Language Barriers met by English Preparatory School Students

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ABSTRACT

Internationalization of higher education in various parts of the world boosted student mobility. Currently, international students travel across the globe to study in the universities where the medium of instruction is in English. In North Cyprus, at the Eastern Mediterranean University, the medium of instruction is in English but the official language of the country is Turkish. In this context, international students are faced with communication barrier in general and language barrier in particular. The present study seeks to explore the difficulties met by international students studying English at the English Preparatory School of Eastern Mediterranean University located in North Cyprus.

As the first study in North Cyprus to concentrate on the learning of English in an EFL context, the study attempts to answer three main research questions: (i) what are the language barriers non-native English students who are learning English as a foreign language at EMU face when learning English?; (ii) what are the EFL students' who study English abroad attitudes toward socializing in English?; and (iii) what are the EFL students' perceptions of studying language at an English-medium university?

Quantitative methodology has been preferred in the present study. An in-house questionnaire comprising thirty-two questions (five questions on demographic information and twenty-seven 5-point Likert-type questions) has been prepared and implemented to 300 students.

The findings of the study showed that majority of the students believe in the benefits of studying at an English-medium university as it fulfils the gap of the lack of practice outside the classroom. In other words, students report that their English language skills, both written and oral, improved as they can practice the language due to the English-medium instruction and multicultural student profile in spite of being in an EFL context. Another significant finding is that students prefer to socialize with friends from both their native language and international friends. However, despite these positive attitudes and perceptions, students still experience anxiety as a barrier when they communicate with international friends or international teachers in English.

Keywords: Barrier, English Learning, EFL Context, English-medium University, Higher Education

ÖZ

Dünyanın çeşitli yerlerinde gerçekleşen yükseköğretimin uluslararasılaşması öğrenci haketliliğini de artırmıştır. Şu günlerde, öğrenciler eğitim dili İngilizce olan üniversitelerde okuyabilmek için dünyanı bir ucuna seyahat ediyorlar. Kuzey Kıbrıs'ta bulunan Doğu Akdeniz Üniversitesinde (DAÜ) eğitim dili İngilizce olmasına rağmen ülkenin resmi dili Türkçedir. Bu bağlamda, uluslararası öğrenciler genelde iletişim engeli, özelde ise dil engeli ile karşı karşıya kalmaktadırlar. Bu çalışma, Doğu Akdeniz Üniversitesi İngilizce Hazırlık Okulu'nda (DAÜ İHO) İngilizce öğrenen uluslararası öğrencilerin karşılaştıkları zorlukları belirlemeyi amaçlamaktadır.

Kuzey Kıbrıs'ta ilk kez yabancı dil olarak İngilizce bağlamında İngilizce öğrenimini inceleyen bu çalışma üç temel araştırma sorusuna cevap aramaktadır: (i) ana dili İngilizce olmayan, yabancı dil olarak İngilizce öğrenen öğrencilerin DAÜ'de eğitim alırken karşılaştıkları dil engelleri nelerdir?; (ii) kendi ülkeleri dışında İngilizce öğrenen öğrencilerin İngilizce dilinde sosyalleşmeye ilişkin tutumları nelerdir?; (iii) yabancı dil olarak İngilizce öğrenen öğrencilerin eğitim dile İngilizce olan bir üniversitede okumaya ilişkin algıları nelerdir?

Mevcut çalışmada nicel araştırma yöntemi tercih edilmiştir. Bu amaçla, toplam otuz iki (beş tanesi demografik bilgi, yirmi yedi tanesi 5'li Likert tipi olmak üzere) sorudan oluşan bir anket geliştirilmiş ve 300 öğrenciye uygulanmıştır.

Çalışmanın bulguları incelendiğinde öğrencilerin büyük çoğunluğunun eğitim dili İngilizce olan bir üniversitede okumanın yararları olduğuna ve bunun sınıf dışında

yapılamayacak pratik açığını kapattığına inandıkları görülmüştür. Bir başka deyişle, öğrenciler, hem yazılı hem de sözlü İngilizce dil becerilerinin geliştiğini ve bunun da, İngilizcenin yabancı dil olduğu bir bağlamda yaşamalarına rağmen, eğitim dili İngilizce olan ve uluslararası öğrenci profiline sahip bir kurumda eğitim gördükleri için dili bolca kullanmalarından dolayı olduğunu belirtmişlerdir. Bir başka önemli bulgu ise öğrencilerin hem kendi anadillerinden hem de uluslararası öğrencilerden arkadaş seçerek sosyalleşmeleridir. Fakat tüm bu olumlu tutum ve algılarına rağmen, öğrencilerin uluslararası arkadaşlar ve uluslararası öğretmenlerle İngilizce dilinde iletişim kurarken hala tedirgin oldukları saptanmıştır.

Anahtar kelimeler: Engel, İngilizce Öğrenimi, Yabancı Dil olarak İngilizce bağlamı, Eğitim Dili İngilizce olan Üniversite, Yükseköğretim

DEDICATION

To my son Hasan Ruso, daughter Figen Ruso, my husband Mustafa Ruso and my loving family.

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TABLE OF CONTENTS

ABSTRACT iii

ÖZ v

DEDICATION vii

ACKNOWLEDGEMENT viii

LIST OF TABLES xi

LIST OF FIGURES xiii

1 INTRODUCTION 1

1.1 Background of the Study 2

1.2 Motivation for the Study 7

1.3 Aims of the Study 8

1.4 Research Questions 9

1.5 Significance of the Study 9

1.6 Limitations of the Study 10

1.7 Summary 10

2 THEORETICAL FRAMEWORK 11

2.1 Globalization 11

2.2 Linguistic Imperialism 18

2.3 English Language Teaching 23

2.4 Learning vs Acquisition and English as a Foreign Language 27

2.5 Sociocultural Theory and Foreign Language Learning 30

2.6 Language Barrier 32

2.7 Relevant Studies 34

2.8 Summary 36

3 RESEARCH METHODOLOGY 37
3.1 Research Methodology.....37
3.2 Research Design.....38
3.3 Population and Sample.....38
3.4 Data Collection Instrument.....39
3.5 Reliability and Validity 40
3.6 Data Collection Procedures 41
3.7 Data Analysis.....42
3.8 Summary.....42
4 ANALYSIS AND FINDINGS 43
4.1 Analysis of Questions on Demographics Information.....43
4.2 Analysis of the Attitude Scale Statements 46
4.3 Mean Values and Corresponding Attitudes.....63
4.4 Summary.....65
5 CONCLUSION 66
5.1 Summary of the Study.....66
5.2 Conclusions Drawn from the Study 67
5.3 Implications of the Study 69
5.4 Suggestions for Further Research 70
REFERENCES.....72
APPENDICES.....83
Appendix A: Student Questionnaire 84
Appendix B: Ethics Board Approval 87

LIST OF TABLES

Table 1. Participants' Sex 43

Table 2. Participants' Age 44

Table 3. Participants' English Language Learning Age 44

Table 4. How many foreign languages they speak 45

Table 5. Students that prefer friends from their own language 46

Table 6. Students that prefer friends from foreign languages 47

Table 7. Studying in an English Medium University provides opportunities to speak in English 48

Table 8. Studying in an English Medium University provides opportunities to listen to English 48

Table 9. Studying in an English Medium University provides opportunities to read in English 49

Table 10. Studying in an English Medium University provides opportunities to write in English 50

Table 11. Studying in an English Medium University provides opportunities to speak in English to teachers 51

Table 12. Studying in an English Medium University provides opportunities to speak in English to students 51

Table 13. Enjoy speaking in English to teachers 52

Table 14. Enjoy speaking in English to international students 53

Table 15. I take every opportunity to speak to my international friends 53

Table 16. My best friends are international students 54

Table 17. I prefer to use English when I talk to my international friends 55

Table 18. My speaking in English skills improve when I talk to my international friends 55
Table 19. My listening in English skills improve when I talk to my international friends 56
Table 20. I feel I can address in English easily when I talk to my international friends 56
Table 21. If I do not understand, I can ask for clarification in English when I talk to my international friends 57
Table 22. I learn new words/vocabulary when I talk to my international friends.....57
Table 23. I learn new grammar structures when I talk to my international friends ...58
Table 24. I learn new songs when I talk to my international friends 58
Table 25. I like speaking to my Turkish friends in English.....59
Table 26. I like speaking to my international friends in English 59
Table 27. When I talk to my international friends in English, I feel anxious 60
Table 28. When I talk to my international teachers in English, I feel anxious 61
Table 29. I like teaching my international friends Turkish.....61
Table 30. I like to have friends from different countries 62
Table 31. I like to learn the culture of my international friends.....62
Table 32. Means and corresponding attitudes.....63

LIST OF FIGURES

Figure 1. Expanded view of the history of globalization (Moore and Lewis, 2009, p. 211) 12

Figure 2. The growth of globalization level in the historical process (Grinin and Korotayev, 2013, p. 6) 13

Figure 3. The correlation between spatial links, political organization and level of technology (Grinin and Korotayev, 2013, p. 7) 14

Figure 4. Flows of globalization (Rodrigue, 2020) 15

Chapter 1

INTRODUCTION

At the outset of the 20th century English started to gain the status of science and technology which in time lead itself to be the medium of instruction at universities even in secondary and primary schools. At the beginning of the 20th century, English as the first language was mainly spoken in the UK, USA, Canada and Australia which were the English speaking countries and their colonies. However, as the English language spread with colonies and developments in science and technology, it became the medium of instruction; the motivation for learning English increased in number in non-English speaking countries.

