması lazım ki çalı sın. Bir de kurumun çıkarı var i te bekledi i, bir beklentisi var o ikisi ancak katılımcı bir ekilde, çalı anın çıkarı nedir? Kurumun çıkarı nedir? Onun dü ünülmesi lazım hedefler belirlenirken. Bir de tabi ki zaman sınırı olmalı. E er zaman sınırı koymazsak, u tarihe kadar u yapılacak demezsek ben size desem i te arkada lar bu ödevi yapın, ne zamana kadar hocam? te bir ara yapın (bir ara) Ne zaman yapılı bu ödev? (bir ara) Bir ara (bir ara) bir ara yapılır. Yani Dolayısıyla o zaman sınırı da koymak da çok önemli yönetimde mutlaka yapılacak eylemlere bir zaman sınırı koymak zorundayız.

ARAÇLAR

PART4

((04:13 – 10:33))

Raw Total: 6dk20s (380s)

Davranı a Dayalı De erlendirme Ölçe i dedi imiz, Behaviorally Anchored Rating Scale, bunda da, böyle basitçe, basitçe, ehm, kalite, ehm, i bilgisi, güvenilirlik, böyle basitçe verilmek yerine, her bir seçenek, bir cümle haline getiriliyor, bir davranı örne i haline getiriliyor.

((04:48 – Bir sonraki Yansı: Bir örnek üzerinde anlatıyor))

Mesela, burda bir, mü teri temsilcisi ve davranı ları, tek soruyu böyle çok sayıda cümleyle açkılıyor, tek bir, ehm, soruyu. Mü teriye davranı , ekli:

((Okuyarak; biraz hızlandı))

Mü terisine, i inin bir parçası olmasa bile ofisinden memnun olup olmadı ını ö renmek için sık sık telefon eder. / Çok karma ık bir problemin nedeninin ortaya çıkarmak için

mü terisine sürekli zaman ayırır. / Mü terisinin kızgın yaklaşımına karşılık her zaman sakin davranır. / Mü terinin problemini çözecek yeterli bilgiye sahip değilse, bilgisinin olmadığını eklemlerde cevap verir. / Başka bir şekilde değilse, resepsiyonun önünde mü terinin beklediğini görmezlikten gelir. / Uzun süre bekleyen mü terisinin sorularına karşılık, bilemiyorum ya da doğrudan bir yerde bulunmuyorsunuz gibi yanıtlar vererek, tepkiler gösterir.

Burada, gördüğünüz gibi, en iyi, en iyi birinci cümle. Daha sonra ikinci cümle, üçüncü cümle, ama davranış örnekleri veriyor. Dolayısıyla yönetici bunları okuduğunda, hah bu cümle tam bizim falanını tarif ediyor deyip, oradan daha doğrudan bir değerlendirme yapabilir, yani kafasında canlandırmasını sağlar. Tek bir madde yazıp da, “mü teri ile ilişkileri nasıldır? Çok güçlü, çok zayıf, sık” yerine, o mü teri ile ilişkilerini tanımlayan cümleler veriyor bize, ve o cümlelerle daha doğrudan bir değerlendirme yapmamızı, ehm, sağlayacağına ümit ediyoruz, yani yöneticiye daha yol gösterici olacaktır diye düşünüyoruz böyle bir sistemin. Bu da davranış, ehm, uhm,

((notlarına göz atıyor, masada))

Bu da, davranışa dayalı değerlendirme, değerlendirme ölçüsü, behaviorally anchored, davranışa dayalı çünkü her bir cümle bir davranışı veriyor bize, davranışa dayalı, ehm, değerlendirme sistemi.

