

# **Students' and Instructors' Perceptions of Studying in an English-Medium University**

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## **ABSTRACT**

The present study aims to examine students' and instructors' perceptions of studying in an English-medium university, and particularly, to discover the relationship between students' perceptions of studying in an English-medium university and of English as a Foreign Language (EFL). The study attempts to investigate the students' and the instructors' perceptions of English-medium instruction and their role in students' learning process. For this purpose, the adapted version of Tarhan's (2003) questionnaire is administered to the students and the instructors and a semi-structured interview is held with the students.

The study is designed as a case study using both qualitative and quantitative research methods. The sample consists of 75 ELT students and 8 instructors from the Foreign Language Education Department of Eastern Mediterranean University. The data collected from three different sources (i.e. student questionnaire, instructor questionnaire, and student semi-structured interview) are triangulated during analysis.

The results of the study show that the students and the instructors perceive EMI useful. However, there are some differences in the perceptions of the role of EMI in students' learning process. While the students feel positive about studying in an English-medium university because it improves their language skills and bring different advantages, the instructors doubt whether the role of EMI is positive or negative as they are not sure if it contributes to students' cognitive development or not.

The results of the study have some pedagogical implications. The results may offer an overall idea to the instructors about the ELT students' perceptions of studying in an

English-medium university and their language proficiency. The study contributes to discovering the differences between the students' and the instructors' perceptions of English-medium education.

**Keywords:** Perceptions, English-Medium Instruction, English as a Foreign Language, English Language Teaching.

## ÖZ

Bu çalışma, İngilizce eğitim veren bir üniversitede okuyan öğrencilerle öğretim algılarını incelemeyi, özellikle de İngilizce dilinde eğitim veren bir Üniversitede okuyan öğrencilerin algıları ile Yabancı Dil Olarak İngilizce (EFL) hakkındaki algıları arasındaki ilişkiyi ortaya çıkarmayı amaçlamaktadır. Bu çalışmanın amacı, ile öğrenciler ile öğretim elemanlarının İngilizce dilinde eğitimin sağlanmasına ilişkin algılarını ve bunların, öğrencilerin öğrenme sürecindeki rollerini incelemektir. Bu amaca yönelik olarak öğrenci ve öğretim görevlilerine, Tarhan (2003)'ün uyarlanmış anketi uygulanmış ve öğrencilerle yarı yapılandırılmış görüşmeler yapılmıştır.

Mevcut çalışma, hem nitel hem de nicel araştırma yöntemlerinin kullanıldığı bir vaka çalışmasıdır. Örnekleme, Doğu Akdeniz Üniversitesi Yabancı Dil Eğitimi Bölümü'nden 75 İngilizce Öğretmenliği öğrencisi ile 8 öğretim elemanı oluşturmaktadır. Üç farklı kaynaktan elde edilen veriler (öğrencilere uygulanan anket, öğretim görevlilerine uygulanan anket ve öğrencilerle yapılan yarı yapılandırılmış görüşmeler) üçgenleme tekniğiyle çözümlenmiştir.

Çalışmanın sonuçları, hem öğrenci hem de öğretim elemanlarının eğitim dili olarak İngilizce kavramını kullanışlı bulduklarını göstermektedir. Bununla birlikte, öğrencilerin öğrenme sürecinde eğitim dili olarak İngilizce kavramının rolü ile ilgili algılarında bazı farklılıklar tespit edilmiştir. Dil becerilerini geliştirip farklı avantajlar sağladığı için öğrenciler, eğitim dili olarak İngilizce kavramına sıcak bakarken, öğretim görevlileri de öğrencilerin bilişsel gelişimine katkı sağlayıp

sağlamayacağından emin olmadıkları için bu duruma karşı olumlu bir düşünce mi yoksa olumsuz bir düşünce mi taşımaları gerektiğinden emin olamamaktadır.

Araştırmanın sonuçları, bize birkaç pedagojik çıkarım sunmaktadır. Sonuçlar, eğitim dili İngilizce olan bir üniversitede okuyan İngilizce Öğretmenliği öğrencilerinin algıları ve dil yeterlilikleri hakkında öğretim elemanlarına genel bir fikir verebilir. Bu çalışma, öğretim elemanları ile öğrencilerin eğitim dili olarak İngilizce kavramına yönelik algıları arasındaki farklılıkları bulmamıza ışık tutmaktadır.

**Anahtar Kelimeler:** Algı, Eğitim Dili Olarak İngilizce, Yabancı Dil Olarak İngilizce, İngilizce Öğretmenliği.

*To my mother Kerimova Steuken, who always supports and  
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## LIST OF CONVENTIONS AND ABBREVIATIONS

CLIL	Content and Language Integrated Learning
EMU	Eastern Mediterranean University
ELF	English as a Lingua Franca
EMI	English-Medium Instruction
EFL	English as a Foreign Language
FLE	Foreign Language Education
L1	First language
LP	Language planning
NS	Native speaker
NNS	Non-native speaker
MA	Master of Arts
BA	Bachelor of Arts
...	Long pause
Mmm	Pause with hesitation
Err	Pause with hesitation
Emm	Pause with hesitation

# Chapter 1

## INTRODUCTION

This chapter covers the general introduction to the present study and introduces each of the following: background of the study, problem statement, aim of the study, research questions and significance of the study.

### 1.1 Background of the Study

Being the world-wide *lingua franca*, English language has become the main language used in different spheres. As Dogancay-Aktuna (1998) states:

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

The global status of English is a motive for its adoption in education (Coleman, 2006). There is an increasing number of English-medium universities around the world, particularly at the graduate level. Institutions look to a greater level of internationalization. According to Qiang (2003), “the internationalization of higher education is one of the ways a country responds to the impact of globalization” (p. 249).

Studies have been conducted within different European nations, where English-medium instruction (EMI) became popular in a higher education context. There are



different rationales for EMI implementation, that is academic internationalization, staff mobility, teaching and research materials, the need to develop graduate marketability in the globalized workplace and the spread of CLIL (Content and Language Integrated Learning) (Coleman, 2006). This gives institutions an opportunity to attract international students and to internationalize the education of the local students. Other rationales for EMI involve the necessity to facilitate cultural diplomacy and to promote an international image of the institution by having international instructors and students (Cho, 2012).

English language is primarily taught as a foreign language in the curriculum, and secondarily, it has been used as a medium of instruction at different levels of education (Karakas, 2016). EMI is mainly used in the areas which have been under the British and American occupation and where English has been a status of official language for a period of time and nowadays it is spread also in non-colonized countries and serves as the world-wide lingua franca. Institutions offer English-medium programs with teaching English either as a second (ESL) or foreign (EFL) language. English in higher education has become a global commodity and a big number of students tend to study abroad. Sometimes students are expected to learn English language due to their parents' ambitions or when the knowledge of English is one of the requirements for entry into higher education (Griffiths, 2013). Various countries and regions, such as China, Turkey, Bangladesh, Hong Kong, Ireland use EMI in schools even if English is not an official language in their country.

According to Kachru (1992), the spread of English can be observed in three-concentric-circle model:

- 1) the inner circle (native speakers of English);

- 2) the outer circle (for whom English is a second language);
- 3) the expanding circle (for whom English is the foreign language).

The following figure illustrates clearly Kachru’s three concentric models of English usage (p.356).

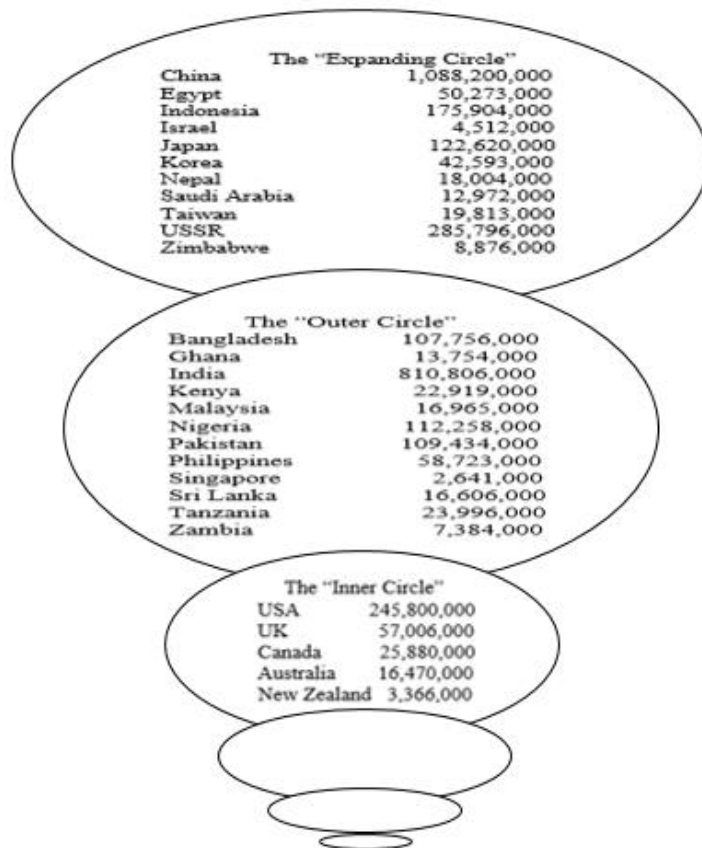


Figure 1: Three Concentric Circles of Englishes.

North Cyprus, where the current study takes place, falls under the “expanding circle” and English is one of the dominant languages there. Besides the higher education, the secondary education also seems to be under the effect of the growing trend. Different universities, such as Eastern Mediterranean University, Girne American University, Near East University offer partial or total English immersion.

Most research studies about studying in an English-medium university and English-medium instruction are conducted in Europe, and obviously, there is a necessity of exploring the issue in other contexts, including North Cyprus. There are some studies conducted in Turkish contexts about students' perceptions of English-medium education (e.g. Tarhan, 2003; Kırkgöz 2005, 2009; Arkin, 2013), but the concern is only on Turkish and Turkish Cypriot students. The present study aims to investigate the perceptions of international students who are studying at Eastern Mediterranean University, as an English-medium university.

## **1.2 Statement of the Problem**

The concern of most research about studying in an English-medium university and English-medium instruction in a Turkish context is only on Turkish and Turkish Cypriot students with the focus on the opportunity to use code-switching in the classroom and studies discuss the effect of EMI on the instructional process in math and science subjects (Tarhan, 2003) and in Engineering, Business and Economics, Communication, Arts and Sciences (Arkin, 2013).

The present study attempts to fill a major gap in the literature written on studying in English-medium universities and aims to investigate the perceptions of international students who are non-native speakers of English language and who are studying at the Foreign Language Education Department in Eastern Mediterranean University. In accordance with the findings of various studies, it was noticed that students not always perceive studying in English beneficial and useful for them.

## **1.3 Purpose of the Study**

The integration of EMI in education is becoming popular nowadays. The main purpose of the study is to examine English Language Teaching (ELT) students' and instructors'

perceptions of EMI due to the reason that in some countries ELT is studied in native or second languages (Kazakhstan, Russia, Kyrgyzstan, etc.). For this purpose, the students' perceptions about studying in an English-medium university and EFL are determined and instructors' perceptions of EMI and their role in students' learning process are explored. The scope of this study covers the issue of describing students' perceptions of studying in an English-medium university and their perceptions of EFL, as they might perceive them differently. In this respect, this study attempts to find the relationship between both.

Sometimes students perceive themselves highly proficient in language skills, but at the same time it is not always true. The study aims to investigate whether the ELT students positively perceive studying in an English-medium university or not and if their perceptions regarding the role of EMI in the learning process correspond to the instructors' perceptions.

#### **1.4 Research Questions**

The study focuses on the issue of the students' perceptions of studying in an English-medium university from perspectives of both students and instructors by answering the following research questions:

- 1) What are the ELT student' perceptions about studying in an English-medium university?
- 2) What are the ELT students' perceptions about learning English as a foreign language?
- 3) What are the ELT instructors' perceptions about studying in an English-medium university and the role of EMI in students' learning process?

4) Is there a difference between students' and instructors' perceptions of English-medium education?

### **1.5 Significance of the Study**

English is a required subject in primary and secondary education and it is the medium of instruction in most of the universities (Arkin, 2013). Obviously, English-medium institutions with English-medium instruction are in higher privilege, but there are not a lot of studies with the focus on students' perceptions of studying in an English-medium university. The significance of the study lies in the fact that in most cases, the focus of various studies is on the perceptions of local students regarding English-medium instruction, i.e. they discuss the problem of the implementation of English language as a medium in the universities where students as well as instructors have the same language background and have an opportunity to use code-switching in the classroom.

The present study is intended to be a useful study for the field of ELT because not all institutions use English as a medium of instruction in the current field. It is clear that there are some points which are not investigated in sufficient details. Specifically, there are few studies on students' perceptions of studying in an English-medium university. The findings of the study may show the difference between students' perceptions of studying in an English-medium university and instructors' perceptions of English-medium instruction in English and its influence on students' learning process.

The present study focuses on international students' perceptions of studying in an English-medium university, who are studying in the Foreign Language Education Department at Eastern Mediterranean University. It seeks to understand students'

points of view about the issue and its relationship to their perceptions of English as a foreign language. The thesis attempts to reveal whether students' perceptions of English-medium education coincide with instructors' perceptions of the role of EMI in learning process.

## **1.6 Definition of Terms**

**CLIL (Content and Language Integrated Learning):** refers to teaching in second language as a medium of instruction. It gives students an opportunity to learn a foreign language better as they become exposed to the language (Mehisto, Marsh & Frigols, 2008).

**English as a Lingua Franca:** is a common language used as a means of communication between speakers of different language backgrounds (Seidlholfer, 2005).

**English-Medium Instruction in Higher Education:** According to Dearden (2014), EMI refers to the use of the English language to teach academic subjects in countries, where the first language is not English or the majority of the population use another language.

**English as a Foreign Language:** refers to the use of English language by non-native speakers in the countries where English is not used as a local medium of communication.

**Language Planning:** relates to attempts to balance the language diversity within a nation (McKay, 1993).

**Language Policy:** is concerned with the official efforts to affect the relative status and use of one or more languages (Burnaby, 2006).

**Language Status:** refers to the language determination in particular context (Hoffman, 1991).

**Perceptions:** refers to the beliefs and opinions of the undergraduate students in the current study.

**Secondary education:** education after the elementary grades (high school or college).

**Tertiary Education:** the terms refers to university level of education.

## **Chapter 2**

### **LITERATURE REVIEW**

In this chapter, the relevant literature to the topic is reviewed. In the first part of the review, language planning and its relation to the English-medium education is described, as well as the status of English language in North Cyprus. The second part focuses on the English as a foreign language and lingua franca. The third part is devoted to the relevance of English-medium education. The fourth part relates to the English-medium instruction and its role in students' learning process. The next part of the literature review consists of discussions about attitudes and perceptions regarding studying in an English-medium university and EMI in different studies. The last part has a summary of the literature review.

#### **2.1 Language Planning and Language Status**

Language choice in education is closely related to language planning and its status, which are linked to the relation of the language to such concepts as “ethnicity and nationality” and “power and politics”. In order to understand language planning more clearly, this section gives information about the relation of the language to these concepts. The spread of English has brought changes to the educational language policy and the effectiveness of EMI programs (Kym & Kym, 2014). There is a correspondence between language policy and language planning, which is mostly common for former colonies. Language policy and language planning determine the status of language in the society, and the choice of the medium of instruction is closely



related to it, as language policy and planning shape the perceptions of the society regarding any language (Tarhan, 2003).

As Mackey (1973, as cited in Mackey, 1983) points out:

The status of a language depends therefore on the number of people using it, their relative wealth, the importance of what they produce, and its dependence on language, their social cohesiveness and the acceptance by others of their right to be different. In other words, the faces of language status are demographic, economic, cultural, social, political and juridical. (p. 174).

Kloss (1968, as cited in Cobarrubias & Fishman, 1983, p. 43) distinguishes types of language status according to the language development:

- 1) A fully modernized, mature, standard language, through which modern scientific and technological knowledge can be imparted at both the secondary school and the college level, e.g. English, French, Spanish.
- 2) A small-group standard language, which, due to the relatively small number of users, has a limited scope of interaction and communication, e.g. Faroese.
- 3) An archaic standard language, which flourished prior to industrial development and is thus unfit for the teaching of modern science and technology, e.g. Latin, classical Greek, Hebrew, Sanskrit, or Tamil.
- 4) A young standard language, recently standardized for some specific purpose such as religious training, political indoctrination, or education for the early years of elementary instruction, e.g. Luganda in Uganda.
- 5) An unstandardized alphabetical language, in which a writing system has recently been developed but no standardization has yet taken place. Writing is, again, pretty much restricted to elementary instruction. Examples can be easily found among some American Indian languages. Somali in Somalia is another.
- 6) A preliterate language; there is a considerable number of languages with no writing system, e.g. Galah in Ethiopia.

### **2.1.1 Language, Ethnicity and Nationality**

The language as a component of nationality and ethnicity, helps to shape such feeling as a group identity and serves as a means of communication. As Daniel (2014) states, ethnicity must be differentiated from other collectivities, such as castes, classes, etc.

The existence of a language shows the existence of a nation, by asserting its identity from others. Identity can unite people as well as divide them according to their way of talking, dressing and behavior. There are different markers of group identity, such as

religion, geography, traditions, etc. The majority of people consider language as the most important indicator, as they see its continuous existence as the condition for maintaining their identity. As Tarhan (2003) states: “Any threat to linguistic identity is associated with ethnic or national identity and thus arouses sentiments of hostility across nations or ethnic groups. For these reasons, language is viewed as an inherently political issue” (p.16).

The issue of native language is sensitive for its speakers and it is considered as the important element of nationality and the great deal of importance they attach to it can be observed from the way they talk about it. Selection of a language as a medium of instruction should not be considered as a possible reason of the national identity lose. In terms of cultural identity, it is essential to understand the use of English as a medium of intercultural communication in the local context and exploring students’ perceptions gives a possibility to understand students’ views regarding English in today’ s world.

### **2.1.2 Language, Power and Politics**

Language plays an active role in creating perceptions, shaping people’s understanding of the world and structuring their cognition, and it has its effect on the way of thinking. The language can be considered also as a tool of power, when countries’ linguistic and cultural profiles are changing due to some outstanding events (e.g. Asian and African countries changed their profiles throughout Western colonization). Language has the productive role in society formation and in constructing power relations (Pennycook, 2001).