In language learning, there is a distinction between foreign language learning and second language learning (Krashen, 1982). Studying abroad has often been treated under second language learning research since students go to study in the country of the target language. The topic has been studied through the effect of studying in the target language a context on language learning process; in other words, analysing the influence of studying abroad in the target language's context and its influence on the development of linguistic abilities such as fluency in speaking (Allen & Herron, 2003; Llanes & Muñoz, 2012; Segalowitz & Freed, 2004), writing skills (Freed, So, & Lazar, 2003), or in their knowledge of grammar and vocabulary (Collentine, 2004; Isabelli & Nishida, 2005; Dewey, 2008). On the other hand, research relevant to second language focuses on language development as well as aspects of culture

(Pınar, 2016) since learners live in that country; such as cultural aspects; like intercultural awareness and multicultural interaction.

In addition to studying abroad in the target language context, at the outset of the 21st millennium studying abroad in the target language where the outside context speaks a different language (for example Cyprus, Malta, etc.) has been becoming popular.

The present study seeks to explore the language barriers met by the international students who sought to learn English in a non-English speaking country. Foreign students who are studying English in Eastern Mediterranean University (EMU) located in North Cyprus, a non-English-speaking country. The perception and tendency of students to communicate with other students from other countries is one of the aims since the tendency of students and their perception towards their peers with respect to the use of English as vehicular language was studied. Certainly, in this sense, students' daily extracurricular activities when interacting with other students who are also studying abroad became the fascination since research on language learning associates many cultural and linguistic aspects if the target language is also the language of the country of study.

1.1 Background of the Study

The present study takes place at the Eastern Mediterranean University (EMU) which is located in Northern Cyprus and was established in 1979 under the leadership of Onay Fadıl Demirciler the Undersecretary of the Ministry of Education as a higher-education institution of technology for Turkish Cypriots. In 1986, it was rehabilitated to a state university. The campus is situated within the city of Famagusta. The

university hosts students from 110 different countries and teachers from 35 different countries.

The university has 108 undergraduate and school programs and 96 postgraduate and doctoral degree programs provided by 12 faculties, 5 schools and Foreign Languages and English Preparatory School. The medium of instructions are in Turkish and English. However, English Preparatory School is available for students who need to improve their English. The university offers variety of sports and social activities.

In addition to undergraduate degrees, Eastern Mediterranean University offers an extensive variety of postgraduate programs: 25 Master's and 13 Doctoral level graduate programs. Eastern Mediterranean University provides English language courses for those students whose English proficiency is not satisfactory to study in an English-medium university.

Eastern Mediterranean University Foreign Languages and English Preparatory School (EMU FLEPS) is an English medium school which is located in North Cyprus. Being located in North Cyprus which is a Turkish speaking country, the language of the surrounding country provides the opportunity for foreign students to learn and acquire Turkish outside the class. Those students who study English at EMU FLEPS theoretically find the chance to practice English language within the classroom and through communication with other international students. In this respect, learners of Turkish have an extra advantage as the target language they are learning is available around them and they are exposed to the target language more. As the ideal circumstance for language learning is based on the exposure to the target language on a daily communication basis.

In language teaching, there has been a distinction between language learning (mostly learned in the class); and language acquisition (acquired from the outside context). In other words, second language acquisition; is acquired through communication within the country. It hence, includes learning related to culture as well. This constitutes the underlying ideas of why studying abroad where the target language is used is the favourable context for language learning. Constant exposure, cultural awareness which makes students receive authentic input more intensely since learners find more opportunities to use the second language and "interact with native speakers, thereby putting into practice what they have learned and developing communication strategies in real-life communicative situations" (Collentine & Freed, 2004).

The adaptation of relevant research on studying abroad in English as a Second Language (ESL) context into studying abroad in English as a Foreign Language (EFL) contexts forms the general scope of this study. The communication taking place in native context does not necessarily apply within the same framework. However, interaction of EFL learners and their choice of language in socialization, choice of peers and friends are to be analysed in order to determine the tendency of communicating with the target language.

When studying abroad, international students face communication barriers in general and language barrier in particular. Language barrier that we have mentioned refers to the cultural contexts, psychological tendencies or linguistic abilities which may alter communication of an individual within a certain cultural context or geography. In the context of this research, language barrier impeding the communication of language learners are studied with respect to the students' tendency to make friends

from their own language and culture or using English to socialize with other students.

Language barrier usually appears once students think that their spoken performance is wrong, stupid or incomprehensible (Brown, 2001). This has been associated with psychological factors that stop a person from communication and is therefore a significant topic of study. Horwitz et al. (1986), who are one of the first scholars who studied the topic in terms of language learning state that barrier is "a distinct complex of self-perceptions, feelings and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (p.127). The results of this research suggest that language learning anxiety is a significant feature of language barrier.

Foreign language anxiety theory has three interrelated components; communication apprehension, fear of negative evaluation, and test anxiety. Communication apprehension is defined by Horwitz et al. (1986) as "a type of shyness characterized by fear of or anxiety about communicating with people" (p. 127). Fear of negative evaluation means "apprehension about others' evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (p. 128). Finally, test anxiety includes anxiety felt for the tests and examinations during language learning and refers to "a type of performance anxiety stemming from a fear of failure" (p. 128).

Language barrier has been studied with respect to living or studying in the target language country since second language learning is associated with improvement of linguistic knowledge and understanding the culture due to exposure to the second

language learners receive real input more intensely than in a regular language course in their own country. However, this assumption does not discredit that there are parallels with foreign language learning contexts when studying abroad. The opportunities to use the second language outside of the classroom and interaction with speakers of other countries by using language, thereby putting into practice what they have learned and developing communication strategies in real-life communicative situations cannot be discredited (Çağatay, 2015). This study, therefore, aims to seek the language learning context of study abroad by projecting this attitude to studying abroad where the language of the country is not the target language.

Researchers have tended to study this topic through the linguistic benefits gained from the study abroad context in relation to the improvement of communicative or pragmatic competence in the target language by analysing the acquisition of linguistic knowledge, especially in fluency (Allen & Herron, 2003; Llanes & Muñoz, 2012; Segalowitz & Freed, 2004), in the knowledge of grammar and vocabulary (Collentine, 2004; Dewey, 2008; Isabelli & Nishida, 2005), in the development of written skills (Freed, So, & Lazar, 2003; Sasaki, 2011), or in learning strategies (Adams, 2006). However, others expanded research fields and studied other important aspects, such as the development of intercultural competence (Engle & Engle, 2004; Jackson, 2009; Pinar, 2016), the influence of extra-linguistic factors such as the duration of the stay (Dwyer, 2004), culture shock (Lafford, 2004), living conditions such as the influence of living with host families (Schmidt-Rinehart & Knight, 2004; Knight & Schmidt-Rinehart, 2010), and the creation of social networks and interaction with native speakers (Kinginger, 2008; Magnan & Back,

2007), all of which can positively or negatively influence the relationship of the individual to the language and culture of the target language when studying abroad.

The adaptation of this kind of an outlook into the context of foreign language learning has been undertaken through student's own attitudes in order to explore whether there is a significant relationship between students' interaction in English, to see if they observe anxiety in their language abilities in communication.

This aim will be pursued in the context of EMU FLEPS with 50 students taught by the researcher. In other words, whether international students consider anxiety as a barrier that they are aware of in their communication in the target language.

1.2 Motivation for the Study

Being a teacher at the EMU English Preparatory School (EMU EPS) for over 21 years and evaluating the students over the years, also, the changing profile of the students; moreover, witnessing the serious changes in the learning style gave me the reason to exploit and explore the reasons of this changing profile. Therefore, the reasons mentioned below and curiosity are the reason why I am involved in this study.

The country, class and environment of the students are the same, but the learning style, ways and advantages are different; learners of Turkish have more opportunities to practice and use the language outside the classroom and are faster learners compared to the learners of English.

In motivation to do this, I started to monitor the students by looking at the advantages and difficulties the two groups had, but the main focus group was the

learners of English. The outcome was that the learners of Turkish were in advantage as they were in a Turkish speaking country and had the opportunity to use the language and hear the language at any time in its natural habitat. Despite this, the learners of English were in disadvantage as they were learning a language that was not the mother tongue of the country they were learning. Due to this, students could not use the language outside the class in a natural environment, so they had difficulties applying the knowledge they learned in class. Therefore, the learning progress was slower, but in time the learning showed a fast progress. After looking into the reason why suddenly the progress got better the result showed that the use of the technology, smartboards and the Internet gave the English language learners the opportunity to use the language outside the classroom as if they are in a natural environment, also the increase of foreign students has been a great impact, as the students are required to use the language to be able to communicate with their friends and teachers.

1.3 Aims of the Study

The main aims of this study are to: explore the language barriers faced by international students in EFL context; find out if there is any significant link between EFL learners' tendency to socialize with international students and their attitudes towards using English in their social life within this context. Another aim of this study is to determine students' attitude and perception of interaction and communication in a multi-cultural setting and their opinion on the possible impact this has on their language learning.