((07:20 – ARAÇLARA GÖRE YÖNETİM (Management by Objectives)))

Son sistemimiz de, amaçlara göre yönetim, amaçlara göre yönetim de, management by objectives dediğimiz, bu sistemde, ne yapıyoruz, önce yönetici ile çalışıyor dönemin başında, diyor ki, işi, görev tanımın budur, bu görev tanımında performansını ilerletebilmek için bu sene neler beklemeyi bekliyorsun, veya ne hedefler koyabilirsin kendine? Mesela İngilizceyi iyileştirirsen performansını artırır mı? O zaman bunu koyalım, işi, İngilizce seviyemi şu noktaya getireceğim, ve seni buna göre değerlendiririm. Başka ne hedefler koyabiliriz, bu yıl için? Diyelim ki, ehm, hey, ehm, mü teriyle iletişimi şu noktadan şu noktaya getireceğim. Dolayısıyla, mü terilerden topladığımız değerlendirmeler de şu noktadan şu noktaya yükselecek değerlendirilmem. Öyle bir hedef koyabiliriz, ne bileyim, yardımcı olur mü teri sayısını bundan artıracam, ve ona göre bir hesap yaparız, o hedefe ulaşıp ulaşmadığını, yani o hedefler konulur, daha sonra, bu, ehm, bunu, konulan hedefleri nasıl yerine getirebileceği konusunda çalışın, ehm, bir aksiyon planı önerir. Bu dönem esnasında, ehm, çalışın sadece informal olarak teker teker ama kontrol etmez, hedefler nedir, o hedefler doğrultusunda çalışın çalışın, dönem sonunda da oturur ve çalışınla yönetici, bu hedefe ne derece ulaştın, bu hedefe ne derece ulaştın diye, değerlendirilmesini yapar, daha sonra yeni sene için tekrar hedefler konulur. Yeni dönemde ne hedefleri olacak, dolayısıyla bu yaklaşımda daha fazla, nedir yani bunun getirdiği sizce fayda nedir, bu sistemin, önceki sistemler göre?

(Filiz: Yani önceden, ne yapacağını bilmesi, bir noktada yoğunlaşır bu sistemde)

((diğerlerine söz hakkı için beklemedi gibi; bekleme süresi olması gerekenden az gibi, ya da bu görüşün üstüne birkaç görüş daha isteyebilirdi gibi ...))

O hedefler, o hedefler, çok açık olur, dönemin başında konulmuş şeyler olur, o noktada yoğunlaşabilir ki işi, o belirsizlik yoktur, daha sonra, ama bu da önemliydi demez, yani bir sözleşme gibi olur aralarında. Biraz da kişiyi serbestmi gibi, yani kendi hedeflerini belirliyor yöneticiyle ve, ehm, devamlı denetim kontrol altında değil mi gibi bir his verecektir.

(F: Evet, ne yapacağını biliyor sonuçta)

(END: 10:33)

Lecture 2

MASLOW

(PART I – 00065)

((05:22- Maslow ihtiyaçlar Hiyerarisi))

Maslow'la karşılaşacak olursak, Maslow'u bir çoğumuz gördü daha önceden. Neydi Maslow'un söylediği?

(İhtiyaç)

İhtiyaçlar. Ne yapıyor?

(... nasıl yapıyor?)

Peki nasıl yapıyorlar bu motivasyonu ihtiyaçlar? Maslow'a göre?

(Serkan: Kişisel, fiziksel ihtiyaçlarına)

((Sözünü bitirmesini Beklemedi; yeteri zamanı vermedi mi??))

Yani bu ihtiyaçlar karşılandıkça motive mi oluyoruz?

(Evet)

Yoksa

(Kaan: yeni ihtiyaçlar)

İhtiyaçlar karşılandıkça yeni ihtiyaçlar belirleniyor. Hangi ihtiyaçlar motive ediyor bizi?

(Ortada beyaz kazaklı öğrenci: Önem sırasına göre de yapıyor)

Efendim?

(Önem sırasına göre de yapıyor)

Önem sırasına göre, ve hangisi, hangi ihtiyacı karşılamaya çalıştığınıımıza göre, de yapıyor. Örneğin Maslow'a göre, ilk hissettiğimiz ihtiyaç hangisi?