Substantial linguistic consequences might be caused by one country’s superiority over the other, i.e. all economically and politically powerful groups in almost every country can influence on less powerful groups. According to Spolsky (2004), the government

can decide which language to use as a medium of instruction in institutions as well as discourage the usage of minority languages by legislation designed to promote linguistic and cultural assimilation. Kachru (1982) raises a question about the power of English language and the reasons of it to become dominant. The author discusses the issues and states that questions go beyond linguistics into history, political and economic considerations.

As Canagarajah (1999) states, the insight into the issue of power and language can be gained by working contextually in adapting English to suit local and individual situations. According to Griffiths (2013), the idea of a hierarchical view of primitive languages on the bottom and developed languages on the top cannot be sanctioned and should be challenged.

### **2.1.3 Language Planning (Language Policy)**

There is a relation between language planning, or language policy and political decisions. As it was mentioned before, the government can decide which language to use as the medium of institution at any level of education and which will be taught as a foreign language (Tarhan, 2003). Tollefson (2002) states that language policies in education are connected to the social, political and economic forces that shape the social life. The steps in the policy include the increase and improvement of the quality of language education as a part of economic development and nowadays English promotion policies are considered as the dominant language policies in educational system in different countries all over the world. According to Spolsky (2004), the language policy pays attention to each component of the language at any level of education, which includes phonology, grammar, style.

Kaplan and Baldauf (1997) define language planning as “a body of ideas, laws and regulations (language policy), change rules, beliefs, and practices intended to achieve a planned change (or to stop change from happening) in the language use in one or more communities” (p. 3). The author points out that simply, language planning is an effort to modify the linguistic behavior of a community and the reasons might be different, e.g. one does not like the way a group talk or there is an idea that a community can preserve the culture if they preserve the language.

Kloss (1969) makes a distinction between language status planning and corpus planning which are determined by the language policy of the country. Corpus planning is related to the language development with the focus on the language itself. According to Hoffmann (1991), status planning refers to the language determination and “allocation of language use, which deals with language selection and the attribution of status to particular languages” (p. 205). The main difference between the two is that once the language is determined for a certain context, there might be some efforts to modify it.

Language status is very important in education, as language planning involves language choice in bilingual and multicultural settings (Tarhan, 2003). The decision about language status defines which language or languages are used in society. The choice of the official or national language in monolingual countries (e.g. post-colonial countries), has been influenced by other countries. In Asia and Africa, as post-colonial countries, planning and choice of the language are the inherent part of educational planning.

According to Ferguson (2006), education is probably “the entire burden of LP implementation” (p.33). One of the reasons for that is that education is controlled by the state and the curriculum gives the state an opportunity to shape learners’ attitudes and behaviors. Language policy explores national, indigenous languages, language of immigrants as well as the impact of international languages, such as English, French, Greek and Chinese (Baldauf, Kaplan & Kamwangamalu, 2010).

## **2.2 The Growth of English Worldwide**

Language spread can be defined as an increase in the number of its users. English language is widely spread and in addition to its dominance in colonized areas of the world, it is spread in non-colonized countries as well and it is the world-wide *lingua franca*, a language for communication between people with different mother tongues (Holmes, 2013). As Master (1998) points out, English is “the prevailing language of international diplomacy, business, media, education, science and technology” (p. 716).

According to Kaplan (2001):

People talk about the “dominance” of English in certain registers or in certain geographic zones, but the language does not have a will of its own to become dominant, and there is nothing in the natural characteristics of English or of English speakers which would make it inevitable that English should become the world language. On the contrary, it is the actions of English-speakers - including journal editors, reviewers and other gate keepers in science and technology - which underlie the spread of English (p.17).

Crystal (2003) notes that English is an official language approximately of 50 countries and a lot of organizations use it as an official language. Munat (2006) describes English as a language of air and maritime navigation, worldwide web, diplomacy, media, and as a mean for international scientific exchange. Crystal (2003) estimates a total number of more than 329 million first language speakers, who are living in more than 75 territories with English as an official language (p. 67). English language is no longer

used as an international language for communication between native and non-native speakers of English, but in most cases, it is used as a medium of communication for speakers with different L1 backgrounds. The use of EFL is extending in different ways, such as political, cultural, economic, etc.

Evidently, English is becoming more integrated in the educational field all over the world. English is not totally dispensed with in education; on the contrary, it is still prevalent especially in higher education and it is the most taught language (Fishman, 1996). The spread of English is started from the period of colonization of Asian and African territories by the British Empire, and by the American colonizers afterwards. But even after independence, former colonies, especially the ruling elite, preferred to continue using English language, as it gave them real advantages (Dogancay-Aktuna, 1998).

The terms “internationalization” and “englishization” of higher education are closely associated (Coleman, 2006; Phillipson, 2003, 2008). The internationalization of higher education attracts not only international students, but also local ones, as it provides them more opportunities in the future. With an increasing demand for English-medium higher education, in North Cyprus, as well as in Turkey there are various universities, which offer English- medium programs (Sert, 2008).

The spread of English language can be shown by three concentric circles, each representing type of spread, patterns of acquisition and functional domains in which English is used: the inner circle, the outer circle and the expanding circle. The *inner circle* refers to the basis of English where it is the prime language (Britain, The USA). *The outer circle* consists of over 50 countries where English is institutionalized (e.g.

India), as a result of colonization. The English is considered as a second language. *The expanding circle* refers to the countries that realize the importance of English as an international language, but which has no colonial history (e.g. China, Japan) (Kachru, 1992). English- medium instruction (EMI) is an issue related to outer circle countries, which are ESL contexts and where the main language of education is not students' native language.

### **2.2.1 The Status of English in Turkey and Cyprus**

To begin with, during the British colonization (1878-1960) (Dietzel & Makrides, 2009), Cyprus was greatly exposed to English, even though the official languages of the island were Greek and Turkish. Arguments about establishing three official languages (Turkish, Greek and English) on the island also had a place and as it was presented by some legislators, it increased the importance of English as a *lingua franca*. Those arguments for Greek and Turkish languages had a fear that English, as a dominant language in Cyprus, might supplant Greek, which as they thought was “endangered” there. Because Cyprus was a British colony, English language was used in public life, including the courts of law, various civic services and many fields of private enterprise (Hadjioannou, Tsiplakou & Kappler, 2011, p. 507). Finally, in 1989 Greek and Turkish were established as official languages (Karyolemou, 2001).

But after the separation of the two communities in 1974, Turkish became the official language for Turkish Cypriots in Northern Cyprus. Northern and Southern parts did not interact with each other and young generations of two communities were not familiar with each other' s mother tongues and English remained the only mean of communication and cooperation between them (Yaratan & Kural, 2010).

Nowadays the status of English in Cyprus seems to have evenly shifted from ESL to EFL. English gained its importance because Cyprus was a British colony and was introduced in schools as a language of administration and instructors with the lack of English language knowledge had to quit the job (Hadjioannou et al, 2011). The language is taught for at least two hours per week from the fourth grade of elementary school onwards with the opportunity to take extra hours. Private classes in English are also available for those who want to learn the language more. English language is also used in media. *Cyprus today* and *Cyprus Dialogue*, *Star International* are weekly newspapers issued in North Cyprus. Various TV channels in English are also available.

According to Kachru's (1992) concentric circles, Northern Cyprus and Turkey belong to the expanding circle because there English is not the official language and does not have an official status. In Turkey, the language of education is Turkish, and English as a foreign language is the only language taught as a compulsory subject at all levels of education. According to Doğançay-Aktuna and Kiziltepe (2005) English is the integral component of education in Turkey. The introduction of English language started from *The Tanzimat Period*, the Robert College being the first institution which used English as a medium of instruction (Kırkgöz, 2007).

### **2.3 EFL Versus ELF**

As Seidlholfer (2005) points out, English serves as a lingua franca for speakers with different language backgrounds. Nowadays there is no doubt that English is an international language for business, studying, tourism, etc. As Jenkins (2006) argues, English in English as a Lingua Franca is quite different from English in English as a Foreign Language, as both are learnt for different purposes. She also states that people



who use English as a lingua franca can use the language in the way they want, without conforming to the native variety or norm.

The terms ELF and EFL are both double-sided, as they can refer to the teaching and learning English by and to non-native speakers and to the use of the language for communication by the same group (Swan, 2012). Similarly, the terms can be used also for distinguishing the kinds of language: the English which is learnt by/ and taught to NNS (EFL), or the English which NNS use for communication (ELF). The issue of the difference between the terms is usually important for ELF specialists, who see them differently, as both terms has own existence.

English language learning and use are two different contexts. Learning is considered as acquiring something in the classroom context and provoked by teaching, what is seen as essentially a matter of making students to conform to prescribed norms. But usually they fail to do so, and the learning goes in a wrong way, one can call it ELF and confess that it can be effective as use (Widdowson, 2013). Additionally, Jenkins (2012) states that any user of English language, even if he is a native speaker, can be a user of ELF.

## **2.4 English-Medium Education**

As there is an increasing demand for English-medium programs, English-medium education has become common in various institutions and is considered to be a contemporary feature of the higher education around the world as a phenomenon which occurs in response to particular pedagogical, political, economic and social forces. The necessity of common language is noticeable.

The number of institutions offering English-medium education is growing. According to Wächter and Maiworm (2014), in the year 2001 the number was about 700, but after six years it became almost 2400, and in 2014 it reached over 8000 teaching programs.

English-medium education is often motivated by the opportunity to attract students from outside either for the entire degree course or as part of an exchange program. Institutions with the English-medium education can recruit more students and get more chances for competition in the education market.

Coleman (2006) examines seven reasons for integrating EMI in European universities:

- 1) CLIL (content and language integrated learning, refers to teaching such subjects as history, science or geography);
- 2) Internationalization;
- 3) Student exchanges;
- 4) Teaching and research materials;
- 5) Staff mobility;
- 6) Graduate employability;
- 7) The market in international students.

According to Smit (2010), students' positive attitude to English as a Lingua Franca is explained by their perceived benefits of studying in English language, as it facilitates the international educational program in English and prepares them for insuring careers in their field.

### **2.4.1 The Relevance of English-Medium Education**

The consideration of English as an opportunity rather than a threat, can guarantee that the phenomenon of increasing use of English language in various countries is more additive than subtractive (Tarhan, 2003). In order to meet national and international needs, English language expands the linguistic repertoire of students in higher educational institutions.

As it is stated in a report published by EMU and Institutional Review Program of the European University Association (EUA-EMU Evaluation Report 2007), a lot of students might face difficulties in dealing with English-medium course requirements if they are not proficient enough in English. They face more difficulties especially in academic writing and speaking.

The results of different studies which explore the issue of English-medium universities in Europe, largely reveal that there are difficulties for instructors such as adopting pedagogical approaches and methodology in explaining the material for students and communicating with them in a foreign language, while students have difficulties in grasping the content (Klaassen, 2001; Aguilar & Rodríguez, 2011; Tatzl, 2011; Ball & Lindsay, 2013).

Additionally, some studies conducted in the Turkish context reveal more negative results (Akünel, 1992; Kırkgöz, 2005; Kılıçkaya, 2006; Sert, 2008). The studies explore students' and instructors' perceptions in the university context and it reveals that even if English-medium education is perceived positively, as it develops language skills of stakeholders, it negatively affects students' learning.

One of the aims of English-medium university is to prepare domestic students for the global labor market as well as to raise the profile of the institution. In the era of internationalization and globalization, higher institutions tend to have a substantial percentage of international students. Opportunity to study in an English-medium university gives students a chance to learn and practice the language not only through the subject material, but also in the English language classroom by interacting with their classmates.

English-medium education aims to provide a curriculum framework that helps to develop the language proficiency of students for the following reasons ((Curriculum Development Council, 2000) as cited in Nunan, D. (2003)):

- 1) To enhance the global competitiveness of the country to have a good position as an international business center and a knowledge-based economy;
- 2) To broaden students' worldwide outlook;
- 3) To give students an opportunity to use English proficiently for study, work, etc.;
- 4) To help students succeed in future.

As a result of socio-economical pressure, educational institutions have been more influenced in making decisions regarding the medium of education and opt for the English language, which is considered to be the most prominent language of global communication and the language for pursuing a career in the internationally oriented business world and for prospect of educational advancement. One possible mistake made in the use of English is that language policy is pushed too far, as even infants are expected to learn English (Kyeyune, 2003).

Additionally, it becomes obvious that students who have no experience with English outside the classroom, have significant benefits in following an English-medium academic curriculum, as they have an opportunity to learn the language not only through the medium of instruction in content subjects, but also in English language class, and it helps them to improve their proficiency in English language learning. The tendency of using English as a medium of education has been influenced by certain benefits, such as EMI can develop students' speaking skills and give an opportunity to practice it, as it enriches vocabulary and students become more confident in communication in English.

#### **2.4.2 EMU as an International University**

Eastern Mediterranean University was established in 1979 in North Cyprus as a state university. The university provides various courses in Turkish and English languages. Most of the courses offered in university are in English: in domains of engineering, medicine, pharmacy, tourism, business, economics, banking, architecture, foreign language education, etc. If students want to study in EMU, they need to get an acceptable score on the placement and proficiency tests or to have a certificate of one of the international tests, such as IELTS and TOEFL. If they could not pass the placement test, they have to study in the Foreign Languages and English Preparatory School, which provides a full range of English language courses to students of all degrees. After successful completion of the study, students can start studying in their departments.

As an international university, EMU has an agreement with about 80 institutions of higher education around the world about collaboration and exchange programs. There are around 20 000 students from 35 different countries (<http://ww1.emu.edu.tr>).

The English Language Education Department was established in 1995. In 1999 the ELT Department influenced the decision about the establishment of the Faculty of Education at EMU (Student Handbook, 2014-2015). The ELT Department offers undergraduate and graduate programs, which are accredited by the Turkish Higher Education Council. The Department aims to train independent, confident and competent professionals and contributes to the improvement of English language teaching and learning.

The program curriculum includes courses that are considered important for successful language instruction: linguistics, approaches to ELT, teaching language skills, language acquisition, etc. After the completion of the course, students are able to communicate successfully in oral and written forms, become confident and creative teachers, have critical thinking and problem-solving skills and have developed skills for effective planning and preparation of language teaching. In 2017 the ELT Department was renamed to the Foreign Language Education Department.

## **2.5 English-Medium Instruction**

The expansion of EMI has been driven by economic, social, political, and educational forces (Doiz, Lasagabaster & Sierra, 2013, p. 3). English-medium instruction became common in universities in different countries, where English is not a native language. The integration of English-medium instruction in different countries all over the world is based on various rationales and it cannot be ignored that English has an influential and globalizing role and brings positive contributions to higher education and scientific knowledge (Mouhanna, 2016).

Institutions offer graduate as well as postgraduate programs which are taught in English. One essential outcome of internationalization is the implementation of English language study programs in institutions. EMI is associated with goals of internationalization. EMI in tertiary education includes over half of the world's international students who are taught in English.

The EMI or “immersion” model can be assumed that students are entering institutions with already acquired skills in English language, or at least they have the necessary base for communication. Little or no language support is provided and in the case if students do not know the language well, institutions might provide special language courses, as in Eastern Mediterranean University. But courses tend to focus on developing language skills and they might be different from the demands of the institution course.

According to Wesche and Skehan (2002), EMI is one of the most effective ways to promote students' language skills in English by using their background of English in acquiring their subject knowledge. The main aim of EMI is to prepare students for a career in today's globalized world. At tertiary level English more often becomes the only foreign language used as the language of instruction. The presence of English and its effect vary depending on the context.

The use of English as a Lingua Franca in higher education is becoming more popular in non-English speaking countries. The reason is that high institutions want to raise their ranks and attract a lot of international students, and consequently they cannot remain local, and they have to work for gaining international profile. Senior administrators pay great attention to the rankings and wish to see their university

among highly ranked institutions. Usually, in such rankings, the top places are filled by universities of the United States of America or Great Britain.

The internationalization of higher education is a global phenomenon and is mutually beneficial, as its aim is not only to prepare local students for the global market, but also to prepare international students for local careers (Wilkinson, 2013). The majority of programs in Europe which offer English-medium instruction are for Master's level, however in most cases institutions offer programs through English, whether at postgraduate (MA) or undergraduate (BA) levels.

EMI facilitates the learning of the subject material and gives students the opportunity to reflect on different facts and express their points of view about the world, including the meanings they reflect to the new concepts they know. Sometimes instructors do not take into account learners' skills and consider EMI as something essential and correlate students' failures to their carelessness.

### **2.5.1 The Role of EMI in Students' Learning Process**

Some teachers believe that EMI should be introduced primarily at graduate and post-graduate levels. With the internationalization of higher education, where English serves as a *lingua franca*, researchers explore the EMI's effect on students' learning outcomes and instructors' performances and suggest that there is no guarantee that effect is only positive. For example, studies conducted in Europe show that the presence of non-native English speakers as EMI instructors lead to the less interaction between their colleagues and students (Airey & Linder 2006; 2007), tendency not to explain the material in detail (Vinke, Snippe & Jochems, 1998, cited in Klaassen & Graaff, 2001), and increase student's workload (Prophet & Dow 1994). Sert (2008) examines the effect of EMI in three Turkish universities and finds out that the



development of students' language skills is affected positively, but insufficiently regarding to academic content acquisition.

Some studies observe positive effects of EMI (Wilkinson 2005; Park 2007; Ratna 2011; Aguilar & Rodríguez, 2012) and the effect occurred was due to the language learning environment created by EMI. For example, learning the language in natural settings (Pecorari, Shaw, Irvine & Malmstöm, 2011; Tatzl 2011), the usage of the vehicular language for communication (Park, 2007) and various opportunities for interaction which are available and different from their first language classrooms (Smit, 2010).

There are a lot of studies with the main focus on the role of EMI in students' English language acquisition, which aim to examine whether students' and instructors' language command is adequate for interacting in English for educational purposes or not and what attitudes do they have regarding EMI. Various studies found out that a lot of students and instructors involved with EMI considered their level of proficiency quite adequate for teaching and learning in English (Wilkinson, 2005; Unterberger, 2012). Other findings suggest that EMI might have a little negative effect on learning process, and it might result in efforts for meaning negotiation and the use of different pragmatic strategies in English-medium instruction (Dafouz Milne, Persucha, Sancho, 2007; Björkman, 2008, 2010). However, some studies (e.g. Park, 2007; Aguilar & Rodríguez, 2012) reveal that content learning is affected positively. Finally, a lot of studies (e.g. Pecorari et al, 2011; Aguilar & Rodríguez, 2012; Tong & Shi 2012; Costa & Coleman 2013) examine instructors' and students' positive attitudes toward EMI.