To sum up, the aims of this study are, thus, to explore language barriers faced by international students in EFL context and the tendency of students to interact, make

friends and socialize in English. The tendency of students to socialize with students from the same countries is a signifier of language barrier as it suggests that they prefer intracultural interaction through a mutual language.

In parallel to the aims stated above, this study also seeks to investigate the language barriers self-reported by international students' based on their communicative experiences in the target language.

1.4 Research Questions

This research focuses on the international students' aspects of language learning outside of the classroom. Socializing in a multicultural context where the mother tongue of the country is not the target language. It is conducted at the Eastern Mediterranean University (EMU) English Preparatory School (EMU EPS). The research targets to answer the questions below:

1. What are the language barriers non-native English students who are learning English as a foreign language at EMU face when learning English?
2. What are the EFL students' who study English abroad perceptions toward socializing in English?
3. What are the EFL students' perceptions of studying language at an English-medium university?

1.5 Significance of the Study

Student's perception of the language barrier they have faced and the tendency of their communication within the same temporal culture under the two types of language learning; ESL and EFL.

This significance of this study is that it shifts the point of focus of communication outside classroom and tendency to use the target language and the barrier of anxiety to studying abroad in which the language of the country is not the target language. This topic could provide the path of research towards understanding interaction and language barriers students experience studying in this context. It is believed that focusing on language learning experiences and language use practices of students would shed a light on the fundamental communication problems experienced and help teachers of all levels to understand their students better.

In this digitized globalized world, our perception of communication and barriers faced when studying abroad in a country where a different language is spoken other than the medium of instruction needs to be studied since the demand to such educational contexts is increasing. Also, the significance of this study lies in the fact there is no similar study conducted in the context of EMU.

1.6 Limitations of the Study

This questionnaire was implemented with 300 EMU EPS students only in the Spring semester of the 2017-2018 academic year. Due to these limitations regarding the sample size and duration of the study, the findings cannot be generalized to other contexts.

1.7 Summary

This chapter presented the information about the background of the study, explained the motivation for conducting the study, elaborated on the aim of the study, introduced the research questions and finally, it discussed the significance of the study. The next chapter will review the related literature.

Chapter 2

THEORETICAL FRAMEWORK

This chapter presents the theoretical framework underlying in the study under seven sub-sections. The first section provides the background literature on globalization, its definitions and its growth over the years. The second section discusses linguistic imperialism and spread of English by the Inner Circle countries. The next section focuses on the role and place of English Language Teaching (ELT) and its practitioners in linguistic imperialism. Then, the difference between learning and acquisition is discussed in relation to English as a Foreign Language (EFL). The fifth section presents sociocultural theory and its role in foreign language learning. The sixth section summarizes four types of communication barriers and explains why the focus is only on language barrier in this study. Lastly, relevant studies on learning English in a foreign language context are presented and explained how it differs from other learning contexts.

2.1 Globalization

Globalization as a term has been around for a long time and throughout the history the concept globalization has been used to refer to a variety of aspects. The concept of globalization has been on the agenda of all aspects of life over the world. However, globalization as a concept is not very recent and has been experiencing by the world for a long time now. Scholars have classified the history of globalization into different periods. The expanded view on the history of globalization according to Moore and Lewis (2009) is shown in Figure 1. According to this classification,

globalization periods are labelled as Globalization 1.0, Globalization 2.0, Globalization 3.0, Globalization .5 and each of these periods have different fundamental features, dynamic forces, agents of change and questions they focus on.

Key Attributes	*Globalization 1.0*	*Globalization 2.0*	*Globalization 3.0*	*Globalization .5*
Time Frame	1492 until around 1800	1800 to 2000	2001 to future	27 BCE to circa 200 AD
Dynamic Force	How much brawn; how much horsepower, wind power, steam power	Falling transportation costs, later falling telecommunications costs—breakthrough in hardware	Software and the global fiber-optic networks that makes us all next-door neighbors	Military expansion and later pacification in the Roman Empire. Revenues needed to support the Empire
Key Agent for Change	Countries and Governments	Multinationals	Individuals	The Empire and the military machine
Primary Questions	Where does my country fit into global competition and opportunities? How can I go global and collaborate with others in my country?	Where does my company fit? How can I go global and collaborate with others in my firm?	Where do I fit into the global competition and opportunities of the day and how can I, on my own, collaborate with others globally?	What is allowed by my place in society? What empire or what group holds power?

Figure 1. Expanded view of the history of globalization (Moore and Lewis, 2009, p. 211)

As can be seen from Figure 1, Globalization .5 started in the period between 27 BCE to circa 200 AD with military expansion of the Roman Empire; the Empire and military machine as key agents for changes; main concerns on what people are allowed in the society as their own place and which empire or group has the superior power. From 2001 onwards, it is called 'Globalization 3.0' and it has software and global fibre-optic networks making the world a large neighbourhood with individuals becoming agents for change rather than governments or nations. The main concerns

in the current globalization are how individuals fit into the global competition, how they can benefit from global opportunities and how can individuals personally collaborate with others at a global scale.

On the other hand, Grinin and Korotayev (2013) examine the origins of globalization and its levels based on spatial links (Figure 2).

Type of spatial links (globalization level)	Period
Local links	1. Till the 7th –6th millennium BCE
Regional links	2. From the 7th –6th millennium till the second half of the 4th millennium BCE
Regional-continental links	3. From the second half of the 4th millennium BCE to the first half of the 1st millennium BCE
Transcontinental links	4. From the second half of the 1st millennium BCE to the late 15th century CE
Oceanic (intercontinental) links	5. From the late 15th century to the early 19th century
Global links	6. From the early 19th century to the 1960s and 1970s
Planetary links	7. From the last third of the 20th century to the mid-21st century

Figure 2. The growth of globalization level in the historical process (Grinin and Korotayev, 2013, p. 6)

Grinin and Korotayev (2013) suggest that the listed periods are not the whole history of globalization but rather, they represent the main phases of the process of globalization. According to Figure 2, the first main phase was until the 7th-6th millennium BCE with local links; followed by regional, regional-continental, transcontinental, oceanic, global and planetary links, respectively. After listing the globalization levels and periods, Grinin and Korotayev (2013), then, elaborate on these levels by focusing on forms of political organizations and levels of technology during each phase (Figure 3). By detailing these aspects, the authors emphasize the

correlation between spatial links, political organizations and level of technology used. All these aspects work in collaboration during the process of globalization and shape other aspects of life.

Type of socio-spatial links	**Period**	**Forms of political organization**	**Level of technology** *(production principles and production revolutions)*
Local links	Up to the second half of the 4th millennium BCE (≈ 3500 BCE)	Pre-state (simple and medium complexity) political forms, the first complex polities	Hunter-gatherer production principle, beginning of the agrarian production principle
Regional links	The second half of the 4th millennium BCE – the first half of the 1st millennium BCE (≈ 3500– 490 BCE)	Early states and their analogues; the first empires	The second phase of the agrarian revolution; agrarian production principle reaches its maturity
Continental links	The second half of the 1st millennium BCE – the late 15th century CE (≈ 490 BCE – 1492 CE)	Rise of empires and first developed states	Final phase of the agrarian production principle
Intercontinental (oceanic) links	The late 15th century – the early 19th century (≈ 1492–1821)	Rise of developed states, first mature states	The first phase of the industrial production principle and industrial revolution
Global links	The early 19th century – the 1960s and 1970s	Mature states and early forms of supranational entities	The second phase of the industrial revolution and the final phase of the industrial production principle
Planetary links	Starting from the last third of the 20th century	Formation of supranational entities, washing out of state sovereignty, search for new types of political unions and entities, planetary governance forms	The start and development of scientific-information revolution whose second phase is forecasted for the 2030s and 2040s

Figure 3. The correlation between spatial links, political organization and level of technology (Grinin and Korotayev, 2013, p. 7)

Rather recently, Rodrigue (2020) summarizes the flow of globalization under three main headings: trade, migrations and telecommunications (Figure 4).