(Kaan: Hayatımızı)

(Sevim: Fizyolojik)

Fiziksel, fizyolojik, hayatımızı sürdürmek için bize gerekli olan, oksijen, gıda, su gibi temel bazı ihtiyaçlar. Maslow'a göre bunlar, karşılanmamı sağlıyor, bunların karşılanması bizi motive eder, yani bunların karşılanması ihtimali, karşılanması değil de, birisi bize, biz açken, duvarı boyama kadar ekmeğe verecek dediğinde, motive oluyor, ehm, boyayabiliriz. Peki,

(Serkan: Ekmeğe hak etmek için)

Ekmeğe hak etmek için. Eğer o ihtiyacı hissediyorsak. O ihtiyaç giderildiğinde ne oluyor, Maslow'a göre?

(Beyaz kazaklı: Sağlığımızı korumak için güvenlik gerekiyor)

Güvenlik bu defa düşünmeye başlıyoruz, mesela

(bir öğrenci: ... anlamadı...)

En basit şekilde, şimdi karnımı doyurdum ama,

(Sevim: Yarın ne olacak?)

Yarın ne olacak? yani güvenlik sadece şimdi,

(Bir erkek ö renci, ekranın sa 1: Sadece sa lık de il, i güvenli i)

Sadece ey de il, i te ba ima bir kaza gelmesin de il, o güvence, yani bir eyin

(Serkan: sa lı ın güvencesi)

süreklili i, istikrar, yani onu da kastediyoruz. Dolayısıyla, ikinci a amada hissetti imiz ihtiyaç, bu defa güvenlik veya güvence ihtiyacı. Onu da kar ılamı sak, yani kendimizi güvende hissedebiliyorsak, ondan sonra

(Bir erkek ö renci: Sosyal) ((Bu ihtiyaçlar piramidi YANSIda görünüyor, muhtemelen buradan okuyorlar))

Hangi ihtiyaç beliriyor?

(Sevim: Sosyal)

Sosyal ihtiyaçlar, ne tür ihtiyaçlar bunlar?

(Sevim: Arkada lık)

(Bir erkek ö renci: Arkada lık)

(S: Sosyal çevre)

Arkada lık, dostluk, sosyal çevre, aile, bu tür eyleri bu defa dü ünmeye ba lıyoruz. Daha sonra ne geliyor?

(Sevim: Saygı)

(Birkaç ö renci: Saygı)

Saygınlık dedi imiz, *esteem*, yani

(bir erkek ö renci: ...xxx...)

Birilerinin takdirini kazanmak, birilerinin saygısını kazanmak.

((08:20))

peki kendini gerçeikle tirme dedi imiz ne?

(Altu : spat etme)

spat etme miydi? Yoksa o farklı bir ey miydi, bu self-actualization, neydi? Kendini gerçeikle tirme? Actualization seviyesi neydi?

(Altu : Bir i yerinde en üst konuma gelme)

En üst konuma de il,

(Bazı ö renciler katılmadı: ...xxx... ((u ultu, birkaç ses aynı anda))

Yani, bu noktada Maslow'a göre,

((yine bazı sesler, ...anla ılamadı...))

Maslow'a göre, artık, motivasyon karnımızı do yurmak için, güvenlik için, sosyal ihtiyaçlar için, veya saygınlık için de il, sırf artık bir yerde hayatımızın anlamını bulmu oluyoruz, ve diyoruz ki ben bunu yapmak istiyorum çünkü benim var olu sebepim bu, yani bir beklenti, bir saygınlık beklentisinden de il, eh, bir i te gıda, ehm, takdir, eh, veya i te arkada larımı etkilemek, bu tür eyler de il, artık bu seviyedeki insan yaptı ı i i, sırf, ehm, bu benim hayatımın anlamı, yani benim varolu sebepim budur. Dolayısıyla ben bunu yapmalıyım diyerek yapmaya ba lıyor yani motivasyon artık bir yerde

(Bir erkek ö renci: Mecburiyet mi?)