In contrast, various studies have investigated different difficulties might appear concerning EMI. One popular issue about the problems related to EMI is the instructors' self-perceived and rated insufficient command of English language (Wilkinson, 2013). Another problem might appear in case if students are not familiar with academic literacy which is necessary for successful learning. Students' low level of English language proficiency is identified as a problem (e.g. Webb, 2002; Beckett & Li, 2012; Tong & Shi 2012), as it is a reason for ineffective interaction between lecturers and students (Webb, 2002), because they have difficulty in understanding the content of the material instructors provide (Tsuneyoshi, 2005). Some problems might occur with instructors who prefer L1-medium instruction to EMI, as EMI gives them more pressure (Tange, 2012). They also complain about the extra time they spend for the lesson preparation or teaching in English as they tend to simplify the disciplinary content (Beckett & Li, 2012). According to Sert (2008), some instructors are not competent enough for communication, elaboration and improvisation.

In the same fashion, Kırkgöz (2014) also reports about the negative effect of studying in an English-medium university, and states that students might have some challenges during the educational process. It can be difficult to understand the disciplinary content. Most of the final-year students participated in her study, who are aware of their limited level proficiency, mention that EMI reduces their ability to understand the subject material. They have difficulties with written texts as well. They cannot learn the material in details what leads to insufficient understanding, as they miss important details in comparison with students who are studying in Turkish language. The main problem is that they are not able to ask instructors additional questions if they do not understand the material provided in the classroom. Also, they point out

that EMI is more time consuming than Turkish-medium instruction and sometimes they study using Turkish sources and after translate it to English. Additionally, some students, due to the limited proficiency in vocabulary knowledge, have difficulties in understanding the examination questions and as a result they get low marks. Another study by Kyeyune (2003) also reveals that EMI can frustrate students' learning efforts, but not facilitate.

Students who are studying in an English-medium university might experience difficulties in understanding the material provided by instructors and the content they need to memorize can be easily forgotten. Sometimes students memorize the material in order to pass exams, but usually if they do not understand the content, it can be easily forgotten. Achieving the benefits of studying in English depends on a good comprehension of lectures (Yeh, 2014). For example, the findings from the study conducted by Mulligan and Kirkpatrick (2000) show that only one in ten students from non-English speaking background state that the material is clear to him/her, while others point out that they do not understand a lot of things from the lectures.

It can be concluded that EMI does not always bring positive effect to the classroom.

As Yeh (2014) states:

EMI does not always deliver the promised benefit, particularly in terms of disciplinary learning, either because universities do not take active measures to support students who are still struggling with English or because EMI teaching staffs are not provided with professional development opportunities which might help them to deliver lessons in the target language effectively (p. 307).

The change of a language as the medium of instruction and learning can create unfamiliarity with concepts, cause difficulties and slow down the content learning (Floris, 2014).

## **2.6 Attitudes and Perceptions: Surveys and Case Studies**

There are various studies about students' perceptions and attitudes regarding studying in an English-medium university and EMI, some of them take into consideration also parents' and instructors' perceptions and attitudes (Tung, Lam & Tsang, 1997; Tarhan, 2003).

As English remains as a prominent language, it should be pointed out that educators should understand how English-medium instruction can be implemented successfully and bring improvements to the classroom. "Successful" implementation of EMI mostly depends on the perceptions of those who participate in the process. Students' perceptions can be considered as an essential component of English-medium education, as they can affect learning behaviors and achievement, so it should be noted that research on students' perceptions regarding the issue brings positive effect to the educational process.

Language proficiency and anxiety are related to the perceptions of EMI contribution and environment to stimulation of the English language use (Choy & Troudi, 2006). Perceived benefits of learning English, motivational and goal orientation reflect to the level of students' motivation. The identity issues are focused on cultural beliefs and personal attitude towards advantages and disadvantages of the English as a medium of instruction. Flowerdew and Miller (1992) examine 30 Hong Kong BA students' perceptions, problems and strategies in L2 lecture comprehension and reveal that

students have problems in speed of delivery, ability to concentrate and in understanding concepts and different terms.

Identifying students' perceptions of English medium education can help students to understand English lectures and instructors to organize effective language learning context. But students might have not only positive, but also negative perceptions about learning in the target language. Students perceive English language as a language of superiority, power, wealth, prestige, success, career. On the contrary, students with negative perceptions consider English language learning as a threat, as they do not want to be embarrassed by using the language if they have low level of proficiency. They perceive English as something unreachable, they think it is difficult to learn it and they have difficulties in interacting with instructor.

In the study conducted by Tung, Lam and Tsang (1997), it is revealed that parents' concern is about their children's better education, which means English-medium education. However, students and their parents agree with instructors that instruction in Chinese is more effective. Students and parents agree on the point that English-medium education is better for their career and that studying in English will help to develop their English language skills. Similarly, parents from Pakistan also believed that education in English shows a good quality of education and that their children have better future if they study in English, even if they accept the fact that it is difficult for them to study in English in early years of education (Channa, Memon & Bughio, 2016).

In the same vein, the results of the study by Tatzl, (2011) show that instructors and students believe that studying in English develops students' linguistic skills.

Additionally, Kırkgöz (2009) states that in Turkish context there is an increasing number of undergraduate students, who prefer to study in English-medium institution rather than Turkish-medium. Later, Kırkgöz (2014) examines students' perceptions of the benefits of English-medium instruction and reveals that a lot of final-year EMI students think that if they study in English language, they can improve their language skills, become more proficient in translation and extend their vocabulary. Students report that EMI gives them an opportunity to find any material they need in English, as there are various sources of literature in English. Students think that EMI program gives them a chance to get a higher paid job not only at their home country, but also abroad and they consider it as an advantage over students studying in Turkish-medium universities.

Tsui and Ngo (2017) in their study conducted in Hong Kong, examine students' perceptions regarding the importance of EMI and its benefits for their future career and internationalization. Even if students do not consider English as the “power language”, they understand the importance of EMI. The study also show that students' backgrounds also matter, as senior students perceive greater importance of EMI than junior students. MA students and students who came by exchange program, also show greater support for EMI and its influence on learning, career and internationalization. Furthermore, the authors reveal that students with global and local identities have somewhat different views about the significance of EMI regarding internationalization. Students with global identity (i.e. international students) recognize its significance, and it can be affected by their experience of various overseas educational programs and meeting people of different nationalities.

Tatzl (2011) also finds out that instructors and students believe that studying in English develops students' linguistic skills and data collected from the questionnaires show that the improvement of English language skills is the most important reason for favoring EMI, while only few instructors mention about linguistic gains for students. The study shows similarities with the findings of Kırkgöz's (2005) study, that students feel that EMI increases their workload. The most demanding language skill as perceived by students is the spoken interaction followed by writing. In contrast, some studies suggest that English-medium education has negative effect, as the lack of English proficiency leads to limited learning outcomes and not always English language is preferred for being the medium of education. For example, in the study conducted by Kiliçkaya (2006), instructors prefer Turkish to be the medium of instruction because they think that their students will not understand the material properly, even if they understand that high level of proficiency in English gives a lot of benefits and opportunities to students.

Tarhan (2003) examines students, instructors' and parents' perceptions regarding EMI. The results of the study reveal that the students did not favor English as a medium of education. In contrast, the instructors and the parents think that English should be used as a medium, especially in science classes, as they are sure that English is the language of science.

The preceding literature review reveals that most of research regarding EMI is conducted in Europe and that little research has examined English-medium education in the North Cyprus context. There are few studies conducted with Turkish or Turkish Cypriot students as the participants. It is not clear to what extent the Europe-based findings can be extrapolated to non-European contexts. The present study aims to

examine how students perceive studying in an English-medium university, what is the relationship between their perceptions of English as a foreign language and how instructors perceive English-medium instruction and its role in students' learning process.

To conclude, students' perceptions are very important in the issue of English-medium education, as it is influential in learning performance and achievement. Their perceptions depend on their beliefs about the value of English-medium education. However, in order English-medium education to be effective, the right knowledge, good environment should be taken into account. The research span of most EMI studies has been quite narrow and embedded in particular national or university environments, so the field can be enhanced by cross-national, contrastive studies.

## **2.7 Summary**

In this chapter, the relevant literature about students' perceptions of studying in an English-medium university and English as a foreign language in align with the literature about instructors' perceptions of EMI and its influence on students' learning process have been illustrated. Additionally, the relevance of English-medium education and concerns over it have been discussed. Finally, some studies that examine students' and instructors' perceptions and attitudes regarding English-medium education have been reviewed and analyzed.

It can be concluded that the present study is different from other research because it focuses on international students whereas previous research has dealt with local students' perceptions of EMI. In most cases studies are aimed to examine the perceptions of students' who are studying different courses through English (geography, physics, mathematics, etc.), while the present study aims to reveal



perceptions of EMI of the international students', who are studying English Language Teaching. It should be mentioned that institutions in some countries such as Kazakhstan, Russia, provide education in the field of Foreign Language Education through the Russian or Kazakh medium instruction. No research has been conducted on international students'.

## Chapter 3

### RESEARCH METHODOLOGY

The chapter presents the research methodology of the present study. It includes the description of the research design and gives detailed information about the context and participants involved to the current study. The method of data collection, data collection instruments and data analysis procedures are described.

#### 3.1 Research Design

The present study is a case study conducted at Eastern Mediterranean University in North Cyprus with students and instructors from the Foreign Language Department. Mixed method research design is used in the study: both questionnaires and interview are used. The mixed method research means the integration of qualitative and quantitative approaches for collecting data. It helps to explore the problem from various points of view by blending collected data together to draw closer conclusions about the current topic. According to Dörnyei (2007) “mixed-method research design is a combination of qualitative and quantitative research methods which in turn gives a better understanding of a complex issue” (p. 42).

To begin with, quantitative research methods deals with the use of such instruments as tests or surveys to collect data and according to Conrad and Serlin (2011), “they attempt to maximize objectivity, replicability, and generalizability of the findings, and are typically interested in prediction” (p. 149). Quantitative research falls under the category of empirical and statistical studies (Newman & Benz, 1998, p. 10), so that the

data can be analyzed and the results can be presented based on statistics. In the present study data is collected by quantitative research method by means of student and instructor questionnaires.

On the other hand, qualitative research design is relational, as the data is collected by using face-to-face interactions between the researcher and participants (Tracy, 2012). Langford (2012) states that the qualitative research aims to understand and interpret beliefs, behavior and context of people's experience and can be presented through in-depth interviews, observations and group discussions (p.17). Data in the current study will be collected qualitatively by conducting semi-structured interviews with students.

To sum up, the study uses a triangulation approach, and the data has been obtained through the questionnaires for students and instructors and interviews held with students. "The classic formulations of triangulation rely on the use of divergent accounts to discern the truth or falsify of an interpretation" (Oliver, 1998, p.89). Jick (1979) finds some opportunities triangulation might provide to researchers:

Triangulation provides researchers with several important opportunities. First it allows researchers to be more confident of their results. This is the overall strength of the multi- method design. Triangulation can play many other constructive roles as well. It can stimulate the creation of inventive methods, new ways of capturing a problem to balance with conventional data-collection methods (p. 608).

### **3.2 Research Questions**

The study focuses on the issue of the ELT students' perceptions of studying in an English- medium university by answering the following research questions:

- 1) What are the ELT student' perceptions about studying in an English-medium university?

- 2) What are the ELT students' perceptions about learning English as a foreign language?
- 3) What are the ELT instructors' perceptions about studying in an English-medium university and the role of EMI in students' learning process?
- 4) Is there a difference between the students' and the instructors' perceptions of English-medium education?

### **3.3 The Research Context**

The present study is conducted at the Foreign Language Education Department in the Eastern Mediterranean University in Famagusta city, North Cyprus. EMU provides education for an “international career”, it has around 20 000 students from different countries and offers quality programs in English and some programs in Turkish. In case if students do not have IELTS or TOEFL certificates, before entering the university, students have to take the placement test which aims to check students' proficiency in English. Students who did not get the acceptable result to pass the test and to get a chance to pass the proficiency test, have to study in the Foreign Languages and English Preparatory School to study English language (<http://ww1.emu.edu.tr>).

The FLE Department, previously known as English Language Teaching Department, always tries to develop the international standards of the quality of education for BA and MA students in order to help students to become professionals in their field. In February 2014, the BA program of FLE department has been accredited by AQAS-Agency for Quality Assurance through Accreditation of Study Programs based in Germany (<http://ww1.emu.edu.tr>). As there are a lot of non-native English language speaking students studying in the Foreign Language Education department, the context is considered as appropriate for conducting the present study.

### 3.4 Participants

Participants are composed of two main groups: the students and the instructors of the Foreign Language Education Department.

#### 3.4.1 Students

Students are the main participants in the study. As shown in the Table 1, the inconsistency in the number of students according to gender is based on the availability of the participants in classes.

Table 3.1: Demographic Description of the Students

Nationality			
Turkish	Turkish Cypriot	Other	
36%	41%	23%	

The Year of Study			
1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year
33%	29%	24%	14%

Gender	
Male	35%
Female	65%

Students who are studying at the Foreign Language Education Department, at the BA level participated in the present study. Students' population includes international students from different countries, such as Turkey, Iran, China, Libya, Kazakhstan, Russia, etc. The number of first year students includes 33% of the participants, second year- 29%, third year- 24% and fourth year- 14%. The group of participants consists of 35% of male students and 65% female. The number of students who agreed to participate to the study was 80, but native speakers of English language are excluded due to the purpose of the study. As a result, the number of students without native

speakers of English language is 75 in total. For conducting semi-structured interviews, ten students were chosen on voluntary basis.

### **3.4.2 Instructors**

The second group of participants are instructors. Instructors who are teaching English courses in the Foreign Language Education Department at Eastern Mediterranean University were chosen. According to their availability and convenience, eight instructors were chosen for administering questionnaires. The sample consisted of four males (50%) and four females (50%), the ages range from 41 to 66. The work experience ranges from 18 years to 40. The languages instructors speak apart from English are Turkish, Greek, French, Russian, Azeri, German and Spanish.

### **3.5 Data Collection Instruments**

In order to collect more information about the current issue, both qualitative and quantitative approaches are used. To answer the first and second research questions about students' perceptions regarding studying in an English-medium university and the relation between their perceptions of studying in an English-medium university and the perceptions of English as a Foreign Language, a 32-item questionnaire is administered to students and the semi-structured interviews are held with 10 volunteers. To answer the third question about the English-medium instruction and its role in students' learning process, a 31-item questionnaire is administered to FLE instructors.

The questionnaires were administered with the presence of the researcher, so that students could ask any question in case if some misunderstandings took a place. The data obtained from the questionnaires were analyzed by using SPSS 22 for descriptive

statistics and reliability analysis. The interviews were audio-taped in order to transcribe the information accurately (see Appendix H).

To conclude, based on the aim of the study, three different data collection instruments were administered: a questionnaire for instructors and students and semi-structured interviews with the latter group.

### **3.5.1 Student Questionnaire**

Questionnaire is one of the commonly used instruments for collecting data on opinions, perceptions, attitudes, especially from a large group of participants. The first data collection tool utilized in the current study is a 5-point Likert-scale questionnaire adapted and modified from the questionnaire used for study by Tarhan (2003) (see Appendix K). Some items in the original questionnaire were rephrased or excluded in order to make questionnaire suitable for the purpose of the current study and context where it was conducted. The original questionnaire is considered to be valid, as it was piloted and used in some studies, for example by Arkin (2013). The prompts were as follows: *Strongly Agree/Agree/Not Sure/Disagree/Strongly Disagree*. To show the level of agreement or disagreement, or if they were not sure with the question item, students had to choose one of the prompts.

The aim of the questionnaire is to collect data from BA students of the FLE department, as the main group of participants, about their perceptions of studying in an English-medium university and of English as a Foreign language.

The questionnaire includes the background section, followed by two questionnaire sections: students' perceptions of studying in an English-medium university and students' perceptions of English as a foreign language.

The items involve both positive and negative statements.

### **3.5.2 Instructor Questionnaire**

Another questionnaire is administered to the instructors. The questionnaire items are based on the Likert-Scale with 5 prompts. The questionnaire was also adapted and modified from Tarhan (2003, see Appendix J).

Instructor' questionnaire consists of two sections:

- 1) Instructors' perceptions of English-medium instruction;
- 2) Instructors' perceptions of the EMI effect on students' learning process.

The items of the first section are identical to the first section of the students' questionnaire, with insignificant adaptations due to the purpose of the study.

### **3.5.3 Student Semi-Structured Interview**

The third data collection tool of the study is semi-structured interview with students. It consists of five open-ended questions. The purpose of the interview is to obtain more detailed data about the students' perceptions, as it can verify or falsify students' responses on the questionnaire items.

According to Tracy (2012), the structure of the interview depends on its purpose. Semi-structured interview is a beneficial source for qualitative data collection and usually is presented in the form of open-ended questions with other questions emerging from the dialogue between the interviewer and interviewees (DiCicco-Bloom & Crabtree, 2006). To support the data obtained from the students' questionnaires and to get more information about their perceptions about studying in an English-medium university, face to face interviews consisting of five questions were utilized.



### **3.6 Data Collection Procedures**

After receiving permission letter from the Ethic Committee (see Appendix A) and the Chair of the Foreign Language Education Department., the questionnaires were administered to both groups of participants.

For the data collection, consent forms were given to both groups: students and instructors. Students were asked to give the information about their gender, age, nationality, the year of study, the languages they know apart from English, the reason why they chose to study in Eastern Mediterranean University and to indicate the level of proficiency in English language skills. In addition, instructors were asked to indicate the year of experience. After filling the forms, and filling in the questionnaire items, participants were kindly asked to participate in the interview. Those who were willing to participate, were interviewed afterwards, pre-notified that interview would be audio-tapes for practical reasons. The average time for answering students' and instructors' questionnaire items was from 10 to 15 minutes, while for interview it was between 10-20 minutes.

### **3.7 Data Analysis Procedures**

To analyze the quantitative data obtained from the questionnaires, SPSS 22 (Statistical Package for Social Sciences) was administered. The data was analyzed statistically. The descriptive statistics was used to analyze the data: frequencies, mean scores and standard deviation were calculated. The responses of students and instructors were combined in three levels: strongly agree and agree for *agree*, not sure, and strongly disagree and disagree for *disagree*. The new categories are: SA and A for *Strongly agree* and *Agree*, Not sure, D and SD for *Disagree* and *Strongly disagree*. The mean score and standard deviation of each item are calculated by the program. Due to the

small number of instructors in the Foreign Language Education department, the Independent Sample t-Test is not used in the present study, but mean scores of both groups' questionnaire items of the first section are compared by using SPSS in order to obtain the Standard Error.

The interview answers were transcribed and coded by categorizing the data under each question in the interview. The quantitative and qualitative data results were compared afterwards to see the distinctions and commonalities between two sources of data in order to make inferences from information mentioned in the interviews.