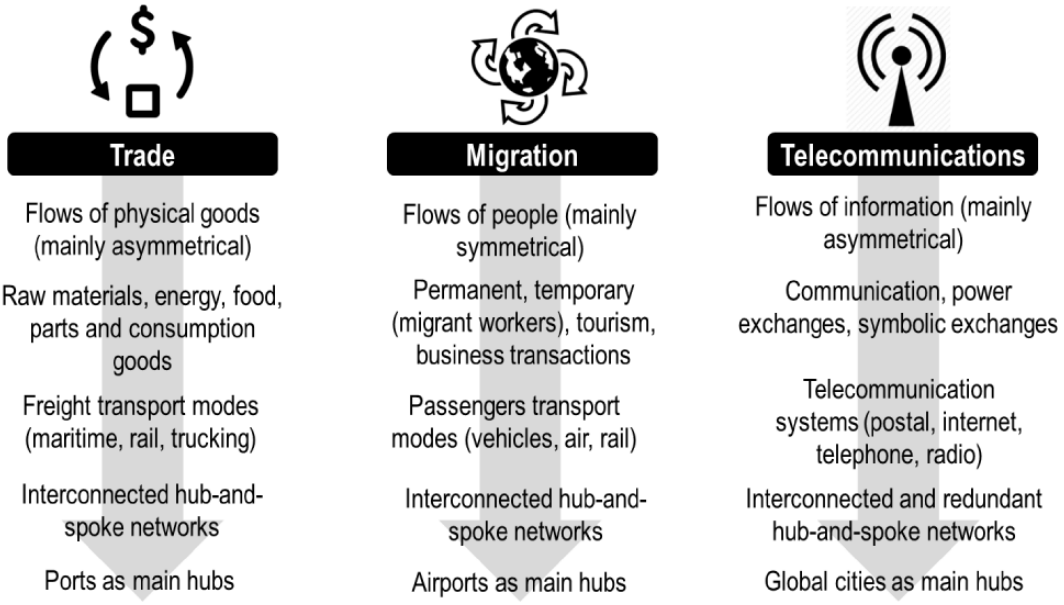

Figure 4. Flows of globalization (Rodrigue, 2020)

Rodrigue (2020) concentrates on trade features, people movements and telecommunication innovations to show how globalization works around the world. For trade, flow of physical goods through ports; for migration flow of people through airports; and for telecommunications flow of information through global cities and the Internet are summarized.

Despite the different historical overviews of the history of globalization, there is a consensus that globalization has not started recently but it is, in fact, happening since the early periods of communal life. To sum up, globalization starts with trade and finance but influences flow of people and flow of information. The combination of such flows creates an impact on all aspects of human life including international relations, technology, trade and education in general.

These changes occurring in all parts of the world and the technological advancements were predicted to transform the world into a 'global village' (McLuhan, 1962). According to McLuhan and Fiore (1967) media have been the main predictor of the changes in human life:

> The medium, or process, of our time—electric technology—is reshaping and restructuring patterns of social interdependence and every aspect of our personal life. It is forcing us to reconsider and re-evaluate practically every thought, every action, and every institution formerly taken for granted. Everything is changing —you, your family, your neighbourhood, your education, your job, your government, your relation to "the others." And they're changing dramatically (McLuhan and Fiore, 1967, p. 8).

Thus, information and communication technologies function as the influencer by promoting and leading the changes happening in all aspects of people's lives.

Defining globalization has not always been easy and although there are varying definitions of the term globalization in the literature, Kumaravadivelu (2006) suggests that the term may mean different things to people from different sectors and segments at different times in life. The word globalization may mostly imply international trade and finance for many people, in today's world; it goes beyond the field of finance and has an impact on all aspects of human life.

Based on the historical development and flows of globalization, Moore and Lewis (2009) review relevant literature and put together five broad definitions of globalization:

- Globalization as internationalization: refers to the relations between countries across borders and concentrates on growth in international exchange and interdependence.

• Globalization as liberalization: refers to the process of removing government-imposed restrictions on movements between countries to create a borderless, open world economy.

• Globalization as universalization: focuses on the process of spreading various objects and experiences to people at all corners of the world, such as spread of televisions and computers.

• Globalization as westernization or modernization: concentrates on the dynamic spread of social structures of modernity (capitalism, rationalism, industrialism, etc.) all over the world causing the existing cultures to destruct.

• Globalization as deterritorialization: refers to the reconfiguration of geography to go beyond social space by removing territorial borders.

The definitions available underline certain common characteristics of the concept such as worldwide connections; removing borders between countries and continents and making the world smaller; economic and social activities across nations. These features have an impact on all aspects of life including commerce, education, and social life (Tobin, 1998; Popkewitz and Rizvi, 2009; Al Hosni, 2015).

The abovementioned features of globalization are, now, experienced even more rapidly due to the Internet and other technological advancements; thus, making the world smaller and bringing people closer. As expected in all communities, this smaller world needs a common language to communicate and this, in today's world,

seems to be English. In order to achieve this, at the outset of the 21st millennium, English language has established itself as the international language.

2.2 Linguistic Imperialism

According to Crystal (1988), the number of English speakers during the reign of Queen Elizabeth I ranged between five and seven million while in 1952, during the reign of Queen Elizabeth II, the number reached 250 million. This huge increase in the number of English speakers in the world is the result of the expansion of the English language from the British Isles to different areas and continents in the world through colonization.

Osterhammel (2005) defines colonialism as a relationship between an indigenous majority and a minority of foreign invaders. In the 19th century, Africa was colonized by Britain, "in order to assist and facilitate the Western colonial administrative project, Africans were taught, beyond the initial years of vernacular school, in the language of colonial power" (Prah, 2009, p. 4). Shin and Kubota (2008) point out that:

> Colonial storylines of Christian missionaries traveling to Africa and Asia to cultivate or civilize the other are reproduced in the stories of NS language professionals with global knowledge flying to Asian/African schools to invigorate the ineffective educational practices in the local context (Shin and Kubota, 2008, p. 210).

This issue was further supported by Pennycook (1994, 1998) as he investigates the cultural and historical analysis of the global spread of English and highlighted the effects of the colonial discourses on English language education, particularly the perpetuating effects of the colonial constructions of the cultural images of superior Self and inferior Other on theories, beliefs, and practices in language education.

All in all, “in British colonies, for example, the colonized population had to convert to Christianity, learn the English language and read English literature in schools” (Sekhar, 2012, p. 112).

It is argued that the success of English as the common language of the world is due to the political and economic power of the native English speaking countries (Pennycook, 1994; Crystal, 2003, Ciprianova and Vanco, 2010). For example, Crystal (2003) states that this causal relationship represents “the closest links between language dominance and economic, technological, cultural power. Without a strong power base, of whatever kind, no language can make progress as an international medium of communication” (p. 7). He also adds that English became the global language because of “the expansion of British colonial power which peaked towards the end of the nineteenth century, and the emergence of the United States as the leading economic power of the twentieth century” (p. 57). His arguments are also supported by Ciprianova and Vanco (2010) claiming that the “unequal distribution of economic, political and cultural influence and a deliberate effort of native English speaking countries, mainly the UK and the USA to promote English around the world” (p. 125) has strengthened the status of English as a global language.

Despite the recent trends in discussing the relation between globalization and English language teaching; this issue has been put forward by Kachru (1990) who focuses on the popularity of English based on geographical proximity. According to Kachru’s Model (Figure 5), the speakers on English are classified into three circles: the Inner Circle (native English speaking countries such as the UK, the USA, Canada, etc. also defined as norm-providing as they establish the norms of accurate English); the

Outer Circle (former British or American colony countries with English as their second language; also considered as norm-developing as they expand and elaborate on the norms provided by the countries from the Inner Circle); and the Expanding Circle (countries that had never been colonized by Britain or the USA, yet, they still acknowledge the importance of English as a foreign language; also known as norm-dependent as they teach and learn English according to the norms provided by the countries from the first two circles).

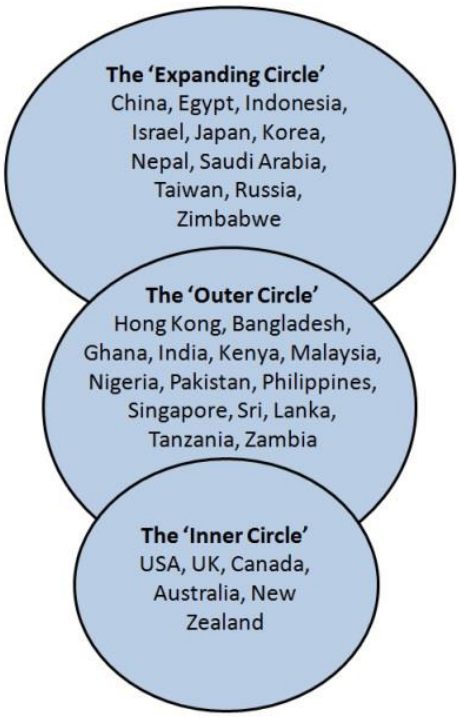

Figure 5. Three circles of English (Kachru, 1990)

This popular and well-known classification of English speaking countries within the world by Kachru (1990) leads to the issue of linguistic imperialism as the countries that belong to each circle are also classified as norm-providing, norm-developing or norm-dependent.

Phillipson (1997) who coined the term 'linguistic imperialism', states that the concept is "a theoretical construct, devised to account for linguistic hierarchisation, to address issues of why some languages come to be used more and others less, what structures and ideologies facilitate such processes, and the role of language professionals" (p. 238). He also underlines that his definition of linguistic imperialism is a type of 'linguicism', another concept found by Skutnabb-Kangas (1988) and concentrated on the hierarchy of languages similar to racism, ethnicism and sexism. According to Phillipson (1992, 2009 as cited in Phillipson, 2013) linguistic imperialism entails a number of features:

• Linguistic imperialism interlocks with *a structure of imperialism* in culture, education, the media, communication, the economy, politics, and military activities.

• In essence it is about *exploitation*, injustice, inequality, and hierarchy that privileges those able to use the dominant language.

• It is *structural*: More material resources and infrastructure are accorded to the dominant language than to others.

• It is *ideological*: Beliefs, attitudes, and imagery glorify the dominant language, stigmatize others, and rationalize the linguistic hierarchy.

• The dominance is *hegemonic*: It is internalized and naturalized as being "normal."