Bir yerde kendisine, eh, bir anlam kazanıyor hayatı, ki inin ve o anlam kazandıktan sonra, o anlam do rultusunda bir eyler yapmaya ba lıyor. Yani Maslow'a göre bir çok insan bu noktaya hiç gelmeyebilir hayatında. Yani hayatında sürekli olarak i te, ailem, ne bileyim,

ehm, arkada larım, ne bileyim i te etrafa, etrafımı etkileyim, saygınlık kazanayım, bunlarla birçok insan hayatını zaten sürdürür, belki de noktalar, ihm, Maslow'a göre çok az insan böyle bir kaygıya girip te, i te felsefi olarak, ehm, biz niye yaratıldık, ne arıyoruz bu gezegenin üzerinde, bir anlamı var mıdır hayatın, i te dolayısıyla bir eyler, hayatımın bir anlamı varsa, o, o do rultuda bir eyler yapayım, o noktaya çok az insan gelir diyor Maslow. Bir de, Maslow'a göre bir ihtiyaç tamamlandı ında, ancak o zaman bir di er ihtiyacı hissediyoruz.

((11:20))

Ancak, Maslow'un görüşüne, siz katılıyor musunuz? Onu sorayım önce, yani bir ihtiyaç kar ılanmadı ında, di erlerinin hiçbir anlamı yok mudur? Bir di er deyi le, e er fizyolojik ihtiyaçlarımız kar ılanmamı sa, hakikatten di er ihtiyaçların anlamı yok mudur sizin için?

(Altu : Evet, yoktur.

(Kaan: vardır)

öyle bir örnek dü ünün, i te, ehm, karnınız aç, ama birisi size diyor ki, i te u duvarı boyarsan sana aferin diyece im, takdir edecem seni. Yani ey yapmaz mısınız?

(Serkan ve Altu : ... xxx...)

((yansıya i aret ederek))

Karnınız doymu sa, güvenli bir i iniz varsa, sosyal ihtiyaçları hissediyorsunuz, hatta saygınlık ihtiyacınız var ve size diyorlar ki, i te, bu duvarı da boyarsan, ayın çalı anı ilan edecez seni, belki bir motivasyon eyi gelebilir yani, öyle bir özleminiz varsa, bunun anlamlı bir ey. Ama Maslow'a göre i te, ancak alt seviyedekiler kar ılandı ında üst seviyeler hissedilir.

((12:38))

Peki, bu, ih, intihar bombacıları var, bu intihar bombacıları, ne motivasyonu kendini feda ediyor?

(Altu : Onlar ilaç kullanıyorlarmı)

ilaç kullanıyorlarmı , dolayısıyla hiç rasyonel bir dü ününcesi, dü ününceleri yok, diye dü ünebiliriz. Ba ka ne olabilir?

(Beyaz kazaklı erkek: Saygınlık)

(Sevim: Saygınlık hocam)

Saygınlık olabilir, peki bütün di er, bu alttaki eyleri kar ılanmı mıdır bu insanların sizce? Yani karınları tok, üst, arkaları pek, falan, her ey yolunda mı gidiyor? Niye böyle bir saygınlık ihtiyacı duyuyorlar, niye böyle bir eyi hissediyorlar?

(Kaan'in yanındaki gri kazaklı erkek: Saygınlık de il de kendini gerçekle tirme olmaz mı hocam?) ((EVET, do ru yanıt buradan geldi))

(Serkan: amaç)

Yani nasıl oluyor da o seviyedeki bir ihtiyaç onları motive ediyor? Yani e er bunlar kar ılamamı sa ((yansıya i aret ederek)) bunlar la u ra malılar. Ama yukardaki bir eyler de demek ki etkilenebiliyor. Dolayısıyla, Maslow'un, ehm, yakla ımına ele tiriler bu anlamda geliyor. Diyorlar ki, bu motivasyon bu kadar da basit, merdiven gibi çıkılan bir mesele de il, aslında bir çok ihtiyaç birbiri içerisine geçmi tir, diyen ki iler var.