### **3.8 Summary**

The chapter presents the research methodology of the current study. First section gives the information about the research design. In the second and third sections research questions are listed and the information about the context is provided respectively. The participants are introduced in the fourth section. The data collection instruments, data collection and analysis procedures have been presented afterwards in sections 3.5, 3.6 and 3.7.

## Chapter 4

### RESULTS

The chapter presents the results collected from the qualitative and quantitative instruments, which include questionnaires for instructors and students and semi-structured interviews with students. Sections 4.3 and 4.4 present the results of the student and the instructor questionnaires. Section 4.5 shows the results obtained from the interviews and the last section provides the descriptive analysis of two groups of participants to compare mean scores of items 1-18.

For data analysis, responses are distributed on three levels: *agree* (SA and A), *not sure and disagree* (D and SD). The frequency of responses on each item, mean score and standard deviation are estimated. The results are presented according to the order of research questions.

#### 4.1 The Students' Questionnaire

Questionnaire items of the first section can be divided into four different categories: opinions in favor of studying in an English-medium university, opinions against studying in an English-medium university, the necessity of studying in English and views regarding English-medium education in North Cyprus. To answer the first research question, the students' responses on the first section's questionnaire items are presented in the tables.

#### 4.1.1 Perceptions of studying in an English-Medium university

The first identified category is about the opinions in favor of studying in an English-medium university. Questionnaire items included under the category are presented and analyzed in Table 4.1.

Table 4.1: Opinions in Favor of Studying in an English-Medium University

Item	N	SA and A %	Not Sure %	D and SD %	Mean	SD
1	75	90.7	8.0	1.3	2.89	.352
10	75	82.7	12.0	5.3	2.77	.535
11	75	78.7	18.7	2.7	2.76	.489
12	75	85.3	13.3	1.3	2.84	.404
14	75	84.0	13.3	2.7	2.81	.456
17	75	57.3	38.7	4.0	2.53	.577
18	75	88.0	10.7	1.3	2.87	.380

Item 1: I find studying in an English-medium university useful.

Item 10: Studying in English contributes to students' cognitive development.

Item 11: To be attending an English-medium institution gains the individual social prestige.

Item 12: Studying in English enables us to learn about the culture of the target language (e.g. English).

Item 14: Studying in English improves the language competence of students in the target language (i.e. English) as it provides a medium for learners to use the language.

Item 17: Because English has become an international language, studying in English does not result in cultural corruption.

Item 18: Studying in an English-medium university is an effective method to learn a foreign language.

Table 4.1 shows that the highest mean score is  $M=2.89$  ( $SD=.352$ ) for item 1, which indicates that the majority of students (90.7 %) agree that it is useful to study in an English-medium university. However, 8% are not sure whether it is useful or not and 1.3% disagreed with the statement. Most of the students (82.7%) believe that studying in English contributes to their cognitive development. On the other hand, 5.3% disagreed and 12% are not sure about it.

The results demonstrate that 88% of the participants believe that studying in English is an effective method to learn the language. However, 10.7% are not sure where it is effective method or not and 1.3% disagree on its effectiveness. 84% of the participants believe that if they study in an English-medium university, it helps them to improve their language skills as they can practice it. 13.3% of the students are indecisive and 2.7% express their disagreement.

85.3% of students believe that studying in English gives a chance to learn the culture of the target language. Despite this, 13.3% indicate their uncertainty and 1.3% of them disagree. The results show that there are some differences in students' perceptions about the effect of studying in English on their own culture. 57.3% of the students agree with the statement that studying in English does not negatively affect their culture, however 38.7% of them are not sure about it, with 4% reporting their disagreement on the issue of cultural corruption which does not result from students' being exposed to the English language. Additionally, 78.7% of the students believe that studying in an English-medium university gains the social prestige. However, 10.7% indicate being not sure about it and 1.3% disagree with the statement.

The next category is related to the opinions against studying in an English-medium university (Table 4.2).

Table 4.2: Opinions Against Studying in an English-Medium University

Item	N	SA and A %	Not Sure %	D and SD	Mean	SD
5	75	50.7	20.0	29.3	2.21	.874
13	75	17.3	18.7	64.0	1.53	.777
16	75	29.3	20.0	50.7	1.79	.874

Item 5: Studying in an English-medium university will have an adverse effect on student achievement in subjects.

Item 13: Studying in English has a negative effect on the effectiveness of subject instruction.

Item 16: Studying in English hinders creativity.

As shown in the table, the highest mean score is  $M=2.21$  ( $SD=.874$ ) for item 5, which refers to students' perceptions about the effect of studying in English on their achievement. The majority of students (50.7%) agree that EMI has negative effect on their achievement in the subjects, as sometimes they have difficulties in understanding the material provided by instructors. However, 29.3% of them express disagreement and 20% are not sure whether the effect of EMI is negative or positive. At the same time, 64% of students disagree that EMI can affect the instruction of the subject negatively. On the other hand, 17.3% agree on negative effect and 18.7% are not sure about it.

Students have different views about the difficulties that might occur relating to their creativity. While 50.7% of the participants state that studying in English does not create any barriers to creativity, 29.3% agree that it might obstruct the progress and 20% are not sure whether it causes any difficulties or not.

The next analyzed category is the necessity of studying English language in high-schools and universities and whether students consider appropriate that English language is a medium of instruction (Table 4.3).

Table 4.3: The Necessity of Studying in an English-Medium University

Item	N	SA and A%	Not Sure %	D and SD	Mean	SD
2	75	78.7	12.0	9.3	2.69	.636
3	75	88.0	8.0	4.0	2.84	.466

Item	N	SA and A%	Not Sure %	D and SD	Mean	SD
6	75	76.0	16.0	8.0	2.68	.619

Item 2: Studying in English is necessary at secondary education level (high school).

Item 3: Studying in English is necessary at tertiary education level (university).

Item 6: In general I find it appropriate that all subjects should be studied in a foreign language (i.e. English).

The data regarding the need to study in English show that students believe that it is necessary at high-school and university levels. The highest mean score is  $M=2.84$  ( $SD=.466$ ) for item 3, which show that students believe that studying in English is important, especially in universities. Only 4% express their disagreement and 8% of students indicate their uncertainty. Concerning the students' perceptions of studying in English at secondary education level, 78.7% of students agree with it. On the other hand, 9.3% of students disagree and 12% are not sure.

Moreover, the majority of students (76%) consider it appropriate that all subjects are studied in English, while small percentage of the participants (8%) disagree or are not sure (16%) about the statement. It can be explained by students' responses on the questionnaire items regarding English as a foreign language which show that most of students perceive English as a necessary language for their future.

The last category is about students' views regarding the English-medium education in North Cyprus (Table 4.4).

Table 4.4: Views Regarding English-Medium Education in North Cyprus

Item	N	SA and A %	Not Sure %	D and SD	Mean	SD
4	75	13.3	22.7	64.0	1.49	.724
7	75	88.0	10.7	1.3	2.87	.380
8	75	84.0	13.3	2.7	2.81	.456
9	75	76.0	20.0	4.0	2.72	.534

Item	N	SA and A %	Not Sure %	D and SD	Mean	SD
15	75	5.3	32.0	62.7	1.43	.597

Item 4: All North Cyprus institutions should give up English-medium education.

Item 7: If the students have a firmer background in English, their success in subjects will increase.

Item 8: If teachers have perfect competence in English, students' learning of the subject matter will be facilitated.

Item 9: In institutions where the conditions are favorable, the medium of the study must remain English.

Item 15: The number of English-medium institutions in North Cyprus must be decreased.

As indicated in the table most of students (64%) disagree with the statement that North Cyprus should stop English-medium education. However, 13.3% agree and 22.7% are not sure about it. 62.7% of the participants disagree that there should be less institutions with EMI. Yet, 32% are not sure about it with 5.3% who disagree.

The highest mean score is  $M=2.87$  ( $SD=.380$ ) for item 7, as most of the students (88%) are sure that if students have good level of skills in English, the learning process is more successful. However, 10.7% are not sure if it matters and only 1.3% disagree. 84% of the participants state that instructors' competence in English also influences on students' learning process. On the other side, 2.7% disagree on its effect, while 13.3% are undecided whether to agree or disagree.

Students are positive about English-medium education in North Cyprus and 76% of them indicate their agreement that if the conditions are favorable, the medium of the study should remain English, whereas 20% of the students are not sure about it. Only 4% of the participants disagree with the statement.



Students perceive studying in an English-medium university useful for their self-development and beneficial for future career. Moreover, they do not think that they have big problems in learning materials through English and believe that it helps them to become more proficient in the language.

#### 4.1.2 Perceptions of English as a Foreign Language

The second section of the questionnaire aims to examine students' views about English as a foreign language and if there is a need to learn other languages apart from their native language.

Table 4.5 presents the analysis of the questionnaire items which are related to the students' perceptions regarding the importance of learning English language and their perceived views of their own language proficiency.

Table 4.5: The Importance of Learning a FL, Including English

Item	N	SA and A %	Not Sure %	D and SD	Mean	SD
19	75	82.7	13.3	4.0	2.79	.501
20	75	90.7	8.0	1.3	2.89	.352
21	75	96.0	1.3	2.7	2.93	.342
22	75	93.3	2.7	4.0	2.89	.421
23	75	94.7	4.0	1.3	2.93	.300
25	75	94.7	4.0	1.3	2.93	.300

Item 19: I believe everyone needs to learn a FL in our country.

Item 20: I believe everyone needs to learn English in our country.

Item 21: I feel learning a FL is necessary for me.

Item 22: I feel learning English is necessary for me.

Item 23: I am content that I speak English.

Item 25: I want to learn English very well.

According to the percentages shown in the table, it can be observed that the majority of students (82.7%) believe that everyone needs to learn a foreign language in their country; however, 13.3% are not sure about it and 4% disagree. Most of students (90.7%) indicate that it is necessary to learn English language in their country. On

the other hand, 8% are not sure whether it is necessary and only 1.3% disagree on the necessity to learn English.

Most of students (96%) indicate that they feel learning a foreign language necessary for them, with 2.7% indicating their disagreement. The remaining 1.3% do not indicate their agreement or disagreement on the item. Moreover, 93.3% of students agree that it is necessary for them to learn English language. 4% disagree with the statement, while 2.7% are indecisive about it.

The results show that the majority of students (94.7%) are sure that they can speak English. Only 1.3% of them disagree and 4% are not sure if they know English well or not. The same percentage of students (94.7%) want to develop their English language skills. Very few (1.3%) disagree on it, while 4% are not sure.

Another category is related to the role and status of English language (Table 4.6).

Table 4.6: The Role and Status of English

Item	N	SA and A %	Not Sure %	D and SD	Mean	SD
24	75	84.0	9.3	6.7	2.77	.559
26	75	93.3	4.0	2.7	2.91	.374
27	75	74.7	22.7	2.7	2.72	.508
28	75	97.3	1.3	1.3	2.96	.257
29	75	92.0	5.3	2.7	2.89	.388
30	75	82.7	13.3	4.0	2.79	.501
31	75	89.3	9.3	1.3	2.88	.366
32	75	89.3	6.7	4.0	2.85	.456

Item 24: Knowing English is a mark of prestige in society.

Item 26: I think English is a nice language.

Item 27: The spread of English in our country has a positive effect on our culture.

Item 28: I believe the knowledge of English will bring advantages to me in the future.

Item 29: At elementary education English should be taught as a compulsory course in grades 4-5.

Item 30: At elementary education English should be taught as a compulsory course in grades 6-8.

Item 31: English should be taught as a foreign language in high schools as a compulsory course.

Item 32: Foreign language instruction should be offered at university level.

The results show that 93.3% students state that English is a nice language. However, 4% are not sure about it, while 2.7% disagree. The majority of participants indicate their agreement that knowing English is a mark of prestige in society. On the other hand, 6.7% disagree with the statement and 9.3% are skeptical about it. The highest mean score is  $M=2.96$  ( $SD=.257$ ) for item 28, which shows that one of the reasons why students learn English is that the knowledge of it brings advantages in the future. 97.3% agree with it. Nevertheless, 1.3% disagree and 1.3% are not sure if learning English is beneficial for their future. The results show that 74.7% of students agree that the spread of English in their country positively affects their culture. Only 2.7% disagree on its positive effect, while 22.7% of respondents remain not sure.

As seen in the table, the majority of students (92%) prefer the English language to be taught as a compulsory course in grades 4-8, however 5.3% of them are not sure about it and 2.7% disagree. 82.7% of students prefer English to be taught as a compulsory course in grades 6-8. However, 4% disagree with it and 13.3% indicate being not sure about the issue. 89.3% of students agree that in high schools English should be taught as a compulsory course. On the other hand, 9.3% are not sure about it and 1.3% indicate their disagreement. The majority of students (89.3%) agree that foreign language instruction should be offered at university level. Despite this, 4% disagree with the statement. The remaining percentage, 6.7% indicate their uncertainty about it.

## 4.2 The Students' Semi-Structured Interviews

*Question (1): Reasons for choosing to study in an English-medium university*

Regarding the first interview question six out of ten students point out that English-medium university provides a good international experience for students, so that they are ready to use English at international level. For instance, one of the students (S6) states that “English is now a global language this is the second reason. Now the world is globalizing and I need a global language for my future job”. Another student (S3) relates “internationalization” as an important factor of the quality of the English-medium University. The English-medium University is considered by Student 7 as accessible for all students to be able to communicate not only at local level, but also at international level.

Another reason that students perceive studying in an English-medium university useful is that it is beneficial for improving their language skills. Three students believe that it is important to practice English language in an international university like EMU. One of those states:

Because there are a lots of opportunities here, for example you can improve your English in Foreign Language Department also you can find a lots of friendship universities in the foreign countries and you can go there and you can improve your English skills and your future opportunities (S4, see Appendix H).

Only one student (Student 1) followed friend and family's recommendation to choose an English-medium University.

Well, I must admit this was kind of not expected, and so first choice, err..., well ,err..., for me to come to North Cyprus in first place err the biggest reason for that is that my parents both came here, then they did some research then they discovered that there are some quit good English-medium universities here so they suggested that I come over and at least take a look at local universities and in my opinion amongst of them the Eastern Mediterranean University suited me the best.

*Question (2): Advantages and disadvantages of studying in an English-medium university.*

For the second question, concerning advantages, students expressed different ideas. Students believe that studying in English contributes to the improvement of their English language skills (S1; S2; S4; S8; S5; S10), as they are enforced to talk in the target language with students with different L1 background. For example, S5 points out that without a common language, you are not able to communicate with people from different countries:

Well, as the advantages is, as I said earlier improving your English and another advantage would be that you are enforced to speak this language to communicate with other people since there isn't any other... let's say common language between you so you have to speak it, you have to improve it, you have to learn from each other as well.

S 4 and S 6 are sure that studying in English brings advantages for them in finding a job abroad. Highly educated instructors also are considered as an advantage (S3, S9), for example student 3 says that EMU instructors' methodology is rather different from the methodology in his/her country:

There are several advantages. One of them is as I mentioned before are qualified teachers and the second one is mmm the way they teach is completely different compared with my country, they study is more student-centered and teachers they provide more autonomous learning so since I came to this university I became more mmm self-centered err so I learn, I spend more time, for my, err... for improvement of my, err... language level and also another aspects related to the courses.

As for disadvantages students points out several negative aspects of studying in an English-medium university. For example, three students indicate some tensions that may arise in communication with students of the same language background. Student

10 notes that different accents can also lead to misunderstanding. Students 5 and 7 state that poor vocabulary leads to difficulties in expressing the ideas, for example:

And the disadvantages might be that you might know the information, you might know what it really means but when you face it with another language, other than your native language you might not know how to express it so it kind of can be an obstacle in learning however you know the thing, but you cannot express it in different language (S7).

Three students are sure that low proficiency in English may cause problems on exams.

Only one student (S 6) mentions that it might be difficult to teach in his/her native language the same material which is learnt in English.:

When you turn back to your own country after you graduate if you will have to teach in your own language, you may have some problems, some difficulties I think. For example, for example now I have some difficulty. If somebody asks me in my country “Can you teach this in Turkish” I may have difficulty, because I learned those academic terms in English, not in Turkish and academic terms are difficult you know it is different from your own language. Of course, if you study you can deal with this problem, but still I can have difficulties I think.

*Question (3): Difficulties in understanding the course material.* One student mentions that due to the low proficiency students might face problems in understanding everything that is written in the book. Four students out of 10 note that they do not have any difficulty with the understanding the material provided by instructors, but some students state that difficulties may arise because the material can be poorly written itself (S1) or the text can be complex (S6; S10). Student 8 points out that sometimes it is difficult to understand when they receive a lot of information at once:

In general, I don't have a major problem in understanding the material, but sometimes the material can be a bit difficult, or a bit too much for a student to study in just for a small period of time.

Student 3 notices that teaching methods are a key point in students' successful understanding of the course material:

Actually, I think it depends I think the methods, the teacher methods, how they teach. Sometimes it is really difficult to understand their instructions and it's not only faced with me, but with my groupmates as well.

*Question (4): Improvements in English skills*

Regarding the question about the impact of studying in an English-medium university on students' language proficiency, the majority of interviewees are sure that they improved their English skills after coming to the Foreign Language Education Department. Students state that they improved their speaking (S6, S9) writing (S2), reading (S6), speaking (S4; S 9), listening (S6). But Student 1 points out that he did not, as his knowledge of English is quite good: "Err..., any other person in my place would, but I must admit my English was pretty much perfect by the time I came here".

Another student (S5) notes that after coming to the FLE department he/she has improved English language skills, as he/she practiced it a lot:

...in my country I was not able to speak English, not because I can't but because I was shy, I am shy person and I was not able yani or I was not have the courage to speak that language, but when I came here and I was forced to speak otherwise I would not be able to communicate with other people so I had to speak it, I had to encourage myself to do so and day by day, and semester by semester I got better and now I can feel free to speak this language.

*Question (5): The use of English in future*

As to the fifth question, all interviewed students express their ideas of the benefits of knowing English language in the future career and current jobs. For example, Student 3 points out that English helps him/her to continue studying for PhD degree and it contributes to the development of educational system in his/her country:

...for example, I am planning to continue my studying for Master' s degree, so maybe this knowledge will definitely help me to study more like it will help me more to study about my field and it will be like more easier so I will already know the English language and the field where I am studying.

Additionally, Student 5 also refers to PhD degree, as it is an important factor to find a good job in his/her country. Student 6 notes that high proficiency in English helps to find a job in the USA or England. Student 10 notes that English helps to visit different countries, communicate with students and to explain the material clearly.