• This entails *unequal rights* for speakers of different languages.

• Language use is often *subtractive*, proficiency in the imperial language and in learning it in education involving its consolidation at the expense of other languages.

• It is a form of *linguicism*, a favouring of one language over others in ways that parallel societal structuring through racism, sexism, and class: Linguicism serves to privilege users of the standard forms of the dominant language, which represent convertible linguistic capital.

• Linguistic imperialism is invariably *contested and resisted* (p. 1).

Until and during the beginning of the World War I, European countries, especially Britain, was considered as the super-power of the world. However, by the end of the first two years of the World War I, the power started to shift from Europe to the United States of America. With the growing expenses of the war:

> the Western allies, and especially Britain, outfitted their forces by placing larger and larger war orders with the United States. In 1916, Britain bought more than a quarter of the engines for its new air fleet, more than half of its shell casings, more than two-thirds of its grain, and nearly all of its oil from foreign suppliers, with the United States heading the list (Frum, 2014).

With the increase in national income, the Unites States of American started to develop both financially and politically. Until then, there was no single language for the whole world, European languages were widely used and known as the European countries were leading the world.

The dominance of European languages changed over time, mostly based on countries' political power and economic stability. This case was evident during World War I and World War II, for instance:

> French declined after WWI as German became more dominant, and after WWII English replaced German. As the U.S. became a global leader in technology and research, English remained the primary form of communication among scientists…English as a language of science and technology will continue while the U.S. dominates research in those fields (Language Connections, n.d.).

As the dominance of the United States of America grew over, the spread of English to the whole world started to take place in parallel to this growth. After becoming the language of science and technology, English started to receive a never-ending interest and demand from different parts of the world as scientists and professionals from other fields wanted to get their work known by others.

2.3 English Language Teaching

The long history of linguistic imperialism and its current existence have strengthened the power of English all over the world as the global language. This, in turn, raised discussions and issues regarding the place and role of English Language Teaching within the context of linguistic imperialism and role of English language teaching practitioners in this regard. According to Phillipson (2018), the main method through which linguistic imperialism operates, is sending under-qualified teachers solely because they are native speakers of English to other countries, especially in Asia, as teachers or educational consultant. It is believed that "such policies can serve to strengthen the social inequality that is a consequence of policies of linguistic imperialism" (Phillipson, 2018, p. 1).

Before further discussion, the role of English Language Teaching in linguistic imperialism, it is important to differentiate between certain terms such as TEFL and TESOL. The first one stands for Teaching English as a Foreign Language and refers to teaching English abroad; the second, Teaching of English to the Speakers of Other Languages" and means teaching English to learners whose native language is not English but live in native-speaking countries such as the USA, UK, Canada, etc. Most of the centres in the USA and Europe would use the term TEFL for teaching English abroad (Lee, 2020).

Even though the qualifications required for English language teachers and TESOL practitioners focus on knowledge of English language structure, knowledge of educational theories and language learning theories, experience of successful second or foreign language teaching, proof of learning at least one foreign language up to a high level, knowing the teaching context, being familiar with the first language of the learners, and being aware of cultural relativity and that no single culture is superior (Phillipson, 2018). When these requirements are reviewed, it is seen that none of them solely belong or can be expected from native speakers of English. Teachers, who are non-native speakers of English, can gain structural knowledge of English, can learn about educational and language learning theories, prove that they can learn a second language effectively (in most cases, this can be English itself), familiarize themselves with their learners educational and linguistic background as well as their teaching context. In other words, "it is quite possible that in foreign language learning contexts, well-trained *non-native* teachers who have good spoken and written English are better qualified than most native speakers of English" (Phillipson, 2018, p. 2).

It is further argued that this notion of native speaker teachers of English being superior to non-native teachers of English is based and still promoted by five theories of second language learning put forward by British and American scholars who focus on bilingualism and bilingual education. These five theories, named as 'fallacies' by Phillipson (1992, as cited in Phillipson, 2018) are the monolingual fallacy arguing that the best way to teach English is through monolingualism; the native speaker fallacy supporting that the best English language teachers are the native speakers of English; the early start fallacy believing that the earlier the learners start learning English the better they will acquire; the maximum exposure fallacy stating that the more learners are exposed to English the better they acquire; and lastly, the subtractive fallacy arguing that the standards of English will reduce if other languages are used.

Phillipson (2018) suggests that these fallacies promote native speaker teachers of English over non-native speakers of English. However, he had also drawn four main pedagogical conclusions for TESOL, non-native speakers and the field of English language teaching from this issue and listed them as follows (Phillipson, 2018):

- The first conclusion is for TESOL and non-native speaking teachers of English regarding the importance of eliminating the native speaker fallacy by initiating and supporting changes in recruitment policies for teachers to avoid discrimination against non-native speakers.

- The second conclusion is for the TESOL profession in general and that love for languages, not only for one language over others, and successful learning of one language other than mother tongue should be among important requirements and qualifications.

• The third conclusion is for TESOL and suggests that teachers of English as a second language or English as a foreign language should have as many qualifications as possible but if not, they should also be willing to acquire them.

• The last conclusion is for English language teaching and that the profession needs to be aware of how English became dominant in countries that in reality are multilingual but came to be known as English-speaking countries.

Based on these conclusions, it is strongly suggested that practitioners need to establish a pedagogy that does not promote linguistic imperialism irrespective of the practitioner's status as native-speaker or non-native speaker (Phillipson, 2018).

Similarly, Modiano (2001) argues that native-speaking or non-native speaking English language teaching practitioners, working especially in English as foreign language contexts, can end up promoting linguistic imperialism through their daily practices without realizing even if there are personally against it. The examples of such practices include:

i. Teaching of American English and British English over other varieties, promoting the USA and the UK;

ii. Even teaching of American English over British English or vice versa, promoting the USA or the UK;

iii. Insisting on near-native proficiency, especially for those who are learning English only for communicative purposes;

iv. Offering English language education based on prescriptive norms;

v. Exposing learners to English in a variety of out-of-class activities, undermining cultural diversity.

Phillipson (2008) suggests that "the changes in communication technologies have revolutionized the impact of English globally, in tandem with the expansion of the information society of corporate globalization (especially in commerce, finance, and the media) and multiple networks" (p. 38). In this regard, English language teachers can take certain actions to minimize or even stop linguistic imperialism and the discrimination against non-native speaking teachers of English. These actions may include establishing policies to maintain linguistic diversity; providing learning settings with equality between speakers of different languages; and acting against the linguistic imperialism threatening the languages that had been made inferior against English (Phillipson, 2008).

2.4 Learning vs Acquisition and English as a Foreign Language

The global dominance of English over other languages has resulted in ever-increasing number of people who wish to learn English for a variety of purposes from academic to business or to communication. The linguistic imperialism practices of the Inner Circle (Kachru, 1990) countries through publishers, norms and recruitment policies encouraged prospective English learners to move across countries for the seemingly best schools, possible with teachers who are native speakers of English and in places where they would continuously be exposed to English. This high demand by potential learners is actually based on the historical distinction between language learning and acquisition.

According to Krashen (1982) a second language can be developed through two pathways which he clearly distinguished from one another: one way very similar to a newborn baby's innate ability of learning their mother tongue where language learning occurs subconsciously through a sense of accuracy without full knowledge of the linguistic rules and this is known as acquisition. The second way is to improve the learning ability through conscious knowledge of the rules and procedures of the second language and using the language accordingly which is known as learning.

Krashen's argument (1982) that second language is not only developed through these two systems, but it is also used through these two systems: the acquired system is used for language production unconsciously whereas; the learned system monitors the accuracy of the produced language. This is the fundamental distinction between learning English as a second language and learning English as a foreign language. Acquisition of a language is the way in which mother language is learned. It occurs as an unconscious or unplanned process and in learning English as a second language since it is the language of the country which therefore dictates that there is natural day-to-day interaction and communication amongst individuals.

On the other hand, EFL is associated more with learning side since language is learned within classroom or not through natural interaction but within a perceived framework. Therefore, EFL research mostly concerns language learning within the classroom. The acquisition process in EFL is a field of research that has become more visible as study abroad in non-native context became popular.

English as a Foreign Language (EFL) learners are different from L1 learners, in that the target language is hardly used outside the classroom (Fushino, 2010). Differences

in the extent of involvement in English language communities, and in the opportunity to use English in communication, might affect the factors underlying their communication behaviours. This suggests that it is unwise to directly apply theories and findings derived from L1 and ESL contexts to understandings of EFL learners. The field of EFL learners' communication research needs its own distinctive research. To examine the factors influencing EFL learners' use of English in oral communication, scholars from various cultures have attempted to transfer into EFL learning contexts, variables found to have influenced L1 and ESL communication behaviours (e.g. Wen & Clément, 2003; Yashima, 2002; Yashima et al., 2004; Liu, 2005; Yashima & ZenukNishide, 2008; Fushino, 2010; Peng & Woodrow, 2010).

Zhou's (2013) perspective that EFL requires its own theoretical framework in terms of English used for communication stems from the difference in the treatment, learning and use of the target language within the learning context.

The aspects that influence EFL language use have often been linked to personal aspects like motivation, social skills, linguistic abilities as well as the education setting and the context. This study will focus on EFL learners' use of language in order to study the aspects of communication and language use within EFL study abroad context. In other words, it concentrates on learners' communication behaviours in EFL, learners' use of English and how they benefit from this communication.