((14:09))

HERZBERG

PART 1 - (14:07 – 16:19) = 2dk12s

PART 2 – (00:00 – 02:40) = 2dk40s

TOTAL = 4dk52s (292s)

Bir, ehm, ara tırma da Herzberg tarafından yapılıyor. Herzberg, diyor ki, motivasyon, motivasyon bir motive eden faktörler, bir de hijyen faktörleri diye ikiye ayrılabilir. Hijyen, niye hijyen demi ? Bilen var mı?

(Altu : Temizlik)

Herzberg, yani hijyen niye temizlikle ili kilendirmi bu faktörleri? Hatırlarsanız, motive eden faktörler, i in kendisi, takdir edilmek, yükselme imkanları, bunlar motive eden faktörler. Hijyen faktörleri de, irketin ko ulları, kuralları, ili kiler, aldı nız para, bunlar da hijyen faktörleri. Peki niye hijyen faktörü diyor, ehm, Herzberg bunlara? Niye bilen var mı?

(erkek ö r: Motivasyon)

öyle

(Serkan: hocam öyle olabilir,)

((Y NE BEKLEMEDEN YANITI VERMEYE BA LIYOR, bkz A A IDA!!))

öyle bir mantı ı var, diyor ki, ehm, hijyen sa lı ı garantiler mi?

Hayır

(Sevim: Hayır)

Yani, hijyen, ehm, hijyenik bir ortamda da hasta olabiliriz. Peki, hijyenin olmaması hastalı ı az çok garantiler mi?

(Sevim: Evet)

(Altu : Yani)

Ehm, yani, ihm, e er hijyen yoksa hastalık, yani sa lı ın olmaması durumu, kesin gibidir. Ama hijyenin olması sa lı ı garantilemez. Dolayısıyla Herzberg diyor ki, bu hijyen faktörlerinin olmaması, maa ın kötü olması, ili kilerin iyi olmaması, çalı ma ko ullarının iyi olmaması,

(Kaan: Bunların olmaması motivasyonsuzlu u garantiler)

Evvet! Tam bunu söylüyor, diyor ki, bunların olmaması motivasyonsuzlu u garantiler, ama ...

(PART II – 00066)

Bunların olması, birisine iyi bir maa da verseniz, iyi bir çalı ma ortamı da verseniz, bu motivasyonu garantilemez. Ama bunların olmaması, motivasyonsuzlu u garantiler. Yani do ru dürüst maa ödemezseniz, ehm, do ru dürüst çalı ma ortamı yoksa birisini motive etmek imkânsızdır. Ama sırf bunları sa ladinız diye, motivasyon da olacak demek de ildir. Bir di er deyi le, bunlar motivasyona bir ön ko uldur, ön ko ul, bunlar olmazsa olmaz. Olursa da, olacak demek de il,

((Serkan: Garantisi yok))

Tabi garantisi yok. Neler, onlar olmalı, onlara ilaveten, neler olmalı? Motivasyonun gerçekte mesi için bunlar olmalı,

(Sevim: ...xxx...)

Bunlara ilaveten,

(S: Tanınma ve eylem)

(Kaan'ın yanında, gri kazaklı: Motivasyonel faktörler)

Motivasyonel faktörler olan, i te takdir edilme,

(Altu : sorumluluk sahibi olma)

Sorumluluk alma, i in kendisi, bu tür eylemler,

(Gri kazaklı erkek öğrencisi: Yükselme)