### 4.3 The Instructors' Questionnaire

The questionnaire for instructors consists of two sections: the first section includes 18 items and the second 13. The aim of the instrument is to reveal instructors' perceptions about EMI and its role in students' learning process. As it is mentioned before, the first section of the instructor questionnaire is almost identical with the items of the first section in the student questionnaire. Consequently, same categories are identified and analyzed.

#### 4.3.1 Perceptions of English-Medium Instruction

The results of the instructors' opinions in favor of EMI and its positive influence on students' learning process are presented in Table 4.7:

Table 4.7: Opinions in Favor of English-Medium Instruction

Item	N	SA and A%	Not Sure %	D and SD	Mean	SD
1	8	75.0	25.0	0	2.75	.463
10	8	25.0	62.5	12.5	2.13	.641
11	8	50.0	25.0	25.0	2.25	.886
12	8	87.5	12.5	0	2.88	.354
14	8	87.5	12.5	0	2.88	.354
17	8	50.0	37.5	12.5	2.38	.744
18	8	87.5	12.5	0	2.88	.354

Item 1: I find English-medium instruction (EMI) useful.

Item 10: EMI contributes to students' cognitive development.



Item 11: To be attending an English-medium institution gains the individual social prestige.

Item 12: EMI enables us to learn about the culture of the target language (e.g. English).

Item 14: EMI improves the language competence of students in the target language (i.e. English) as it provides a medium for learners to use the language.

Item 17: Because English has become an international language, EMI does not result in cultural corruption.

Item 18: EMI is an effective method to teach a foreign language.

From the Table 4.7 it can be observed that six instructors (75%) perceive EMI useful (Item 1), while two of them (25%) are not sure and none disagree with the statement.

It should be noted, that five instructors (62.5%) are not sure whether EMI contributes to the students' cognitive development or not, and only two of them agree (25%) with it and one disagree (12.5%). Seven instructors (87.5%) believe that EMI improves the students' language competence, because they have a medium to use the language (Item 14). However, one instructor is not sure and none report disagreement. Same number of instructors (seven) agree that EMI is an effective method to teach the language (Item 18). But again, one instructor is not sure about it and none disagree.

Results demonstrate that four instructors (50%) agree, that studying in an English-medium institution gains the individual social prestige (Item 11). Despite this, two (25%) instructors are not sure about it and two (25%) disagree. Most of the instructors (87.5%) agree that EMI gives an opportunity to learn the culture of the target language (Item 12). However, one instructor (12.5%) is not sure and none disagree. Additionally, four instructors (50%) agree that EMI does not affect negatively their culture (Item 17). On the other side, three instructors (37.5%) are not sure about it and one disagree (12.5%).

Another category is related to opinions against EMI and its negative effect on students' learning process (Table 4.8).

Table 4.8: Opinions Against English-Medium Instruction

Item	N	SA and A %	Not Sure %	D and SD	Mean	SD
5	8	12.5	50.0	37.5	1.75	.707
13	8	37.5	12.5	50.0	1.88	.991
16	8	12.5	25.0	62.5	1.50	.756

Item 5: EMI will have an adverse effect on student achievement in subjects.

Item 13: EMI has a negative effect on the effectiveness of subject instruction.

Item 16: EMI hinders creativity.

Four of instructors (50%) were not sure if the role of EMI in students' achievement in subjects is negative (Item 5). Three instructors indicated their disagreement and only one instructor agree (12.5%) that the role of EMI is negative. The table shows that the highest mean score is  $M=1.88$  ( $SD=.991$ ) for item 13 and it can be seen that four (50%) instructors disagree with the statement that EMI has negative effect on subject instruction, however three (37.5 %) instructors agree that EMI not always has positive effect. Five instructors (62.5%) believe that EMI does not hinder creativity with one instructor (12.5%) who agree. Two instructors (25%) are not sure about it.

The following table (4.9) presents instructors' perceptions of the necessity of EMI.

Table 4.9: The Necessity of English-Medium Instruction

Item	N	SA and A %	Not Sure %	D and SD	Mean	SD
2	8	50.0	37.5	12.5	2.38	.744
3	8	75.0	12.5	12.5	2.63	.744
6	8	12.5	25.0	62.5	1.50	.756

Item 2: EMI is necessary at secondary education level (high school).

Item 3: EMI is necessary at tertiary education level (university).

Item 6: In general I find it appropriate that all subjects should be studied in a foreign language (i.e. English).

Instructors have common views about the necessity of EMI in high-schools and universities. The highest mean score is  $M=2.63$  for item 3 ( $SD=.744$ ) and it indicates that six instructors (75%) perceive English-medium instruction necessary in universities. However, three of instructors (37.5%) are not sure about the relevance of EMI at tertiary level and 12.5% disagree with the statement. Concerning the necessity of EMI at secondary level, four (50%) instructors agree that EMI is necessary at high schools. However, uncertainty for the necessity of EMI is indicated by three instructors (37.5%) and one instructor (12.5%) disagree on its necessity.

Five instructors (62.5%) disagree with the appropriateness of all subjects to be in English, 25% are not sure and only 12.5% are positive about students' learning all subjects in English. As one instructor comments:

To clarify my point: EMI should be an option for learners who have the aptitude and the motivation to be educated in English. Of course, there should also be educational institutions where all the subjects are in the native language.

Table 4.10 shows the results of the instructors' opinions of English-medium education in North Cyprus and whether English should stay as a medium of instruction or not.

Table 4.10: Views Regarding English-Medium Education in North Cyprus

Item	N	SA and A %	Not Sure %	D and SD	Mean	SD
4	8	0	25.0	75.0	1.25	.463
7	8	75.0	12.5	12.5	2.63	.744
8	8	75.0	12.5	12.5	2.63	.744
9	8	37.5	50.0	12.5	2.25	.707
15	8	12.5	50.0	37.5	1.75	.707

Item 4: All North Cyprus institutions should give up EMI completely.

Item 7: If the students have a firmer background in English, their success in subjects will increase.

Item 8: If teachers have perfect competence in English, students' learning of the subject matter will be facilitated.

Item 9: In institutions where the conditions are favorable, the medium of the study must remain English.

Item 15: EMI should continue in North Cyprus institutions, yet the number of these institutions must be decreased.

Regarding the English-medium education, six instructors are positive about EMI in North Cyprus, as six (75%) of them disagree with the statement that local institutions should stop English-medium education and none agree with it. However, two (25%) instructors are not sure if EMI should continue there or not. Three (37.5%) participants also disagree that there should be less institutions with EMI (item 15), however four (50%) instructors are not sure if the number of institutions which provide EMI should be decreased or not and one instructor (12.5%) agree with the statement. Three instructors (37.5%) agree that English should remain as a medium of instruction in all North Cyprus institutions if conditions in such institutions are favorable. But at the same time four instructors (50%) are not sure with one instructor (12.5%) who disagree with it.

The highest mean score is  $M=2.63$  ( $SD=.744$ ) for items 7 and 8 and it shows that six (75%) instructors believe that good level of proficiency of students and instructors affects the learning process positively.

#### **4.3.2 Perceptions of the Role of EMI in Students' Learning Process**

Another section of the instructors' questionnaire is related to their views regarding effect of EMI on students' learning process. Section consists of 13 items. The items can be divided into two categories: positive and negative influence of EMI.

The results regarding instructors' perceptions of the positive effect of English-medium instruction are presented in the Table 4.11.

Table 4.11: Positive Influence of EMI

Item	N	SA and A %	Not Sure %	D and SD	Mean	SD
19	8	50.0	37.5	12.5	2.38	.744
25	8	75.0	25.0	0	2.75	.463
26	8	62.5	25.0	12.5	2.50	.756
29	8	12.5	50.0	37.5	1.75	.707
30	8	87.5	12.5	0	2.88	.354
31	8	50.0	37.5	12.5	2.38	.744

Item 19: That my course is in English affects students' achievement positively.

Item 25: Students can retell a topic explained in English using their own English words.

Item 26: Students don't have difficulty in summarizing a topic in English if it was explained in English.

Item 29: Instruction of subjects in English encourages students to memorize.

Item 30: English language-medium instruction makes it easy for students to reach information sources in my class written in this language.

Item 31: That students tend to memorize in my classes resulted from their study habits.

Four instructors (50%) are sure that EMI influences the learning achievement positively, but three of them (37.5%) are not sure about the statement and one disagree that EMI has only positive effect on students' achievement. Most of the instructors (75%) believe that students can retell the material using their own words (item 25). But two instructors are not sure about it and none disagree. Five (62.5%) instructors agree that students do not face difficulties in drawing conclusions from the material which is explained in English (item 26). Two instructors are not sure about it and none report disagreement.

The highest mean score is  $M=2.88$  item 30 ( $SD=.354$ ) which refers to the instructors' beliefs that students can easily reach information sources written in English language.

Seven instructors (87.5%) agree with it. One instructor indicates being not sure about it and none report disagreement.

But from the Q29 it can be seen that four (50%) instructors are not sure and three (37.5%) are even disagree that EMI helps students to memorize the material and only

one instructor (12.5%) agree that EMI encourages students to memorize. Four instructors (50%) point out that students' tendency to memorize is influenced by their study habits (item 31). However, three instructors (37.5%) are not sure about it and one instructor (12.5%) disagree with the statement.

Another category relates to the perceived negative influence of EMI by instructors.

Table 4.12: Negative Influence of EMI

Item	N	SA and A %	Not Sure %	D and SD %	Mean	SD
20	8	12.5	25.0	62.5	1.50	.756
21	8	12.5	12.5	75.0	1.38	.744
22	8	25.0	12.5	62.5	1.63	.916
23	8	12.5	12.5	75.0	1.38	.744
24	8	12.5	25.0	62.5	1.50	.756
27	8	25.0	0	75.0	1.50	.926
28	8	25.0	12.5	62.5	1.63	.916

Item 20: Students have difficulty in grasping the subject matter when I explain it in English.

Item 21: Students have difficulty in asking questions in English during my classes.

Item 22: Students have difficulty in answering English questions I ask orally during my classes.

Item 23: Students have difficulty in answering English questions I ask in written form during my classes.

Item 24: Students have difficulty in understanding the answers of questions when I give them in English in my classes.

Item 27: Students have difficulty in understanding the English sources and materials used in my classes.

Item 28: That my classes are in a foreign language makes it harder for students to retain the new terms and concepts they have learnt.

Results in the table 4.12 indicate, that items 22 and 28 have the highest mean score (M=1.63; SD=.916). Five instructors (62.5%) disagree that students have difficulty in understanding the material explained in English, including one instructor (12.5%) who agree and two (25%) who are not sure. Six instructors (75%) disagree that students have difficulty in asking questions in English language (item 21) during the classes,

however one instructor agree with the statement and one is indecisive. Five instructors disagree that students have difficulties in answering English questions which are asked in oral form (item 22), whereas two instructors admit that students face some difficulties and one instructor is not sure about it. Furthermore, six instructors (75%) disagree that students have difficulties in answering questions which are given in written form, while one instructor agree with it and one is not sure. It is evident from the table that five instructors (62.5%) disagree that students have difficulties in understanding the answers of questions which they get from the instructor (item 24). Yet, one instructor (12.5%) agree with it and the remaining two (25%) are not sure. Five instructors (62.5%) disagree that students have difficulties in retaining the new concepts and terminology in English. However, two instructors confirm that students face some difficulties and one instructor is not sure about it.

Most of instructors (75%) disagree that students have difficulties in understanding the material provided by them. On the other hand, two instructors agree that students sometimes do not understand the information they receive in the classroom, and none are not sure.

#### **4.4 Comparison of the Mean Scores of the Students' and the Instructors' Responses**

To see the difference in the students' and the instructors' perceptions of English-medium education, the mean scores of both group' s responses were compared by means of SPSS 22.

Mean differences of the ELT students' and the instructors' responses to the questionnaire items from 1 to 18 are analyzed and the data are divided into four

sections: opinions in favor of English-medium education (Tables 4.13), opinions against English-medium education (Table 4.14), the necessity of English-medium education (4.15) and views regarding English-medium education in North Cyprus.

Table 4.13: Opinions in Favor of English-Medium Education

Item	Group	N	Mean	SD	Std. Error Mean
1	Ss	75	2.89	.352	.041
	Ts	8	2.75	.463	.164
10	Ss	75	2.77	.535	.062
	Ts	8	2.13	.641	.227
11	Ss	75	2.76	.489	.056
	Ts	8	2.25	.886	.313
12	Ss	75	2.84	.404	.047
	Ts	8	2.88	.354	.125
14	Ss	75	2.81	.456	.053
	Ts	8	2.88	.354	.125
17	Ss	75	2.53	.577	.067
	Ts	8	2.38	.744	.263
18	Ss	75	2.87	.380	.044
	Ts	8	2.88	.354	.125

Item 1: I find English-medium education useful.

Item 10: English-medium education contributes to students' cognitive development.

Item 11: To be attending an English-medium institution gains the individual social prestige.

Item 12: English-medium education enables us to learn about the culture of the target language (e.g. English).

Item 14: English-medium education improves the language competence of students in the target language (i.e. English) as it provides a medium for learners to use the language.

Item 17: Because English has become an international language, English-medium education does not result in cultural corruption.

Item 18: English-medium education is an effective method to learn and teach a foreign language.

Both groups of participants find studying in English useful (Item 1: Ss- M=2.89; Ts- M=2.75) and believe that it should be offered as a medium of education in high-schools and universities. The students as well as the instructors have similar opinions about the benefits of English-medium education, and believe that it helps to improve the language skills (Item 14: Ss- M=2.81; Ts- M=2.88) and consider it as an effective



method to learn and teach a FL (Item 18: Ss- M=2.87; Ts- M=2.88). The instructors are not sure whether studying in English develops students' cognitive skills or not, while the students believe that it does (Item 10). Both groups believe that English medium education also gives an opportunity to learn a new culture (Item 12: Ss- M=2.84; Ts- M=2.88), but at the same time students and instructors have same views regarding the cultural corruption that might result after integrating English-medium education (Item 17: Ss- M=2.53; Ts- M=2.38) and have same opinion that it does not affect their culture negatively and perceive it in most cases as a mean to gain social prestige. However, some students are not sure about it.

Table 4.14: Opinions Against English-Medium Education

Item	Group	N	Mean	SD	Std. Error Mean
5	Ss	75	2.21	.874	.101
	Ts	8	1.75	.707	.250
13	Ss	75	1.53	.777	.090
	Ts	8	1.88	.991	.350
16	Ss	75	1.79	.874	.101
	Ts	8	1.50	.756	.267

Item 5: English-medium education will have an adverse effect on student achievement in subjects.

Item 13: English-medium education has a negative effect on the effectiveness of subject instruction.

Item 16: English-medium education hinders creativity.

The difference between the students' and the instructors' opinions can be observed in item 5 (Ss- M=2.21; Ts- M=1.75), as 50.7 % of students (Table 4.2) agree that studying in English does not always bring positive effect to the classroom. As for instructors, most of them are not sure about the issue, but 37.5% disagree with the statement (Table 4.8). The students' and the instructors' perceptions regarding the negative effect of English-medium instruction also coincide with each other (Item 13: Ss- M=1.53; Ts- M=1.88). Both groups have same opinion that studying in English does not prevent

students from creativity, however still some participants agree with the statement (Item 16: Ss- M=1.79; Ts- M=1.50).

Table 4.15: The Necessity of English-Medium Education

Item	Group	N	Mean	SD	Std. Error Mean
2	Ss	75	2.69	.636	.073
	Ts	8	2.38	.744	.263
3	Ss	75	2.84	.466	.054
	Ts	8	2.63	.744	.263
6	Ss	75	2.68	.619	.071
	Ts	8	1.50	.756	.267

Item 2: English-medium education is necessary at secondary education level (high school).

Item 3: English-medium education is necessary at tertiary education level (university).

Item 6: In general I find it appropriate that all subjects should be studied in a foreign language (i.e. English).

The table 4.15 show that the students and the instructors have different views about the appropriateness of all subjects to be taught in English (Item 6: Ss- M=2.68; Ts- M=1.50). While students consider studying all subjects in English appropriate, the instructors doubt about the issue. However, both groups have same views regarding the necessity of English-medium education in high-schools (Item 2: Ss- M=2.69; Ts- M=2.38) and universities (Item 3: Ss- M=2.84; Ts- M=2.63).

Table 4.16: Views Regarding English-Medium Education in North Cyprus

Item	Group	N	Mean	SD	Std. Error Mean
4	Ss	75	1.49	.724	.084
	Ts	8	1.25	.463	.164
7	Ss	75	2.87	.380	.044
	Ts	8	2.63	.744	.263
8	Ss	75	2.81	.456	.053
	Ts	8	2.63	.744	.263
9	Ss	75	2.72	.534	.062
	Ts	8	2.25	.707	.250
15	Ss	75	1.43	.597	.069
	Ts	8	1.75	.707	.250

Item 4: All North Cyprus institutions should give up English-medium education.

Item 7: If the students have a firmer background in English, their success in subjects will increase.

Item 8: If teachers have perfect competence in English, students' learning of the subject matter will be facilitated.

Item 9: In institutions where the conditions are favorable, the medium of the study must remain English.

Item 15: The number of English-medium institutions in North Cyprus must be decreased.

The students and the instructors are positive about the English-medium education in North Cyprus (Table 4.16, Item 4: Ss- M=1.49; Ts- M=1.25) and do not agree with the statement that all institutions there should stop EMI.

Both the instructors and the students believe that students' adequate level of proficiency (Item 7: Ss- M=2.87; Ts- M=2.63) and instructors' perfect competence in English (Item 8: Ss- M=2.87; Ts- M=2.63) help them to achieve more, because if students do not know English well, they do not understand the material and if the instructor cannot explain the material properly or to use appropriate methods and techniques, the educational process might not be successful. Additionally, the students support the idea that institutions should keep English as a medium of the study, if conditions are favorable, however, the instructors are not sure about it (Item 9: Ss- M=2.72; Ts- M=2.25). The instructors and the students have somewhat different views about the idea that institutions in North Cyprus which offer English-medium education must be decreased. While students disagree, most of instructors are not sure about the statement.

## **4.5 Summary**

The results obtained in the current study reveal that the ELT students perceive studying in an English-medium university positively. The results also show that students

perceive it as a contribution to their cognitive development and consider English-medium education beneficial for their future career. Moreover, the student interviews acknowledge negative perceptions of studying in English regarding the difficulties they have in understanding the course material. Furthermore, the analysis of the instructors' questionnaire show that instructors perceive EMI useful; however, some of them do not consider it appropriate that all subjects are studied in English. The results are discussed and interpreted in the next chapter.