2.5 Sociocultural Theory and Foreign Language Learning

The way communication and interaction play a role in a language learning setting which is adopted in this study is with reference to socioculturalism theory and to the term of scaffolding.

Socioculturalism is a classical language learning theory which focuses "on the impact of interpersonal and social aspects of interaction on language learning" (Mackey, 2006, p. 440). In other words, sociocultural theory suggests that cognitive processes, including language learning, emerge from interpersonal communications. For example, a language learning process taking place between less competent second language learner and a more competent partner such as a teacher or a peer learner. The process of the more competent partner providing support for the less competent learners is known as 'scaffolding'. Bruner (1983) defined scaffolding as "a process of setting up the situation to make the child's entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it" (p. 60).

In this regard, the process of learning a non-native language is far more difficult and much less likely to end in complete fluency in cases of enrolling in a foreign language course or moving to a new country (Mackey, 2006). This brings out the distinction between second language learning and foreign language learning:

> Second language learning refers to the process of acquiring a non-native language that is spoken by the community where the learner is living … foreign language learning refers to the process of acquiring a non-native language that is not spoken by the surrounding community (Mackey, 2006, p. 434).

In this respect, the interaction amongst learners and the way they choose to scaffold each other is the way communication in the target language occurs in EFL context. Scaffolding and communication within the target language also provide the opportunity for language learners to learn the language, their vocabulary as well as other language skills.

There is a massive body of research that concentrates on and exemplifies the positive influence of sociocultural theory and scaffolding in foreign language learning. One of such studies is conducted by Walqui (2006) who used a model made of several scaffolding types and examined its effects of English language learners' language skills. At the end of the study, it was found that scaffolding, no matter its type, made it easier to introduce challenging language structures and helped students improve their language skills more efficiently. In another study, Baleghizadeh, Timcheh Memar and Timcheh Memar (2011) work with 114 EFL learners who were divided into three groups with different forms of scaffolding: low-structured scaffolding; high-structured scaffolding; and non-structured scaffolding. The study focused on learners' writing skills and the results showed that the learners from the low-structured scaffolding group outperformed other groups. This indicated that gradual help is more beneficial for language learning and improving language skills than high-structured or non-structured scaffolding. Dongyu, Fanyu and Wanyi (2013) work on a review study and analyzed relevant literature on the background of sociocultural theory and its existence in Chinese context. They concluded that current practices, especially in terms of teacher-student relationship, should change through adopting a sociocultural approach and implement scaffolding by establishing teacher-student collaboration, which will, in turn, improve students' motivation and their language skills. Although these studies focused on sociocultural theory and

scaffolding in traditional classroom settings, Nadarajan (2018) integrates collective scaffolding technique into by online Business English course; and provided learners with teacher guidance along with peer scaffolding through feedback and reviews. The study worked with 45 undergraduate learners with a special focus on writing skills. The results of the five-week study indicated that teacher scaffolding and peer scaffolding during online discussions and classes helped students to feel more confident and improved their writing skills.

2.6 Language Barrier

The term language barrier refers to the personal, social factors which are challenges in communication. At times the term is used to describe the difficulty of interacting in the second language and basically means not being able to speak in the target language and therefore causing a break or prevents the personal exchanges and verbal communication.

The word 'barrier' is defined as "something that makes it difficult for people to understand each other" in The Merriam-Webster Dictionary Online (2015). Pakbaz, Bigdeli, Moolaey and Ghaffari (2014) divide communication barriers into four categories: process barriers, physical barriers, semantic barriers and psychosocial barriers. The process of communication also has six components: sender, encoding, medium, decoding, receiver and feedback. As all these components are interrelated, a breakdown in communication may occur at any stage. For example, "a student may be anxious and cannot give the right message in his mind or the teacher may be too tired to get the message right (Kocaman, 2016, p. 1780).

Kocaman (2016) conducts a study on communication barriers experienced by 36 third and fourth year prospective English language teachers during their language learning processes. The results of the semi-structured interviews and open-ended questionnaires yield four types of communication barriers: emotional barriers; language barriers; perceptual barriers; and cultural barriers.

Verbal communication is stressed in the current study since the barriers to communication can be varied as Kocaman (2016) suggests. In this study, the communicative barriers mentioned here will only entail semantic barriers of language skills; since the study of communicative barriers defined above require multi-disciplinary study incorporating field knowledge in communication, education, linguistics, semantics, and psychology.

In addition to this, cultural barriers which impede communication between individuals are not the focus of this research since it would require a culture-to-culture analysis of translatable practices, attitudes and sayings. Such a study would require to be made outside of school context. The reason for this could be understood from the definition of cultural barriers made below.

> Culture is an integral part of every human's life. Each individual is born in a special cultural context which results in acquiring its different aspects in life. In general terms, culture may be defined as a set of social beliefs, values, religions, credence and ideologies accepted by most members in a social community. / During the process of language learning some crucial cultural factors may be notified, seriously hindering the effective learning process, and commonly known as cultural barriers. Effective language learning among different cultures is especially challenging, due to the different ways of thinking, seeing, hearing, and interpreting the world provided by cultures. Cultural barriers are considered as those traditions which become hurdles in path of understanding or teaching/learning different languages, among which body language, religious beliefs, etiquette and social habits are noteworthy (Mirdehghan et al., 2011).

Therefore, the cultural barriers affecting the communication of groups are factors that need to be taken into consideration in cross-cultural communication in general and goes beyond the scope of the research being taken here.

The language barriers whether resulting from personal reasons such as linguistic, semantic, physical or the process of communication, as well as cultural barriers of untranslatable aspects of culture that alters communication portray a multitude of processes in communication.

The factors affecting the results of this study on attitudes of EFL learners in use of language, making friends from other cultures and which skills they see as enhanced due to this process in a way is a surface study for further research to be carried out with respect to the factors mentioned above. This study concentrates on students' perspective since it would provide a general picture for further research. The mapping of the attitudes to speak English in socializing, making friends from other cultures and whether they perceive this as having a positive influence on their language skills and abilities and how these vary according to various demographics is what this study set to achieve.

2.7 Relevant Studies

Study abroad context have often been though in relation to ESL context since it is assumed to be a superior alternative to studying in your own country. This attributes the opportunities it provides for greater access to native speakers and more exchange opportunities to use English for exchange (Batstone, 2002; Collentine and Freed, 2004; Lafford and Collentine, 2006; Segalowitz and Freed, 2004; Hernandez, 2010). The frequency, involvement, motivation of the learner, period of interaction,

sustainable interaction and the intensity of interaction have all been identified as factors influencing the effect of communication with native speakers on ESL learners (Ginsburg and Miller, 2000; Isabelli-Garcia, 2006; Magnan and Back, 2007).

What does this tell the researchers about the study-abroad context in a non-native country? The studies in EFL context often tend to ignore the interaction of students outside classroom. The research findings in ESL context suggest that interaction and communication of learners with natives have positive influence on their language with respect to various communicative and personal factors.

The shift in English language learning and study abroad towards a more global industry also necessitates that EFL context need to be challenged in line with this shift. In ELT circles, one of the recent criticized positions have been the questioning of ideal native teacher which is a questioning that criticizes the idealized assumption in English language sector of the definition of 'nativity'. This questioning occurred with respect to the idealized native teacher over non-native teachers. Native-speakerism, term put forward by Holliday (2006) started with the questioning of the tendency to view native speaker teachers as the ideal English teacher and this led to a huge number of investigations to the ideology which questions linguistic, educational methods, approaches, performances of teachers with respect to language learning.

Although the questioning involved completely different aspects of education to the topic mentioned here, the topic of this study could be positioned within this line of questioning which is rooted in the assumption that EFL study abroad contexts also provide language development environment with linguistic and cultural elements. However, the scope of this assumption goes beyond various fields. The topic has

been narrowed down to students' attitude of interaction and socializing in the target language. Students' attitudes of using English to communicate with people from other countries in EFL non-native country context and the extent to which the socialization of students occur with people from other countries in English. The application of scaffolding perspective into EFL context through students' perspective and which skill or skills they associate their tendency and behaviour with their language skill improvement is also crucial.

The review of relevant literature shows that there have been no previous studies that investigats the case of learning a foreign language in an EFL context by taking North Cyprus as the case study. Therefore, the present study will the first to concentrate on the effects of learning English in an EFL context by focusing on the higher education students' experiences.

2.8 Summary

This chapter presents a review of the most significant issues in relation to theoretical foundation of this study. The chapter has started with the discussion of globalization and linguistic imperialism to explain the spread of English as an international language followed by their relation to English language teaching, the difference between language learning and language acquisition, sociocultural theory of language learning, and language barrier.

The chapter is finalized with the relevant studies available in the literature. The review of literature for relevant studies reveals a gap in terms of research conducted in similar contexts. Thus, the relevant studies presented in this chapter are limited to a few.

Chapter 3

RESEARCH METHODOLOGY

This chapter presents the details regarding the research methodology followed by research design, study population and sample, data collection instrument and data analysis, and conclude with reliability and validity.