Yükselme imkanlarının olması, bu tür eylemler i te motivasyonu getirir, ama ancak bu di er hijyen faktörleri yerine getirilmi se, bunlar i e yarar. Eğer onlar getiril, yerine gelmemi se, bunlar da i e yaramaz. Yani gene bir önceki örne i dü ünürsek, diyelim ki siz bir yerde çalışı yorsunuz, do ru dürüst maa almıyorsunuz, i ortamı çok kötü, ili kiler iyi de il, ama dönüp size dönüp diyorlar ki, bak seni ayın çalışı anı seçtik, foto rafını da duvara koyuyoruz. Ehm, ih, motive olmazsınız, ama do ru dürüst di er eylemler olsa, belki de aynı i ler bu defa sizi gerçekten motive eder. Yani, do ru dürüst ili kiler, do ru dürüst maa , bütün bunlar varken takdir edilmek ba kadır, bunlar yokken takdir edilmek, hiçbir anlamı yok.

((Notlarına bakıyor elindeki ka ıtta))

Dolayısıyla Herzberg bu ekilde izah ediyor motivasyonu, iki faktördür, birisi ön ko ullar, di eri gerçek anlamda bizi motive eder.

((02:40))

AKI

((15:10 – Bili sel De erlendirme Kuramı/ Cognitive Evaluation Theory))

Bili sel de erlendirme kuramı; imdi bu akı , demi tik ya size *öyle bir iddia da bulunmu tum, i te imdiye kadar motivasyonla ilgili bildi iniz her eyi sarsacak bir ey ö renece iz, i te burda giriyoruz ona!* Burda çünkü diyoruz ki önceleri içsel ödüller kazandıran davranı lar, içsel ödüller neydi?

(Sevim: çten gelen)

çimizden gelen, yani bize böyle içimizden bir mutluluk veren bir ey, içsel ödül; dı sal ödül neydi?

(Sevim: ...xxx...)

Maddi, yani ba ka birisinin verebilece i; yani içsel ödülü bize ba kası veremez, kendi içimizden gelen bir ey, dı sal ödülü, i te para olsun, pohpohlanmak olsun falan onlar dı tan geliyor, ama içsel ödül, ehm, kendi içimizden geliyor. te diyor ki bu, burada,

((yansidan okuyarak))

Daha önceden içsel ödüller kazandıran bazı davranı lar varsa, siz bunu dı sal ödüle dönü türürseniz, orada motivasyon kaybolur.

Part IV ((00068))

Mesela, bir hikaye var, adamın biri, evinin önünden geçen ve gürültü yapan çocuklardan çok ikayetçi. Hatırlıyor musunuz?

(Sevim: Evet)

((gülerek)) Çocuklar her geçtiklerinde gürültü yapıyor; bu onlara diyor ki, çocuklar gelin bakalım, size bu kadar güzel bir, ehm, ne eli bir geçi yaptınız, ey yaptınız ki size on lira veriyorum. Çocuklar, önce bakıyor bu adam sapık mı, ey mi,

(Serkan: ...xxx...)

deli mi, ama para da para, alıyorlar, diyor ki adam, her geçi inizde böyle ne eli gürültülü olun. Ertesi gün çocuklar geçerken, yukarıya bakarak geçiyorlar, adam yine iniyor, çocuklar kötü size be lira veriyorum. Çocuklar bakıyor, allah allah, be lira, dün ondu bugün be e dü tü. Ertesi gün, çocuklar biraz daha böyle ku kulu, geçiyor, adam çıkıyor, alın çocuklar bir lira. Bu bir lira kime yeter, diyor çocuklar bölü emeyiz hiç birimize yetmez, adam diyor ki, kusura bakmayın ama yani bu kadar verebilirim size. Ertesi gün, çocuklar geçerken tıs çıkarmıyor çocuklar, gayet böyle sessiz, ciddi ciddi, bu adam bizi kaç gün bele e ey yaptırdı ses çıkarmayın, kimse sesini çıkarmasın

((gülü meler))