## Chapter 5

### Discussion of Findings and Conclusion

The chapter discusses the major findings of the study according to the research questions. The results are synthesized with relevant studies in the literature. It also provides the conclusion of the present study and explains pedagogical implications, limitations and suggestions for further research.

#### 5.1 Discussion of Results

In this section, the findings and results of the study are discussed in accordance with the research questions:

##### **5.1.1 Research Question 1: What are the ELT students' perceptions about studying in an English-medium university?**

The results obtained from the data provide the answer to the first research question which aims to identify the students' position about studying in an English-medium university. The quantitative data from the questionnaire shows that students are positive about studying in English. As it is mentioned in chapter four, the highest mean score is ( $M=2.89$ ) for first item of the students' questionnaire which is related to the usefulness of studying in an English-medium university, which means that 90.7% of the students believe that studying in English is beneficial for them. Moreover, it is found out that students perceive studying in English valuable for their cognitive development and learning the language. The results show students' agreement with the statement that studying in an English-medium university gives them a chance to be exposed to the language and that it develops their linguistic competence (Item 14,

M=2,81). Data obtained from the interviews also show students' opinions about the EMI contribution to their development of English language skills, such as listening, writing and speaking. For example, student 5 states: "You communicate with other people in English language since there isn't any other... let's say common language between you so you have to speak it, you have to improve it, you have to learn from each other as well" (see Appendix H). The findings of various studies also show students' positive attitude towards English-medium education (e.g. Aguilar & Rodriguez, 2012; Tong & Shi, 2012; Costa & Coleman, 2013). Tatzl (2011) reveals that students believe that English-medium education contributes to their linguistic skills development.

In contrast, some studies (Tarhan, 2003; Lei & Hu, 2014) reveal students' neither positive, nor negative perceptions in relation to the effect of studying in English on linguistic skills. For example, Lei and Hu (2014) state that EMI program in China is not effective for improving students' English language proficiency or language learning and use. Some attempts to explore the issue of EMI positive effect on the development of the students' linguistic competence are made further and relevant findings of the effect of EMI on students learning process are discussed afterwards in the discussion part of the third research question.

It should be mentioned that almost all interviewees support studying in English, but at the same time they mention that not all of their groupmates are proficient enough in English language, so that sometimes they have difficulties in understanding the instructor. For example, as student 6 states: "Even some students don't understand what teachers talk about, what teachers say about and they are asking each other 'What did she say?'" (S 6, See Appendix H). Tsuneyoshi (2005) and Kırkgöz (2014) also

reveal that students have difficulties in understanding the material provided by instructors.

The findings of the present study are partly similar to the results of Arkin's (2013) study. Both studies show that EMI is perceived by students as necessary for professional and academic career prospects; however, one main difference between the two studies is that studying in English is perceived negatively due to the low English language proficiency according to Arkin's (2013) findings, while in the current study EMI is welcomed positively. It should be mentioned that Arkin's study is also conducted in Eastern Mediterranean University, but with the focus on CLIL.

The data from the questionnaire and interviews show that students' perceptions may depend on their level of proficiency. Data show that the majority of students believe that if students have an adequate level of proficiency in English, it is easier for them to study. In support for this view, Beckett and Li (2012) reveal that students' inadequate level of English proficiency can cause problems. Additionally, Kym and Kym (2014) have similar results which show that students who are proficient in English benefit more, and less proficient students face difficulties in comprehending and handling the content itself. In addition, the participants of the current study (94.7%) are sure that they can speak English. The same findings have Unterberger (2012) and Wilkinson (2005), which show that instructors and students consider their level of proficiency in English language quite adequate.

Another aspect is that in general students agree that studying the English language should be through English instruction at secondary and tertiary education (in high schools and universities). Students find it appropriate that all courses are studied in

English (76%). The findings are consistent with results in Sert's study (2008) which show that students believe that English-medium education is more effective than formal instruction in terms of teaching the English language.

Another important point is that, when the interviewees were asked about the advantages and disadvantages of studying in English, one of the students mentioned that it might be difficult to teach the course material which is learnt in English in their country, as there are a lot of terms and definitions which are difficult to explain in L1.

The data from the questionnaire do not show that students disfavor studying in an English-medium university and show that they are well disposed to the English-medium education in Cyprus. Also, they believe that the firmer background in English is valuable for successful education as well as instructors' ability to explain the material in the way students are able to understand.

### **5.1.2 Research Question 2: What are the ELT students' perceptions about learning English as a foreign language?**

Positive views about studying in an English-medium university depend on the ways students perceive English as a foreign language. The results of the current study indicate that perceptions of English-medium education correlate with the perceptions of EFL, so it can be noted that if students perceive learning through English positively it means that they see EFL positively.

The results show that students favor the English language. The highest mean score is  $M=97.3$  for item 28 from the second section of the students' questionnaire, which shows that students believe that the adequate level of proficiency in English has



substantial advantages in their future. The data obtained from the interviews confirm students' positive attitudes towards English language as they believe that the knowledge of language is beneficial in the future, especially in finding a job. For example, Student 6 states:

...it is an international language and when you go abroad the only language you can use to communicate with other people mmm, like we call it "lingua franca", so it will help me to get a job abroad for example (S 5, see Appendix H).

The same results have the study by Tsui and Ngo (2017) which show that students understand the importance of English-medium education for their career. The findings of the present study coincide with the results of study conducted by Arkin (2013) which show that students believe that the knowledge of English has advantages and that it is important to learn it at an advanced level. In the interview one of the students (S7) also points out that it is necessary to learn English: "English is considered the international English in the world, so any vacant job or any job opportunity will demand more than one language".

The students' responses on item 22 show that the majority of students (93.3%) perceive learning English language as necessary (M=2.89) and they want to know it very well. It explains why most of the students prefer English to be taught as a compulsory course at elementary (Item 29, M=2.89, Item 30, M=2.79) and higher education (Item 31, M=2.88, Item 32, M=2.85). Students do not think that studying in English language has negative affect on their culture (M=2.72). However, Tarhan (2003) reveals a negative aspect of EFL perceived by students such as the impact of the spread of English.

Overall, the results obtained from the questionnaires suggest that students perceive English as a foreign language positively and prefer to study in an English-medium university.

As North Cyprus belongs to the expanding circle, where English is not officially used, it is worthy to pay attention on the relation between English-medium education and EFL. The majority of students (74.7%) agree with the statement that English has a positive effect on their culture, while only 22.7% are not sure and 2.7% disagree. The interviewees also state that due to the rapid spread of English, it is beneficial to know the language for cultural enrichment. To sum up, students perceive EFL positively.

### **5.1.3 Research Question 3: What are the ELT instructors' perceptions about studying in an English-medium university and the role of EMI in students' learning process?**

The third research question aims to examine the instructors' perceptions of EMI and if it has any effect on students' learning of the subject matter. The instructors of the present study perceive English-medium instruction useful. The mean score of the first item in instructors' questionnaire is 2.75. The findings of Murtaza's study (2016) also reveal that instructors prefer EMI since English skill is valued. However, item 10 has an average mean score ( $M=2.13$ ), which shows that instructors are not sure whether EMI contributes to students' cognitive development or not. Most of the instructors consider EMI as necessary at secondary and tertiary education levels. The findings of the study do not correspond to the findings of the study conducted by Kiliçkaya (2006) which show that instructors prefer to use mother tongue as a medium of instruction more, rather than English, as it can promote students' learning.

It should be mentioned that five instructors disagree with the appropriateness of all subjects to be studied in English (62.5%). As one teacher noted, according to her opinion, EMI should be an option for learners who have motivation to be educated in English and there should be educational institutions where all the subjects are in the students' native language for better understanding.

The results obtained from the questionnaires indicate that instructors have controversial opinions about the positive effect that EMI brings to the classroom. The majority of instructors believe that EMI improves the students' language competence, as it is an effective method to teach the language. The instructors believe that students do not have a difficulty in using the language, but three instructors are not sure if EMI affects students' achievement positively. In contrast, another study by Islam (2013) reveal that instructors have conflicting views on the EMI effectiveness and they doubt whether EMI classes actually improve students' language proficiency or not.

The major difficulty with English-medium instruction lies in students' understanding the material provided by the instructors. Two instructors (25%) agree that students have difficulties in answering questions and sometimes it is difficult for them to retain new terms and concepts (see item 22, 28). Instructors have different opinions regarding the students' language learning and most of the instructors believe that students do not have difficulty in using the language in the classroom.

The most positive influence of EMI can result in students' ability to retell and summarize the material provided during the class using their own words. Additionally, item 13 (M=1.88) shows that the instructors have controversial opinions about the negative effect of EMI on the effectiveness of subject instruction, as 37.5 % of the

instructors agree that it does not have positive effect, while 50% disagree with the statement.

To conclude, instructors believe, that positive and negative role of EMI depends on both instructors and learners and the poor understanding of the subject content is related to the students' low level of English language proficiency.

#### **5.1.4 Research Question 4: Is there a difference between the students' and the instructors' perceptions of English-medium education?**

The findings of the current study show that the instructors and the students perceive studying in an English-medium university useful and agree that EMI should be offered at tertiary and secondary education levels. The findings have some differences with the findings of the study by Tarhan (2003) which show that students are less positive about EMI than instructors and that both groups of participants do not favor EMI at secondary education.

Both groups of participants show common views about the benefits of English-medium education, as it helps to develop language skills. Both groups of participants believe that English-medium education improves language competence of the students (Item 14:  $Ss-M=2.81$ ;  $Ts-M=2.88$ ). Furthermore, the participants consider it as an effective method to learn and teach a foreign language. The findings are different from the findings of the study by Karakaş (2016) which show that instructors perceive Turkish students' English language proficiency negatively compared to international students. However students are positive about their English language skills. This results conforms to the findings of the present study as the ELT students also perceive their level of English language proficiency positively.

The instructors and the students have different views about the positive role of EMI in the development of students' cognitive skills. If most of the students agree with the statement, five instructors out of eight are not sure about it.

The instructors and the students believe that English-medium education helps them to learn new culture (Item 12: Ss-M=2.84; Ts-M=2.88) and it will not negatively affect their own culture. However, the findings do not correspond to Arkin's findings (2013) which reveal that the students and the instructors doubt whether English language positively affects their culture and language.

The instructors and the students have different perceptions of the EMI effect on student achievement in subjects. While the students believe that EMI has adverse effect, four instructors are not sure about it and three disagree with it. The findings show that both groups of participants do not think that English-medium education hinders creativity (Item 16: Ss-M=1.70; Ts-M=1.50).

It should be noted that the participants differ in the perceptions regarding the appropriateness of all subjects to be studied in English. The majority of students consider it appropriate, however five instructors disagree with it. Students and instructors agree that students' firmer background of English language and instructors' professional competence positively affects the learning process.

## **5.2 Conclusion**

Regarding the findings of the study, some conclusions can be made. Firstly, the findings show that the ELT students and the instructors at EMU in North Cyprus perceive studying in an English-medium university positively.

The results also show that the students and the instructors perceive the EMI effect on learning process differently. The students' perceptions may differ also regarding their level of proficiency. Therefore, according to the data obtained on the students' perceptions, it can be concluded that studying in English helps them to improve language skills and brings a lot of advantages in the future. The findings obtained from the current study are consistent with the findings of earlier studies about the current issue regarding perceptions of studying in an English-medium university. This confirms the findings of the study by Tung, Lam and Tsang's study (1997) which reveal that students agree that English is important for their careers.

The findings also reveal that students' adequate level of proficiency is important, as it was found out that ELT students may have problems in understanding the course material. Moreover, not all instructors consider it appropriate that all subjects should be taught in English.

### **5.3 Pedagogical Implications of the Study**

The present study may have a number of pedagogical implications:

- 1) Students should have an opportunity to practice English language and reach an adequate level of proficiency before beginning the study in the department in order to avoid difficulties they might face with the understanding of subject content. Special English language courses should be provided.
- 2) More simplified version of the material should be given to students, as sometimes their low proficiency in language skills cause difficulties in learning. Instructors can distribute the papers with summarized content of the explained material to the students.
- 3) More attention should be paid on vocabulary acquisition. Students should learn more English words to expand their vocabulary.

4) It can be suggested that successful learning can result in case if students get more opportunities to communicate during the classes by having discussions and at the same time by getting constructive feedback on mistakes in speech.

5) The presence of instructors in the classroom should prevent students from using their native language with their friends who have the same language background in order to improve the language competence in English. The instructor should encourage students to communicate in English.

#### **5.4 Limitations and Suggestions for Further Research**

One of the limitations of the present study is that there were no interviews with the instructors. Such an investigation would have given more information about the relation of the students' perceptions regarding studying in an English-medium university to their experiences in the classroom.

Another limitation is concerning the participants. Due to the small number of the instructors at the FLE department, it is difficult to see whether there is any statistical difference between the students' and the instructors' perceptions concerning English-medium education.

Additionally, there was no observation as a data collection technique in the study, which could have provided an insight into the students' proficiency in the classroom as the quantitative data show that students indicate high level of proficiency in English, but from the qualitative data it can be observe that some students make frequent grammatical mistakes in speech and according to the interviewees' responses, some students in their group have difficulties in understanding the material provided by

instructors. In this way, it should be investigated more if studying in an English-medium university is the best way to learn the foreign language.



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## **APPENDICES**

## Appendix A: Permission letter from ethic committee

 <p><b>Doğu Akdeniz Üniversitesi</b> "Uluslararası Kariyer İçin"</p>	<p><b>Eastern Mediterranean University</b> "For Your International Career"</p>	<p>P.K.: 99628 Gazimağusa, KUZEY KIBRIS / Famagusta, North Cyprus, via Mersin-10 TURKEY Tel: (+90) 392 630 1995 Faks/Fax: (+90) 392 630 2919 bayek@emu.edu.tr</p>
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Etik Kurulu / Ethics Committee

Reference No: ETK00-2017-0157

16.05.2017

RE: Leila Tasbulatova (15500037)  
Department of English Language Teaching

To Whom It May Concern,

As part of the 2016-2017 Spring Semester, pertaining to Master Thesis questionnaires EMU's Scientific Research and Publication Ethics Committee has granted Ms. Laila Tasbulatova (15500037), from the Department English Language Teaching Master Graduate Program, to pursue with her survey entitled **Students' Perceptions of Studying in an English-Medium University**. This decision has been taken by the majority of votes. (Meeting number 2017/42-17)

Regards,



Assoc. Prof. Dr. Şükrü Tüzmen  
Director of Ethics Committee

ŞT/sky.

www.emu.edu.tr



## Appendix B: Instructor Questionnaire Consent Form

### Consent Form for the Teacher Questionnaire

Dear instructors,

I am doing my MA degree in Foreign Language Education Department in Eastern Mediterranean University. With your permission, I would like to collect information about your perceptions of English-medium instruction and its influence on students' learning process. You are kindly requested to fill out the questionnaire carefully and accurately. Your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. Your identity will not be disclosed in any published and written material resulting from the study and your responses will be kept confidential.

Thank you for your participation and cooperation.

Leila Tasbulatova

MA student

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Department of Foreign Language Education

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E-mail: ilkay.gilanlioglu@emu.edu.tr

Department of Foreign Language Education

Faculty of Education

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### Consent form

I have read and understood the purpose of this study and I agree to participate.

Name- Surname: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

## Appendix C: Student Questionnaire Consent Form

### Consent Form for the Student Questionnaire

Dear students,

I am doing my MA degree in Foreign Language Education Department in Eastern Mediterranean University. With your permission, I would like to collect information about your perceptions of studying in an English-medium university and English as a foreign language. You are kindly requested to fill out the questionnaire carefully and accurately. Your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. Your identity will not be disclosed in any published and written material resulting from the study and your responses will be kept confidential.

Thank you for your participation and cooperation.

Leila Tasbulatova

MA student

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Department of Foreign Language Education

Assist. Prof. Dr. İlkay Gilanlioğlu

MA Thesis supervisor

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Department of Foreign Language Education

Faculty of Education

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#### Consent form

I have read and understood the purpose of this study and I agree to participate.

Name- Surname: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

## Appendix D: Instructor Questionnaire

### Questionnaire

(Adapted and modified from Tarhan, Ş. (2003))

#### BACKGROUND INFORMATION

- 1) Gender: Male ( ) Female ( )
- 2) Age: \_\_\_\_\_
- 3) Nationality: \_\_\_\_\_
- 4) Work experience: \_\_\_\_\_
- 5) Apart from English what other languages do you know?

<b>Language</b>	<b>Reading</b> Good/fair/poor	<b>Writing</b> Good/fair/poor	<b>Listening</b> Good/fair/poor	<b>Speaking</b> Good/fair/poor

**Section 1: Teachers' Perceptions of English-Medium Instruction**

<b>№</b>	<b>Item Description</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	I find English-medium instruction (EMI) useful.					
2	EMI is necessary at secondary education level (high school).					
3	EMI is necessary at tertiary education level (university).					
4	All North Cyprus institutions should give up EMI completely.					
5	EMI will have an adverse effect on student achievement in subjects.					
6	In general I find it appropriate that all subjects should be studied in a foreign language (i.e. English).					
7	If the students have a firmer background in English, their success in subjects will increase.					
8	If teachers have perfect competence in English, students' learning of the subject matter will be facilitated.					
9	In institutions where the conditions are favorable, the medium of the study must remain English.					
10	EMI contributes to students' cognitive development.					
11	To be attending an English-medium institution gains the individual social prestige.					

<b>№</b>	<b>Item Description</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
12	EMI enables us to learn about the culture of the target language (e.g. English).					
13	EMI has a negative effect on the effectiveness of subject instruction.					
14	EMI improves the language competence of students in the target language (i.e. English) as it provides a medium for learners to use the language.					
15	EMI should continue in North Cyprus institutions, yet the number of these institutions must be decreased.					
16	EMI hinders creativity.					
17	Because English has become an international language, EMI does not result in cultural corruption.					
18	EMI is an effective method to teach a foreign language.					

**Section 2: Teachers' Perceptions of Influence of English-Medium Instruction on Students' Learning of the Subject Matter**

<b>№</b>	<b>Item Description</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
19	That my course is in English affects students' achievement positively.					
20	Students have difficulty in grasping the subject matter when I explain it in English.					
21	Students have difficulty in asking questions in English during my classes.					
22	Students have difficulty in answering English questions I ask orally during my classes.					
23	Students have difficulty in answering English questions I ask in written form during my classes.					
24	Students have difficulty in understanding the answers of questions when I give them in English in my classes.					
25	Students can retell a topic explained in English using their own English words.					
26	Students don't have difficulty in summarizing a topic in English if it was explained in English.					
27	Students have difficulty in understanding the English sources and materials used in my classes.					
28	That my classes are in a foreign language makes it harder for students to retain the new terms and concepts they have learnt.					