3.1 Research Methodology

The present study is conducted through a quantitative methodology. The study sought to collect data regarding language learning processes of the English Preparatory School students. Muijs (2004) defines quantitative research as "explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)" (p. 1). The use of quantitative methodology allows the researchers to work with a large study sample to gain generalizable numerical results.

The reason for using quantitative data comes from the necessity to gain statistical data looking at the significance between various students' attitudes and perceptions for communication in an EFL context. The most commonly used method for quantitative research approach is survey. Hence, three hundred questionnaires has been distributed for the present study. The countable and measurable features of quantitative data suit the rationale of this research which aims to shed light in students' attitudes in socializing and use of English with students' perception on how their attitudes influence their language skills.

3.2 Research Design

In regard to research design, this study adopts a case study design. Stake (1995) defines case study as "the study of the particularity and complexity of a single case" (p. ix). The single case can either be a person or a group. Case study design is frequently associated with qualitative research approach; however,

> the evidence in case studies thus can be based on either a qualitative or a quantitative approach, or on combinations of both methodologies. Among other things, this may depend on the phenomena under study, the research questions formulated, the type of case study, or the sources of evidence used (Korzilius, 2010, p. 762).

For the present study, descriptive case study design is adopted to gain detailed insights regarding English language learners' communication in an EFL context. Therefore the research design is descriptive to provide information on the sample group with respect to the attitudes and perceptions of the EFL learners studying in EMU EPS in terms of their choices of language in communication, their attitude in socializing and which language skills these attitudes help develop.

These descriptive findings will provide a platform to determine if there is any significant link between these attitudes and perceptions in EFL context. The relationship between these variables as well as the demographic independent variables will provide a platform for further research to determine the causes of the types of these relationships. In other words, this study takes students studying at an English-medium university in an EFL country as the case study.

3.3 Population and Sample

The present study focuses on the English language learners' experiences of learning a foreign language at an English-medium university located in an EFL context.

Dörnyei (2007) distinguishes population and sample in a scientific study as follows: "the sample is the group of participants whom the researcher actually examines … and the population is the group of people whom the study is about" (p. 96).

Thus, the population for this study is made up of all students (920) studying at the Eastern Mediterranean University English Preparatory School in the spring semester of the 2017-2018 academic year. In this regard, the sample for this study consists of the 300 students who were studying in the Eastern Mediterranean University English Preparatory School in the spring semester of the 2017-2018 academic year. The sample was selected through convenience sampling method. Convenience sampling is the selection of representative of the target population "to meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer" (Dörnyei, 2007, p. 99). The sample was formed with the students who are available and willing to participate at the English Preparatory School where the researcher also works at.

3.4 Data Collection Instrument

In accordance with quantitative research methodology, an in-house questionnaire has been designed and implemented. The questionnaire for the present study consisted of a total of thirty-two question in two parts. The first part of the questionnaire concentrated on participants' demographic characteristics and involved five questions. These questions were on students' sex, age, when they started to learn English, how many foreign languages they spoke, and how frequently they prefer friends from a foreign language.

The second part of the questionnaire was made up of twenty-seven 5-point Likert-type (1=Strongly Agree, 2=Agree, 3=Undecided, 4=Disagree, 5=Strongly Disagree) items that focused on use of English language for communicative purposes, students' perceptions of and attitudes towards studying at an English-medium university, and students' perceptions of and attitudes towards studying in an EFL context.

3.5 Reliability and Validity

The most common method to ensure internal consistency reliability is calculating the Cronbach Alpha coefficient of the questionnaire. Cronbach Alpha "is a figure ranging between 0 and +1 … and if it proves to be very low, either the particular scale is too short or the items have very little in common" (Dörnyei, 2007, pp. 206-207). For second language studies, due to the multidisciplinary nature of the field the coefficient can be lower than other field; however, "even with short scales of 3-4 items, we should aim at reliability coefficients in excess of 0.70" (Dörnyei, 2007, p. 207). The pilot study conducted with 155 students revealed a Cronbach Alpha value of .924. The analysis of the final scale with 300 participants revealed that the Cronbach Alpha Coefficient was calculated as .874. The two rates indicate that the instrument has good reliability value.

The validity of the data collection instrument was ensured via expert opinion and piloting the study. The pilot questionnaire was given to three experts (one area expert, one language teacher and one proof-reader) for clarity, coherence and scope purposes. The validity of the questions used as well as the relevant Likert-Scale used was approved by the experts. Also, the survey was piloted with 20 M.A. candidates studying at the Faculty of Communication and Media Studies of EMU.

The purpose was to see whether the pilot-study participants would encounter misunderstandings when completing the questionnaires. The pilot study indicated that the questionnaires had been developed and written effectively, therefor, the participants had very few minor misunderstandings about the language of the questionnaire. A few wording problems with the language of the questionnaire mentioned in the pilot study were taken into account and respective changes were made to the questionnaires to eradicate these problems.

Following the first piloting with the M.A. students, a second piloting was conducted with the EMU EPS students to calculate the Cronbach Alpha Coefficient of the data collection instrument. The pilot study conducted with 155 students revealed a Cronbach Alpha value of .924.

Upon receiving the expert opinions and the reliability analysis, the finalized questionnaire was sent to the ethical committee of Eastern Mediterranean University followed by the committee of Foreign Languages and English Preparatory School, Eastern Mediterranean University for approval.

3.6 Data Collection Procedures

The following steps were taken to collect the required data in the present study. First, before collecting the data, the researcher requested official permission from the Ethics Board of EMU to conduct the current study. After the Ethics Board approval, the researcher applied for the permission of EMU EPS. Upon receiving both approvals, the process started with the researcher contacting the students in the groups she is teaching to collect the data required in the present study. The purposes of the study were explained to the students to inform them about the study. To

observe the research ethics, the students were also told that the data collected from them would be anonymous and kept confidential. The student questionnaires were then administered to the participants and they were asked to complete them. The researcher was present on data collection procedure to clarify the misunderstandings the participants might encounter.

3.7 Data Analysis

For the analysis of the data collected in the present study the following the steps explained below.

The quantitative data collected from the questionnaires were analysed by using descriptive statistics (frequencies, percentages and mean values) for each item in the questionnaire. The data was analyse through the SPSS 22.0 software.

3.8 Summary

This chapter firstly explained the overall methodology of the study. Next, the research design was described in detail. In the third section, the population and sample of the study were explained. In the fourth section, the data collection instrument was introduced. Next, information about the reliability and validity analyses was provided in detail. In the last three sections, the data collection procedures, piloting and data analysis were explained. In the following chapter, the results of the study obtained from the data analysis will be presented.

Chapter 4

ANALYSIS AND FINDINGS

This chapter covers the data that have been collected from the questionnaire which was distributed to 300 EMU English Preparatory School students. It consists of three sections: Demographic information of the participants and analysis of the five point Likert scale questions and means and corresponding attitudes.

4.1 Analysis of Questions on Demographics Information

Demographic information section includes information participants on the following issues: Sex, age, when the participant started learning English, how many foreign languages they speak, whether they prefer friends from their own language or friends from foreign languages.

Table 1. Participants' Sex

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Male	180	60.0	60.0	60.0
	Female	120	40.0	40.0	100
	Total	300	100	100	

Table 1 reveals that out of 300 participants, 180 of them are male where only 120 of them are female.

Table 2. Participants' Age

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	18 and below	60	20.0	20.0	20.0
	19-22	207	69.0	69.0	89.0
	23-26	29	9.7	9.7	98.7
	27+	3	1.0	1.0	99.7
	Missing value	1	0.3	0.3	100
	Total	100	100	100	

Table 2 shows the age range of the participants 60 (20.0%) are 18 and below, 207 (69.0%) are in the 19-22 age range which is university going age and which seems to be the majority, 29 (9.7%) of them are 23-26, years old and 3 (1.0%) of them are in the age group 27 and above. This stands for the oldest group. According to the table, one participant did not indicate his/her age and this is shown as NR under the 'age' column.

Table 3. Participants' English Language Learning Age

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Ever since I was born	20	6.7	6.7	6.7
	After kindergarten	30	10.0	10.0	16.7
	At primary school	122	40.7	40.7	57.3
	After secondary school	62	20.7	20.7	78.0
	When I started university	66	22.0	22.0	100
Total		300	100	100	

Table 3 presents the data related to when participants started to learn English Language. According to the table, 20 participants (6.7 %) haven been learning English since they were born; 30 (11.6%) of them started learning English after kindergarten; 122 (40.7%) started learning English at primary school; 62 (20.7%) participants first started learning English after the secondary school and 66 (22.0%) students started learning English when they started university. It is clearly seen on this table that the majority of the participants have started their English language education at an early age.

Table 4. How many foreign languages they speak

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	1	135	45.0	45.0	45.0
	2	102	34.0	34.0	79.0
	3	51	17.0	17.0	96.0
	4+	12	4.0	4.0	100
	Total	300	100	100	

Table 4 reveals that 135 (45.0%) students can only speak one foreign language, 102 (34.0%) participants speak two foreign languages, 51 (17.0%) participants can speak 3 languages and only 12 (4.0%) participants can speak 4 or more foreign languages. From these results, we can see that learning a foreign language is common in different countries. Moreover, we can see that knowing the international language, (English), is not enough for participants. Most of the participants (55%) are willing to learn more than one foreign languages.