Gayet sessiz geçiyorlar. Veya öyle bir ey dü ünün, adamın biri piyano çalmaktan çok ho lanıyor, büyük bir zevkle her ak am piyano çalıyor, bir gün bir adam bunu görüyor, diyor ki karde im gel bana çal diyor. Ben yemek yerken sen müzik yap, ben sana elli lira verecem her gece. Adam dü ünüyor iyi ya yani gene müzik çalacam, üstüne para da alacam zaten sevdi im bir ey. Her gece gidiyor, tıngır tıngır çalıyor. Ba ka bir gün, arkada mı görüyor, arkada ı diyor ki napıyorsun? Diyor ki, ak amları u adamın evinde piyano çalıyorum. Öyle mi diyor, ben de bir yerde çalıyorum, nerde, falan barda, e, nasıl, eh i te iki yüz lira veriyorlar, bana her ak am. Ulan/adam((?)) diyor, iki yüz mü? Ertesi gün kendisi çalarken kafasında, ya elli lira için yapılır mı bu i !

((gülü meler))

Ve motivasyonu gidiyor. Yani, o, içsel, ödülleri kazandıran, diyoruz ya insan sevdi i i i yapmalı, ya belki de tam tersi, yani belki de sevdi iniz i i yaparsanız artık sevmemeye ba lıyorsunuz. Parasal bir eye dönü tü ü anda, ba kasının eline geçiyor ya o yetki, o güdülendirme yetkisi sizi, orda motivasyon büyük zarar görüyor. Yani parasal eye dönü mesi, daha önce parasal olmayan bir eyin parasal, dü ünün annenize veya erkek arkadaşınıza, kız arkadaşınıza, do um gününde, çıkarıyorsunuz, al bakalım, git kendine bir eyler al, orda,

(Beyaz kazaklı: Motivasyon yok)

Bir, ey, yani olumlu bir ey olmaz, halbuki çok daha az bir para harcayarak bir hediye, almanın, o getirece i ödül çok daha fazladır. Dolayısıyla yani parasal eye dönü türdü ümüzde, bu para, çok, ehm, tuhaf bir, nesne. Yani, ehm, hem istiyoruz hem de, öyle kirli bir eyimi gibi de eyimiz var parayla ilgili, yargımız var. Dolayısıyla, böyle bir sıkıntısı var.

((04: 00 – Akı ve çsel Motivasyon Kuramı))

Akı , kuramı da i te bunun üzerine in a edilmi , diyor ki,

((yansıda göstererek))

yani aslında çalı anlar, i te, yaptı ı i e kendini kaptırdı nda, yaptı ı i i yaparken, o, hesap yapmamalı, bir eyleri yaparken, eyi dü ünmemeli, yani ben bunu u kadar para almak için, veya unu kazanmak için, orda diyor kaybediyorsunuz. Dolayısıyla, ihm yani o, ödül eyi, ödül i in kendisi olmalı. Para, para, insanlara, yetecek kadar olmalı; ki, demi tik ya hijyen kaybolmasın, dolayısıyla yetecek kadar para, olmalı. Kendine, layık gördü ü kadar olmalı. Çünkü *equity* bu defa kaybolur, adalet kaybolur. Adaleti bozmayacak ekilde, ve ki iye, ehm, istediklerini almaya yeterli olabilecek kadar olmalı, ama, onun üzerinde para kullanılarak motivasyon gelmiyor. in kendinden ancak, motivasyon geliyor. O süreç, o akı , kendinizi kaptırdı ımızda yaptı ımız i e, ancak o zaman, gerçek anlamda motive oluyoruz diyor. Akı kuramı da, bunu anlatıyor bize. Soru var mı?

Appendix 12. Pre-interview Questionnaire

De erli ö rencimiz, bu kısa anket bilimsel bir çalı mada veri tabanı olarak kullanılmak üzere hazırlanmı tır. Çalı manın temel amacı bölüm derslerini ngilizce ö renmenin, anadili ngilizce olmayan ö rencilerin performansları üzerine etkilerini saptamak ve bunları de erlendirmektir.