<b>№</b>	<b>Item Description</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
29	Instruction of subjects in English encourages students to memorize.					
30	English language-medium instruction makes it easy for students to reach information sources in my class written in this language.					
31	That students tend to memorize in my classes resulted from their study habits.					

This is the end of the questionnaire. Thank you for your cooperation.

## Appendix E: Student Questionnaire

### Questionnaire

(Adapted and modified from Tarhan, Ş. (2003))

#### BACKGROUND INFORMATION

- 1) Gender: Male ( ) Female ( )
- 2) Age: \_\_\_\_\_
- 3) Nationality: \_\_\_\_\_
- 4) Department: \_\_\_\_\_
- 5) Apart from English what other languages do you know?

Language	Reading Good/fair/poor	Writing Good/fair/poor	Listening Good/fair/poor	Speaking Good/fair/poor

- 6) The year of study:  1<sup>st</sup>  2<sup>nd</sup>  3<sup>rd</sup>  4<sup>th</sup>
- 7) Why did you choose to study in Eastern Mediterranean University?
  - To improve my English skills
  - To study in English language
  - My parents told me to enter this university
  - Other reasons: \_\_\_\_\_

- 8) Indicate the level of proficiency in English language skills:

Skills	Beginner	Intermediate	Advanced
Reading			
Writing			
Listening			
Speaking			



**Section 1: Students' Perceptions of Studying in an English-Medium University**

<b>№</b>	<b>Item Description</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	I find studying in an English-medium university useful.					
2	Studying in English is necessary at secondary education level (high school).					
3	Studying in English is necessary at tertiary education level (university).					
4	All North Cyprus institutions should give up English-medium education.					
5	Studying in an English-medium university will have an adverse effect on student achievement in subjects.					
6	In general I find it appropriate that all subjects should be studied in a foreign language (i.e. English).					
7	If the students have a firmer background in English, their success in subjects will increase.					
8	If teachers have perfect competence in English, students' learning of the subject matter will be facilitated.					
9	In institutions where the conditions are favorable, the medium of the study must remain English.					
10	Studying in English contributes to students' cognitive development.					
11	To be attending an English-medium institution gains the individual social prestige.					

<b>№</b>	<b>Item Description</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
12	Studying in English enables us to learn about the culture of the target language (e.g. English).					
13	Studying in English has a negative effect on the effectiveness of subject instruction.					
14	Studying in English improves the language competence of students in the target language (i.e. English) as it provides a medium for learners to use the language.					
15	The number of English-medium institutions in North Cyprus must be decreased.					
16	Studying in English hinders creativity.					
17	Because English has become an international language, studying in English does not result in cultural corruption.					
18	Studying in an English-medium university is an effective method to learn a foreign language.					

**Section 2: Students' Perceptions of English as a Foreign Language (EFL)**

<b>№</b>	<b>Item Description</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
19	I believe everyone needs to learn a FL in our country.					
20	I believe everyone needs to learn English in our country.					
21	I feel learning a FL is necessary for me.					
22	I feel learning English is necessary for me.					
23	I am content that I speak English.					
24	Knowing English is a mark of prestige in society.					
25	I want to learn English very well.					
26	I think English is a nice language.					
27	The spread of English in our country has a positive effect on our culture.					
28	I believe the knowledge of English will bring advantages to me in the future.					
29	At elementary education English should be taught as a compulsory course in grades 4-5.					
30	At elementary education English should be taught as a compulsory course in grades 6-8.					
31	English should be taught as a foreign language in high schools as a compulsory course.					
32	Foreign language instruction should be offered at university level.					

This is the end of the questionnaire. Thank you for your cooperation.

## Appendix F: Student Semi-Structured Interview Consent Form

### Student Semi-Structured Interview Consent Form

Dear students,

I am doing my MA degree in Foreign Language Education Department in Eastern Mediterranean University. I am carrying out a study which aims to explore students' perceptions of studying in an English-medium university and perceptions of English as a foreign language. I would like to collect information about your perceptions and this will involve asking you questions and audio-recording your voice for practical reasons.

Your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled.

Your identity will not be disclosed in any published and written material resulting from the study and your responses will be kept confidential.

Thank you for your participation and cooperation.

Leila Tasbulatova

MA student

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Department of Foreign Language Education

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MA Thesis supervisor

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Department of Foreign Language Education

Faculty of Education

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#### Consent form

I have read and understood the purpose of this study and I agree to participate.

Name- Surname: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

## **Appendix G: Student Semi-Structured Interview Questions**

*Semi-Structured Interview Questions for Students:*

- 1) Why did you choose to study in Eastern Mediterranean University, an English-medium university?
- 2) What are the advantages and disadvantages of studying in an English-medium university?
- 3) Do you have any problems with understanding the material provided by instructors?
- 4) Have you improved your English language skills since you came to the Foreign Language Education department?
- 5) How do you think English will help you after you graduate?

## **Appendix H: Students' Interview Transcription**

### **Question 1**

*Student 1:* “Well, I must admit this was kind of not expected, and so first choice, err..., well, err..., for me to come to North Cyprus in first place, err..., the biggest reason for that is that my parents bought a holiday house there, then they did some research, then they discovered that there are some quit good English-medium universities here so they suggested that I come over and at least take a look at local universities and in my opinion amongst of them the Eastern Mediterranean University suited me the best. I never had any problem with the English language, I was always quite obsessed with it, so for me it was no problem to begin with that instruction in the local university is in English. I also wanted to try to study English language teaching so well for that it would be natural that I am instructed in English language. Yeah, that’s all I can say”.

*Student 2:* “Well err... I wanted to choose a university where I can practice also my English because I am planning to leave my country and work in another country and since err... I’m gonna be a teacher, an English teacher, I need to practice on my English as well. So, I was searching for different universities but because of my visa problems I couldn’t go to Europe, so I searched for English-medium universities in Asia and I came across EMU on one of websites, so I decided to come here”.

*Student 3:* “So, first of all this university is famous with this internalizations and the quality of their teachers’ teaching and their methods. This is one of the important err... reasons, also teachers they are more qualified in compared with my country Kyrgyzstan. So as far as I know they studied in abroad in an European countries and for famous universities. For example, Ilkay hoca as far as I know. Fatoş hoca she

studied in Turkey and also Gülşen hanım, she also studied abroad, in London, as far as I know or New, York, I don't know. So, also because I wanted to mmm... to learn and to know more about this language and the countries were the native speakers they live, for example America or England”.

*Student 4:* “Because there are a lots of opportunities here, for example you can improve your English in Foreign Language Department also you can find a lots of friendship universities in the foreign countries and you can go there and you can improve your English skills and your future opportunities. Moreover, the quality of education in Cyprus in that university is really higher than other universities’, that’ s why I chose Eastern Mediterranean university. As known English is nationwide, err... sorry, worldwide language, if you learn here or improve your English here in advance level, you can to foreign countries or you can -find a lots of contact with in the foreign students and you can do a lot of research about your err... department, that’s why the best advantage of it”.

*Student 5:* “Mmm... well, I’ ve chosed the EMU to study in because I had a family friend who were studying in it and have recommended it for me so my brother first came and started her first semester and then I came after him. And for choosing English-medium University this is because, you know, I wanted to improve my English more and it would be better for me err..., like yani to get a certificate from such university, it would be better that in, that from my country yani”.

*Student 6:* “Because this university is an international university and after I graduated from this University I can work in other countries apart from my own country, apart from Turkey, I wanted to study in English, in University because as I said, as I just

said, I can work in other countries. And another reason is that English is now is a global language this is the second reason. Now the world is globalizing and I need a global language for my future job. Another reason, for example in Turkey in my own country there are many better universities maybe than this university in terms of education I can give some names for example Bosphorus university, Marmara University, Istanbul University but even if these universities are better than Eastern Mediterranean university for example they are not international and their language is Turkish, maybe in some subjects their language is English but mostly their teaching, their education is in Turkish. So, in your country these good universities is good for your job, but this is only in your country. When you want to go to another country for improving your job for example, you need to improve your language, your English so I didn't want to lose time for improving my language. Maybe in the future I have to work in another country and so for this reason an international university, an English-medium University is better for me".

*Student 7:* "I chose Eastern Mediterranean University to study English language teaching because the university has a lot of cultures and people with different languages and each person with different native tongue can receive the English language with different perspective, so it was a good idea to kind of develop this err... at this work as an how people with different native languages can relate with one language which is English".

*Student 8:* "Because I wanted to learn English, so that I can enhance my English, so that when I become a teacher in English, because I want to become a teacher and I want to be an English teacher, so I can communicate well with my students and they understand me very well".



*Student 9:* “Because it is international university, that’ s the first reason why I chose EMU”.

*Student 10:* “I chose Eastern Mediterranean University because it’ s a good school and it’ s speaks in English. All the courses are in English. There are also some Turkish courses, but most of them they are in English”.

## **Question 2**

*Student 1:* “Well, in general, of course, studying in an English-medium university helps you improve your English skills and err... well I do believe that knowing English is a very important skill, its ... it helps you communicate with people around all over the world and can be a good stepping stone to learn further foreign languages. As for disadvantages, err... well, it is rather hard to study with so many people from so many different countries so of course some tensions may arise for people from completely different cultures study together with you maybe you will not getting along that well so err... well also speaking about dormitories, sometimes you can get a really strange roommate that simply comes from a different country and I mean the reason for that is that the university is an English-medium university so people from pretty much all around the world can come and study here which once again make some tensions”.

*Student 2:* “Well err... I think one of the main advantages is err... is that everything is in English, so err... whether you like it or not you will improve your English both in err... speaking and in your err... in writing because you have to submit all of your projects and your essays in English as well, so I think the main advantage is improving your English and disadvantage err... I think one of disadvantages is that since not all of the students are at the same level of fluency err... sometimes there are some miscommunications between the students”.

*Student 3:* “First of all, let me start from advantages. There are several advantages. One of them is as I mentioned before the qualified teachers, well qualified teachers and the second one is mmm... the way they teach is completely different compared with my country, they study is more student-centered and teachers they provide more autonomous learning so since I came to this university I became more mmm... self-centered err... so I learn, I spend more time, for my, err... for improvement of my err... language level and also another aspects related to the courses. Also, one of advantages is I met new friend from different cultures, from different countries and I improved my world view”.

- *“Do you have any difficulties in communication with your friends?”*

- *“Actually, first I had a difficulty because my English level was poor, but now like I became more knowledgeable so now I don’t have any problems, I can contain the communication in different aspect, spheres, so err... this is really enjoyable and disadvantages is m... what can I...”*

- *“Maybe you face some problem in this program, is it easy for example to understand the material provided by the teacher? (Q3)”*

*Student 4:* “Now I want to talk about disadvantages. There are a lot of students here and some of them don’t know how to express my feelings, sorry, their feelings in English and it can be affect our education also, they cannot learn anything. Apart from education and future opportunities you can meet there are a lots of foreign students and can they can keep in touch their cultures, their tradition and it can be broaden your mind. If to talk about disadvantages, actually I cannot find any disadvantages because English is really good thing for us, because it is our future”.

*Student 5:* “Well, as the advantages is, as I said earlier improving your English and another advantage would be that you are enforced to speak this language to communicate with other people since there isn’t any other... let’s say common language between you so you have to speak it, you have to improve it, you have to learn from each other as well. I can’t think about any disadvantages, but maybe for other people whose their proficiency is lower, so for example the written exam would be a problem for them but for me it isn’t yani a problem”.

*Student 6:* “Of course there are both advantages and disadvantages studying in English-medium university. I want to start with disadvantages. For example, err... if your English is not enough for studying in an English-medium university, you can have some difficulties while studying it. For example, my English is good I think because of my age, because I am interested in English for many years, but in my class, there are some students whose English is not enough for studying in an English-medium university. Even some students don’t understand what teachers talk about, what teachers say about and they are asking each other “What did she say?” “What is the meaning of this word” and “What does it mean”, like this. So, if your English is not enough, it is difficult I think to study in an English-medium university. Err..., for example in this university there is Preparation Year for improving your English, but sometimes this is also not enough for studying first year of your err... department. This is the first disadvantage I think. So, you have to be enough to study in such university. Emm..., there are many advantages, as I said for the first question, there are more opportunities if you studying in an English-medium university, apart from, for example, as I just said you can work in other countries apart from your own country, you can work in Western countries, in America for example because now in the world

everybody accept English as a common language, as a global language. The second advantage I think you know there is a saying “one language is one person”, so if you are involved in another language, you are like a global person, while you are studying for your job, you are becoming I think another person because you are involving another language apart from your own language. For globalizing this is important I think this is the second advantage. Another advantage that while you are studying in an English-medium university and because it is an international university, you are together with many students from other countries, from other cultures, this is very important I think, this is a very good experience. For example, this is my second university and I studied my first university in Turkey and nearly 99% of the students were Turk, in my first university. But after I started to study here this is become very interesting and a very good experience for me, because I saw many other cultures, many other people from other countries. But there is another disadvantage to for studying, to studying in an English-medium university. When you turn back to your own country after you graduate if you will have to teach in your own language, you may have some problems, some difficulties I think. For example, for example now I have some difficulty. If somebody asks me in my country “Can you teach this in Turkish” I may have difficulty, because I learned those academic terms in English, not in Turkish and academic terms are difficult you know it is different from your own language. Of course if you study you can deal with this problem, but still I can have difficulties I think. For example, think that I started to work in the University and I am teaching educational psychology in English after I did my master. I learned educational psychology in English and I may have difficulty to translate it to Turkish, if they want me, if the officials want me to teach it in Turkish, I think I may have difficulties, because for four years I learnt it in English”.

*Student 7:* “Emm..., one of the advantages is that you get to improve your language, because everything is in English, then you will be exposed to new vocabulary and you will get use to using the language even in more on daily basis and the disadvantages can be that you might know the information, you might know what it really means, but when you face it with another language, other than your native language, you might not know how to express it, so it kind of can be an obstacle in learning however you know the thing, but you can’ t express it in different language”.

*Student 8:* “The advantages is that I get to meet people from different countries who speak English and it enhances my English to speak better and the disadvantages is that sometimes some words I am not used to it, mostly those people from English countries who knows so much about English, so sometimes when they speak I don’ t get to understand things, but generally I learn more when they speak like that, so it’s all right”.

*Student 9:* “The advantages that all instructors are, they have good experience, mostly they studied in other universities, like Oxford, Cambridge and the other advantage I have many foreign friends here, so it’s good to get some experience from them, to learn from them as well, yeah, that’ s it”.

- “*What about disadvantages?*”

- “Sometimes like there are students Chinese, Arabs, then they have presentations or something it is difficult to understand them, because of accent. By the way it is not a disadvantage what I said Chinese, blah, blah. It’ s ok, by time it’ s easy to understand them”.

*Student 10:* “The advantages of studying in an English-medium university is you get a lot of opportunities for jobs, you can get a job anywhere in the world when you study in an English-medium university. And... there are not really disadvantages, like most of the... it is actually for our good, our own benefit. They are not really disadvantages”.

### **Question 3**

*Student 1:* “It is hard to say well I do but the reason for that is not that I don’t understand the English language well enough it just sometimes it happens that the material are sometimes simply poorly written but well err... me not understanding them entirely well does not have anything to do with my English proficiency, it is just sometimes the materials are not written too well, I would not understand them in any language”.

*Student 2:* “Err... it depends err... it depends on the material itself but usually no, I don’t have any problem with the material unless the material is very difficult”.

*Student 3:* “Actually, I think it depends I think the methods, the teacher methods, how they teach. Sometimes it is really difficult to understand their instructions and it’s not only faced with me, but with my groupmates as well. We had one course the teacher she explained I think several times, like, in first hour she explained it, but it was not clear and then we relied on each other that after the course we could ask each other and then my peers they could explain me better, but they had the same problem and second and third time we came to our teacher to explain again, again and again so this depends on the teacher actually”.

*Student 4:* “Actually, I cannot have any problem with my instructors provided material, because I can understand easily and clearly also correctly, because my English level is

really good, that's why I can understand easily. Actually, some materials is really easy to understand, but some students, about the level of English, they are not understanding the materials, so they will, they have to improve their English level”.

*Student 5:* “So, the answer is no. I didn't face any difficulties using the any else the materials we have, had in any of the course”.

*Student 6:* “Generally, I don' t have any problems about the materials, but some educational materials are complicated I think. For example, Educational Psychology and Research methods. I didn't like these materials, because they are very-very detailed, very unnecessary words. But in terms of their language, I don't have any problem, I mean I can understand its language”.

*Student 7:* “In general, I don't have a major problem in understanding the material, but sometimes the material can be a bit difficult or a bit too much for a student to study in just a small period of time”.

*Student 8:* “Yes, but not all the time, but sometimes some assignments seems to be difficult a bit, but with my friends, with YouTube, Google, it makes it easier for me when I comb on my study on Google and I check it too and if I still have problems I try to meet my English friends”.

*Student 9:* “Yeah, sometimes in first year specially it was difficult to understand some words and then I just... by reading, google...”

- “So, you started understanding the material better?”

- “Yeah, it helped”.

*Student 10:* “No, everything is just clear. I used to have problems in my first year, when I didn’t really understand English, but now it’s really ok. Everything is clear”.

#### **Question 4**

*Student 1:* “Err..., any other person in my place would, but I must admit my English was pretty much perfect by the time I came here anyway I mean I had to take the proficiency test since I had no English proficiency certificates like TOEFL or IELTS so I had to write a proficiency test together with everyone else and I scored one hundred points out of a hundred which probably suggests that my English was really good to begin with. So, I can’t really say that it has improved because there wasn’t much for improvement to begin with”.

*Student 2:* “In a way yes, but it’s not exactly as I thought about for example my speaking skill but I think in terms of writing err... I have improved err... greatly because of my essays and projects that I have to submit. I have become more professional in my writing”.

*Student 3:* “Yes, of course. For example, in my country I just learned err..., I was maybe at the pre-intermediate level but since I came here, after coming here I couldn’t pass immediately to my department so I studied one semester in English Preparatory school. So, there I definitely improved my English level and err... so it helped me to pass exams, mmm.... proficiency exams, to study in a department and in the department for example this is the one of the good structures is like teacher they prefer start to teach from the easy to difficult so they are really interested in our needs and interests”.



*Student 4:* “Yes, about discussion, I have a lot of experience about it, for example before I came here I took an IELTS course about four or five months. Actually it’s, it was really beneficial for me, because my English level is not good as much as now, that’s why I took an IELTS course, also I want to take an IELTS certificate, that’s why I took. Also in high school I took a lot of course, that’s why I think my English is really good compare with others”.