Katkılarınız için te ekkür eder, derslerinizde ba arılar dileriz.

Erkan ARKIN

Do u Akdeniz Üniversitesi

ngiliz Dili E itimi Bölümü

erkan.arkin@emu.edu.tr

1. Cinsiyetiniz: Kız Erkek
2. Uyru unuz: KKTC TC Di er: (*Belirtiniz*)
3. Ya ınız: _____
4. Sınıfınız? Bir ki Üç Dört
5. Mezun oldu unuz lise türü:
- | | | |
|---------------|---|-------------------------|
| Devlet Lisesi | Anadolu Lisesi | Anadolu Meslek Lisesi |
| Fen Lisesi | Özel Lise | Anadolu Ö retmen Lisesi |
| Meslek Lisesi | Di er: (<i>Lütfen belirtiniz</i>) _____ | |
6. Kaç yıldır ngilizce ö reniyorsunuz? _____
7. ngilizce ö renmeye ne zaman ba ladınız?
- | | | | |
|---------|----------|------|------------|
| İlkokul | Ortaokul | Lise | Üniversite |
|---------|----------|------|------------|
8. Bölümünüze ba lamadan önce ngilizce Hazırlık okudunuz mu?
- | | |
|------|-------|
| Evet | Hayır |
|------|-------|
9. **En son** girdi iniz ngilizce yeterlik sınav türü (Proficiency, ELT, IELTS, TOEFL, KPDS, vb.) ve aldı ınız puan nedir?
- Sınav türü: _____ Puanınız: _____
10. ngilizcedeki **yeterlik** düzeyinizi **her bir** dil becerisi için a a ıdaki kutucuklara **bir (✓)** i aret koyarak belirtiniz.

Dil Becerisi	Çok iyi	yi	Orta	Zayıf	Ba langıç
Okuma					
Dinleme					
Yazma					
Konu ma					
Dilbilgisi					
Sözcük Bilgisi					

11. Ortaokul ve Lise’de İngilizce sosyal bilimler dersi aldınız mı? Evet

Hayır

12. Yukarıdaki soruya yanıtınız **Evet** ise, hangi dersler ve kaç yıl? _____

Aşağıdaki tümceler sizin şu anda almakta olduğunuz bölüm dersinin İngilizce olmasının neden olabileceği zorlukların derecesi hakkındaki görüşlerinizi saptamak için yazılmıştır.

Her tümceyi dikkatle okuyarak, verilen derecelendirme ölçeği üzerinde sizin için en uygun seçeneği (✓) işaretleyiniz. **Ölçek belirteçleri:**

(4) Çok zor

(3) Zor

(2) Biraz zor

(1) Zor değil

	Çok zor	Zor	Biraz Zor	Zor Değil
1. İngilizce basılmış ders kitabını anlamak	4	3	2	1
2. Ders hocası tarafından hazırlanmış ders notlarını anlamak	4	3	2	1
3. Ders hocasının derste kullandığı İngilizceyi anlamak	4	3	2	1
4. Ders hocasının derste tahtaya yazdığı İngilizceyi anlamak	4	3	2	1
5. Derste diğer Türk arkadaşlarınızın kullandığı İngilizceyi anlamak	4	3	2	1
6. Derste diğer yabancı arkadaşlarınızın kullandığı İngilizceyi anlamak	4	3	2	1
7. Derste İngilizce soru sormak	4	3	2	1
8. Derste sorulan soruları İngilizce yanıtlamak	4	3	2	1
9. Ders hocası tarafından verilen ödevleri anlamak	4	3	2	1
10. Sınavlardaki sorularını anlamak	4	3	2	1

Bu dersi İngilizce olarak alıyor olmanızın neden olabileceği zorluklar ile ilgili eklemek istediğiniz görüşleriniz varsa lütfen yazınız:

.....

.....

.....