*Student 5:* “Yes, since in my country I was not able to speak English, not because I can’t but because I was shy, I am shy person and I was not able yani or I was not have the courage to speak that language, but when I came here and I was forced to speak otherwise I would not be able to communicate with other people so I had to speak it, I had to encourage myself to do so and day by day, and semester by semester I got better and now I can feel free to speak this language”.

*Student 6:* “Yes, I have, especially in speaking and in listening I think, because in my country teaching English system is a bit different from all the world. In my country the teachers and educational system gives importance to reading, grammar and writing. For years I was good in reading, in writing and in grammar, but I wasn’t good at listening and speaking, because I didn’t have a chance to practice it, to practice my listening and to practice my speaking. And exams styles doesn’t give importance to listening and to speaking, so the students don’t give importance to them, so this is normal. After I come here I have to speak English because I have many English-speaking friends and I have to practice my English listening. Still I am not so good in listening and speaking, but according to the past it has improve I think because it was worse in the past. And I can say that I improved my reading and writing of course but not so much, because I was already good, especially in these skills- reading and writing

skills, so I didn't give so much importance to these two skills. The most important thing for me is listening and speaking skill, because I am not good in them. And since you have to speak and you have to listen your teachers, you have to listen your friends, because they are not Turkish, so... it is inevitable that you will do it, you will practice it and you have to do it, it is obligatory for you. But one important thing for improving these skills is it err... most important reason that improves your these skills is University being international, the people around you, not only instructors, not only your teachers at the University. First of all, because of my department, my English is so important, because in front of your students you have to be a professional teacher and you know students don't want to see err... the teachers not knowing something. For example, if you don't know the meaning of a word for example, this is not good for you in front of your students, especially because of my department, because I am studying in English language department, my English must be very very good in all skills- reading, writing, grammar, listening skill, in all skills it must be very good. If my students believed it that I know English very well this is a bonus for me, this will be a bonus for me. Another opportunity for me is after I graduate if I want to work in my own country, for example there are some private schools, private international schools and they want teachers whose English is very well and they prefer the teachers who studied English-medium, who studied at English-medium universities and if I want to work in such schools, international schools, international universities this will be good for me, this will be better for me, I have to prove my English to them. Second thing is if I want to work in other countries, apart from my country, this is also will be good for me, if they see that you understand that, I know English and I can teach this language in English, this will be an opportunity for me. And another thing is that not only for my job, but English will help me in my living I think, because at the beginning

of my speaking I said that English is a global language, and from the West to the East of the world every country gives importance to English, so this will open an opportunity to me to, for communicating with other people from the world, with other people from all parts of the world I mean. In terms of my job again, I can communicate with other teachers in the world about my job. For example, English language you know English language teaching is ... err... English language teaching is some different kind of methodology and many many people study, study on this subject and many people in the world give importance to this, so there are many seminars for this in the world, there are many many things which has been done for improving the methodology of English, so if my English is very good, I can take advantage of attending these seminars, communicating with the other teacher in the world about the methodology of English for example. I forgot something. In my country there is another important thing about your English, for example if you want to do your master and if you want to do your PhD, English is a very important credit for you, because, because for this I mean for doing your master and for doing your PhD there are some special exams about your English and if you pass these exams, this will be a bonus for your master and your PhD. I mean in your academic career, in my own country, English is very very important, but even if they don' t use English while you are doing your master or while you are doing your PhD, if you are studying it in Turkish, still they give very importance to your knowing English, err... if you want to enter these universities for masters and PhD”.

*Student 7:* “Of course, because your English is now, your English automatically will improve, because you are exposed to English every day and you talk, you trying to speak with this language on a daily basis, so a little bit from here, a little bit from there

you gonna emm..., find a new vocabulary, new idioms, new ways to speak with the language and all in like in the same category. You just like at the same time you trying to understand and speak the language and you can improve it”.

*Student 8:* “Yes, a lot, hundred percents. Before I didn’t know how to speak English very well, do I understood a little, but now I can speak very well, I can communicate with my teachers, with my friends, who speak English well, because I have friends, colleagues, classmates from English countries and now I speak English very well”.

*Student 9:* “Yeah, for sure. It helped me and I’m still working on my English. I improved my speaking skills”.

*Student 10:* “Yes, absolutely. I am now fluent in my English”.

### **Question 5**

*Student 1:* “Well I mean I want to become an English teacher I am studying English language teaching so the answer is rather obvious- you cannot teach English unless you know English. Err... And in general, being exposed to so much English in my department and reading some literature in English textbooks err... well it really helped me with my current freelance job that I am doing. I am a freelance translator err... so and I mostly work with some official documents so being exposed to the sufficial language helps you well to get used to it because the language that is used in the textbooks is rather different from the err... language we normally use to communicate err... so reading a lot of these textbooks helps me to translate various documents afterwards, because language there is rather similar”.

*Student 2:* “Since my field is English teaching I think err... it is the main ingredient for my future job, so it is going to help me greatly in my future job”.

*Student 3:* “After my graduate? Mmm...”

- “Will it help you to find a good job?”

- “Yeah, I think so. Because in my country it is very valuable to know foreign languages. First of all I’ ve learned not only English, but Turkish as well and other languages since I communicate with my groupmates and another friends from different countries like Arabic also and... yes just Arabic. And... for example, I am planning to continue my studying for Master’ s degree, so maybe this knowledge will definitely help me to study more like it will help me more to study about my field and it will be like more easier so I will already know the English language and the field where I am studying and ... also ... when maybe I will come to my country, since I will have, I will be more qualified and more knowledgeable, I will help to improve my country in this field maybe or in linguistics. Also in my country since I am studying as an, I want to become an English language teacher in my country this is very big gap, that teachers they are not qualified enough to teach students and this also affect on our international relationships like students they for example, they are not well-improved and they have difficulties in further studies, so I really hope that my skills will help not only in my future studyings but also in my country as I mentioned before and mmm... I will influence, no... yeah, influence to my colleagues in my future hob, maybe”.

*Student 4:* “Actually there are a lots of helps to me, for example, the finding the job it is the best helping to me, because if you don’t find a job or profession, you won’t do anything that you think in your brain, because err... you will not have a money, so you will not do anything. The second is err..., I can find there are a lots of contacts in the

foreign countries because in the Turkish education is not important as much as political, engineering or other things, that's why I think that English is really help to me. Also, English is helped to me in my PhD after graduation, because PhD is really important in Turkey. If you don't do your PhD you will work in the public schools and you will earn a little amount of money, that's the problem".

*Student 5:* "Well, I didn't think about this question before, but since now you know the English language became such an important one, yani it is an international language and when you go abroad the only language you can use to communicate with other people mmm, like we call it "lingua franca", so it will help me to get a job abroad for example. Wait, let me think of other reasons for a second. Yeah, just like I told you if you want to work abroad you have to speak English, if you want to travel abroad, you have to speak English, if you want to make relationships with like emm... other nationalities, this is the only language that you can find err... like in common between you. Maybe that's it, I am so sorry I couldn't think of any other reasons".

*Student 6:* "I told English will help you in my life, not only in my job. It is the same reason, these are the same reason, I said that English is a global language, Turkey is not... My own country Turkey is not a very international country and you can't see very very international people there but for example, err..., for example for the past five years it is become somehow important for the people, so many many people, many many people who are not Turk, prefer Turkey for working or for another reason, so I mean even my country starting to be a global country these days and knowing English will be good for me for communicating with them. And if you live in another country, not in your own country, of course it will be very very important to know English for example, even Cyprus is more, is a more international country from my own country.

And at the university sometimes I have difficulty, still I have difficulty with a speaking English, about speaking English. This is only a simple example and sometimes I am thinking that if I live in America for example, if I live in London, for example, what will I do. Or even if I will live in Europe country, English will be important, I mean English for communicating with people and maybe I will do this, for example, I have an aim to do my Master in a Western country. For this question I was going to say something, but I couldn't say it, I couldn't talk about it. I noticed that I focused only on Western countries about the importance of English, but it is not important only in Western countries, in Eastern countries also it is very important- in India, in Japan, in Russia, in Egypt, in an African country for example, English is very important and think simple if for example, you want to travel to a Western country, as a tourist, again English will be a bonus for you, for communicating, for explaining yourself”.

*Student 7:* “English is considered the international English in the world, so any vacant job or any job opportunity will demand more than one language and other than my native language I have to know two to three, at least one foreign language and it is easier to communicate with people because all of people all over the world speak, well not all, well most people all over the world speak English other than their native language, so it can break this barrier, icy barrier between different cultures and different ethnicities and it can really improve the work when you are trying to cross the border with your job or with the things you gonna do”.

*Student 8:* “Oh, it will help me a lot, I can go to any country. I can go to Britain, I can go to England, I can go to US. I have been scared of how am I going to communicate with these people because those countries are English speaking countries and generally everyone speak English in the world right now, so for the English I hope EMU is going

to help me a lot to communicate better and make life easier for me where ever I go to, because most of the people tend to speak English, so it' s going to be easier for me and also when I finally become a teacher, an English teacher, it's going to be easy for me to communicate well with my students, explain things better for them, so on".

*Student 9:* "For sure it will help because now it is international language. It' s like visa, you have visa".

- *"Do you think you can find a better job if you know English?"*

- "Yes, for sure. They ask for first English, you know... Ok, you have bonus".

*Student 10:* "Like I said in the second question, I'll get a job anywhere I want and there will be a lot of opportunities for me because of my English since the whole world right now, the first Eng... most of like, sort of like the first language is English, so I will get a job like anywhere in the world, there will be so many opportunities for me".



**Appendix I: Comparison of the Mean Scores of the Students' and the  
Instructors' Responses**

<b>Item</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Std. Error Mean</b>
1	S	75	2.89	.352	.041
	T	8	2.75	.463	.164
2	S	75	2.69	.636	.073
	T	8	2.38	.744	.263
3	S	75	2.84	.466	.054
	T	8	2.63	.744	.263
4	S	75	1.49	.724	.084
	T	8	1.25	.463	.164
5	S	75	2.21	.874	.101
	T	8	1.75	.707	.250
6	S	75	2.68	.619	.071
	T	8	1.50	.756	.267
7	S	75	2.87	.380	.044
	T	8	2.63	.744	.263
8	S	75	2.81	.456	.053
	T	8	2.63	.744	.263
9	S	75	2.72	.534	.062
	T	8	2.25	.707	.250
10	S	75	2.77	.535	.062
	T	8	2.13	.641	.227
11	S	75	2.76	.489	.056
	T	8	2.25	.886	.313
12	S	75	2.84	.404	.047
	T	8	2.88	.354	.125
13	S	75	1.53	.777	.090
	T	8	1.88	.991	.350
14	S	75	2.81	.456	.053
	T	8	2.88	.354	.125
15	S	75	1.43	.597	.069
	T	8	1.75	.707	.250
16	S	75	1.79	.874	.101
	T	8	1.50	.756	.267
17	S	75	2.53	.577	.067
	T	8	2.38	.744	.263
18	S	75	2.87	.380	.044
	T	8	2.88	.354	.125

## Appendix J: Original Instructor Questionnaire

### Teachers' Perceptions of English-medium Instruction

No	Item	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	I find Foreign Language Medium Instruction (FLMI) useful					
2	I find English-medium instruction (EMI) useful.					
3	EMI is necessary at secondary education level (high school).					
4	EMI is necessary at tertiary education level (university).					
5	In Anatolian high schools science subjects (Physics, Chemistry, Biology) must be studied in English.					
6	In Anatolian high schools Mathematics must be studied in English.					
7	In Anatolian high schools at least one of the social science subjects must be studied in English.					
8	All Anatolian high schools should give up EMI completely.*					
9	Effective Foreign Language instruction should replace FLMI.*					
10	FLMI will have an adverse effect on student achievement in science and math subjects.*					
11	In general I find it appropriate that science and math should be studied in a foreign language.					
12	Instead of reverting back completely to Turkish in Anatolian high schools, the existing system should be restored.					
13	If the students have a firmer background in English, their success in science and math subjects will increase.					
14	If teachers that teach science and math subjects have perfect competence in English, students' learning of the subject matter will be facilitated.					
15	That science and math subjects are studied in English does not negatively affect students' success in the university entrance exam.					
16	In schools where the conditions are favorable, the medium of the study of science and math subjects must remain English					
17	FLMI contributes to students' cognitive development.					

18	To be attending a FMLI institution gains the individual social prestige.					
19	FLMI enables us to learn about the culture of the target language (e.g. English)					
20	FLMI has a negative effect on the productivity of science and math instruction.*					
21	FLMI improves the language competence of students in the target language (i.e. English) as it provides a medium for learners to use the language.					
22	FMLI should continue in Anatolian high schools, yet the number of these schools must be decreased.					
23	If science and Math subjects are studied in English, the students can learn the language of science and technology.					
24	FLMI hinders creativity.*					
25	Because English has become an international language, EMI does not result in cultural corruption.					
26	FLMI discourages the production of Turkish words in the areas of science and technology.*					
27	Since there are a sufficient number of courses offered in Turkish except for science and math subjects, FLMI does not prevent students from using their mother tongue.					
28	FLMI is an effective method to teach a foreign language.					

Note: Statements marked with an asterisk (\*) have been reversed prior to computation. For accurate interpretation of results, the statements should be reversed meaningwise (e.g. "FLMI hinders creativity" reads "FLMI does not hinder creativity". Alternatively, to examine the positive responses to this item, one can note the frequencies and percentages in the column *Disagree* instead of those in the column *Agree*.

Teachers' Perceptions of Influence of English-medium Instruction on Students' Learning of the Subject Matter

No	Item	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	That my course is in English affects students' achievement positively.					
2	Students have difficulty in grasping the subject matter when I explain it in English.*					
3	Students want me to translate the subjects I explained in English into Turkish.*					
4	Students have difficulty in asking questions in English during my classes.*					
5	Students have difficulty in answering English questions I ask orally during my classes.*					
6	Students have difficulty in answering English questions I ask in written form during my classes.*					
7	Students have difficulty in understanding the answers of questions when I give them in English in my classes.*					
8	Students can retell a topic explained in English using their own English words.					
9	Students don't have difficulty in summarizing a topic in English if it was explained in English.					
10	Students have difficulty in understanding the English sources and materials used in my classes.*					
11	To be able to understand the questions which will appear in Turkish, students feel the need to prepare for my course by using Turkish sources.*					
12	Having to learn both English and Turkish terms in my classes doubles the burden for students.*					
13	That my classes are in a foreign language makes it harder for students to retain the new terms and concepts they have learnt.*					
14	Because my course is in English we lag behind of the students in the other schools with Turkish medium instruction.*					
15	Instruction of subjects in English encourages students to memorize.*					
16	Foreign language-medium instruction makes it easy for students to reach information sources in my class and technology written in this language (e.g. English).					
17	Students can learn the concepts in my course only if they are explained in Turkish.*					

18	That students tend to memorize in my classes resulted from their study habits.					
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Note: Statements marked with an asterisk (\*) have been reversed prior to computation. For accurate interpretation of results, the statements should be reversed meaningwise (e.g. "Students have difficulty in grasping the subject matter when the teacher explains it in English" means "Students don't have difficulty in grasping the subject matter when the teacher explains it in English")

## Appendix K: Original Student Questionnaire

Students' Perceptions of English-medium Instruction

No	Item	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	I find Foreign Language Medium Instruction (FLMI) useful					
2	I find English-medium instruction (EMI) useful.					
3	EMI is necessary at secondary education level (high school).					
4	EMI is necessary at tertiary education level (university).					
5	In Anatolian high schools science subjects (Physics, Chemistry, Biology) must be studied in English.					
6	In Anatolian high schools Mathematics must be studied in English.					
7	In Anatolian high schools at least one of the social science subjects must be studied in English.					
8	All Anatolian high schools should give up EMI completely.*					
9	Effective Foreign Language instruction should replace FLMI.*					
10	FLMI will have an adverse effect on student achievement in science and math subjects.*					
11	In general I find it appropriate that science and math should be studied in a foreign language.					
12	Instead of reverting back completely to Turkish in Anatolian high schools, the existing system should be restored.					
13	If the students have a firmer background in English, their success in science and math subjects will increase.					
14	If teachers that teach science and math subjects have perfect competence in English, students' learning of the subject matter will be facilitated.					
15	That science and math subjects are studied in English does not negatively affect students' success in the university entrance exam.					
16	In schools where the conditions are favorable, the medium of the study of science and math subjects must remain English					
17	FLMI contributes to students' cognitive development.					

18	To be attending a FMLI institution gains the individual social prestige.					
19	FLMI enables us to learn about the culture of the target language (e.g. English)					
20	FLMI has a negative effect on the productivity of science and math instruction.*					
21	FLMI improves the language competence of students in the target language (i.e. English) as it provides a medium for learners to use the language.					
22	FMLI should continue in Anatolian high schools, yet the number of these schools must be decreased.					
23	If science and Math subjects are studied in English, the students can learn the language of science and technology.					
24	FLMI hinders creativity.*					
25	Because English has become an international language, EMI does not result in cultural corruption.					
26	FLMI discourages the production of Turkish words in the areas of science and technology.*					
27	Since there are a sufficient number of courses offered in Turkish except for science and math subjects, FLMI does not prevent students from using their mother tongue.					
28	FLMI is an effective method to teach a foreign language.					

Note: Statements marked with an asterisk (\*) have been reversed prior to computation. For accurate interpretation of results, the statements should be reversed meaningwise (e.g. "FLMI hinders creativity" reads "FLMI does not hinder creativity". Alternatively, to examine the positive responses to this item, one can note the frequencies and percentages in the column *Disagree* instead of those in the column *Agree*.

Students' Perceptions of English as a Foreign Language

No	Item	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	I believe everyone needs to learn a FL in our country.					
2	I believe everyone needs to learn English in our country.					
3	I feel learning a FL is necessary for me.					
4	I feel learning English is necessary for me.					
5	I am content that I speak/my child speaks English.					
6	Knowing English is a mark of prestige in society.					
7	I want to learn English very well.					
8	I think English is a nice language.					
9	The spread of English in our country has a positive effect on our culture.					
10	I believe the knowledge of English will bring advantages to me in the future.					
11	At secondary level other languages than English should be compulsory too.					
12	At elementary education English should be taught as a compulsory course in grades 4 & 5.					
13	At elementary education English should be taught as a compulsory course in grades 6-8.					
14	English should be taught as a foreign language in high schools as a compulsory course.					
15	Foreign language instruction should be offered at university level.					
16	The spread of English in our country has a positive effect on Turkish.					