4.2 Analysis of the Attitude Scale Statements

Table 5. Students that prefer friends from their own language

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Always	53	17.7	17.7	17.7
	Often	65	21.7	21.7	39.3
	Usually	80	26.7	26.7	66.0
	Sometimes	94	31.3	31.3	97.3
	Never	8	2.7	2.7	100
	Total	300	100	100	

Table 5 shows that 53 (17.7%) students prefer friends who speak their own language, 65 (21.7%) students often prefer friends who speak their own language. 198 (66.1%) students are willing to have friends from their own country. On the other hand, 80 (26.7%) participants indicated their answers as ‘usually’ they prefer to have friends from their own language. 94 (31.3%) students sometimes want to have a friend from their own language and 8 (2.7%) never want to have friends from their own language. In total 102 (34%) of the students feel more comfortable with having foreign friends. This shows that one third of the students are open to different languages and people from different cultures. For these students language learning maybe easier and they feel more confident in language learning.

Table 6. Students that prefer friends from foreign languages

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Always	59	19.7	19.7	19.7
	Often	72	24.0	24.0	43.7
	Usually	73	24.3	24.3	68.0
	Sometimes	90	30.0	30.0	98.0
	Never	6	2.0	2.0	100
	Total	300	100	100	

Table 6 indicates that 59 (19.7%) students always prefer to have friend who speak other foreign languages. 72 (24%) students often and 73 (24.3%) students usually prefer to have friends who speak other foreign languages. This makes 204 (67%) of the respondents. 90 students marked ‘sometimes’ which means their decision changes according to situation and 6 (2%) students marked ‘never’.

The results indicate that most of the students are willing to have friends who speak other languages. Only one third of the students marked ‘sometimes’ and a few marked ‘never’. This result indicates an openness to learning new languages.

Table 7. Studying in an English Medium University provides opportunities to speak in English

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	106	35.3	35.3	35.3
	Agree	151	50.3	50.3	85.7
	Undecided	33	11.0	11.0	96.7
	Disagree	8	2.7	2.7	99.3
	Strongly disagree	2	0.7	0.7	100
	Total	300	100	100	

Table 7 reveals that 257 students agree that studying in an English medium university has good advantages for speaking and practicing the taught language. 33 (11%) students are not sure as they may not be good language learners or they may be new students who have not completed their full education in language learning. 10 (3.4%) students do not agree with this. This may be because they may not good at language learning. This will need more studying in the future to find a solid reason.

Table 8. Studying in an English Medium University provides opportunities to listen to English

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	73	24.3	24.3	24.3
	Agree	159	53.0	53.0	77.3
	Undecided	54	18.0	18.0	95.3
	Disagree	11	3.7	3.7	99.0
	Strongly disagree	3	1.0	1.0	100
	Total	300	100	100	

Table 8 tells us that 232 (77.3%) students believe that studying in an English medium university has good advantages for listening and practicing the taught language. 54 (18%) students are not sure as they may not be good at language learning or they may be new students who have not completed their full education in language learning. 14 (4.7%) students do not agree with this. This maybe be because they may not be good at listening. In a nutshell, majority of the students (77.3%) agree with the contribution of formal language learning to their listening skill.

Table 9. Studying in an English Medium University provides opportunities to read in English

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	70	23.3	23.3	23.3
	Agree	145	48.3	48.3	71.7
	Undecided	67	22.3	22.3	94.0
	Disagree	14	4.7	4.7	98.7
	Strongly disagree	4	1.3	1.3	100
	Total	300	100	100	

Table 9 demonstrates that 215 (71.7%) students believe that studying in an English medium university contributes to their reading skills. 67 (22.3%) students are undecided and 18 (6%) disagree. The findings suggest that majority of the students (71.7%) hold that studying at EMU EPS provides opportunities for reading in English. 22.3% (67) of the students are undecided. Yet, 5% (18) of the students do not share the same idea. The reason can be that students do not have habit of reading in their own language and it is even difficult to read in a foreign language. This might need to be looked at in the future to find a solid reason.

Table 10. Studying in an English Medium University provides opportunities to write in English

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	85	28.3	28.3	28.3
	Agree	139	46.3	46.3	74.7
	Undecided	53	17.7	17.7	92.3
	Disagree	13	4.3	4.3	96.7
	Strongly disagree	10	3.3	3.3	100
	Total	300	100	100	

Table 10 reveals that 224 (74.7%) students agree that studying in an English medium university provides opportunities for writing and practicing the taught language. 53 (17.7%) students are undecided, 7.6% (23) of the students disagreed with the statement. Findings indicate that two thirds of the respondents agree that EMU EPS provides opportunities for writing in English. The results indicate that one third of the students stated that they do not have strong feelings in relation to the practice of writing skill.

Table 11. Studying in an English Medium University provides opportunities to speak in English to teachers

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	87	29.0	29.0	29.0
	Agree	137	45.7	45.7	74.7
	Undecided	53	17.7	17.7	92.3
	Disagree	13	4.3	4.3	96.7
	Strongly disagree	10	3.3	3.3	100
	Total	300	100	100	

Table 11 reveals that 224 (74.7%) students agree with the idea that studying in an English medium university provides opportunities for students for speaking and practicing the taught language with the teachers who speak in English. 53 (17.7%) students are not sure about the idea that EMU EPS provides opportunities for the students for speaking in English to the English language teachers. 23 (7.7%) students disagree with the statement.

Table 12. Studying in an English Medium University provides opportunities to speak in English to students

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	87	29.0	29.0	29.0
	Agree	131	43.7	43.7	72.7
	Undecided	58	19.3	19.3	92.0
	Disagree	19	6.3	6.3	98.3
	Strongly disagree	4	1.3	1.3	99.7
	Total	300	100	100	100

Table 12 points out that 218 (72.7%) students agree that studying in an English medium university provides advantages for speaking and practicing the taught language with peer students. 58 (19.3%) are undecided on this point. 23 (7.6%) students do not agree with this statement that EMU EPS provides opportunities for them to speak in English to their peers.

Table 13. Enjoy speaking in English to teachers

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	131	43.7	43.7	43.7
	Agree	127	42.3	42.3	86.0
	Undecided	31	10.3	10.3	96.3
	Disagree	7	2.3	2.3	98.7
	Strongly disagree	4	1.3	1.3	100
	Total	300	100	100	

According to Table 13, 86.0% (258) of the participants enjoy speaking in English to their teachers. 10.3% (31) are undecided and this may be because they do not have enough confidence. 3.6% (11) disagree that speaking in English to teachers is enjoyable. The results show that majority of the students feel safe and comfortable, have no fear in making mistakes in front of the teacher, which means that there is a good relationship between students and teachers.

Table 14. Enjoy speaking in English to international students

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	119	39.7	39.7	39.7
	Agree	119	39.7	39.7	79.3
	Undecided	47	15.7	15.7	95.0
	Disagree	9	3.0	3.0	98.0
	Strongly disagree	6	2.0	2.0	100
	Total	300	100	100	

According to Table 14, 79.3% (238) of the participants enjoy speaking in English to their international friends. 15.7% (47) are undecided and this may be because they do not have enough confidence. 5.0% (15) disagree that speaking in English to their international friends is enjoyable. The results show that majority of the students feel comfortable, have no fear of making mistakes near their international friends.

Table 15. I take every opportunity to speak to my international friends

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	93	31.0	31.0	31.0
	Agree	136	45.3	45.3	76.3
	Undecided	48	16.0	16.0	92.3
	Disagree	14	4.7	4.7	97.0
	Strongly disagree	9	3.0	3.0	100
	Total	300	100	100	

Table 15 reveals that 76.3% (229) of the students try to take every opportunity to speak to their international friends. Since the country they are studying in is a Turkish speaking environment, having international friends is a very good advantage for them to speak in English. 16.0% (48) are undecided on this issue. This may mean that they do not feel confident in speaking to international people. Only 7.7% (23) of the participants stated that they do not agree with the idea that they take every opportunity to speak to their international friends.

Table 16. My best friends are international students

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	73	24.3	24.3	24.3
	Agree	92	30.7	30.7	55.0
	Undecided	68	22.7	22.7	77.7
	Disagree	40	13.3	13.3	91.0
	Strongly disagree	27	9.0	9.0	100
	Total	300	100	100	

According to Table 16, 55.0% (165) of the participants have good relationships with their international friends which mean they probably spend a lot of time together. This also indicates that the results in Tables 15 and 16 are parallel to the results obtained in this Table. 22.7% (68) are undecided and this may be because they are not confident to have foreign friends. 67 (22.3%) participants are not in favour of having international friends as their best friends. This may be because they cannot express themselves properly in foreign language.

Table 17. I prefer to use English when I talk to my international friends

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	116	38.7	38.7	38.7
	Agree	103	34.3	34.3	73.0
	Undecided	57	19.0	19.0	92.0
	Disagree	16	5.3	5.3	97.3
	Strongly disagree	8	2.7	2.7	100
	Total	300	100	100	

According to Table 17 which is similar to the Table 15 the results are near enough the same which shows us that the students have close ideas and are consistent while answering.

Table 18. My speaking in English skills improve when I talk to my international friends

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	107	35.7	35.7	35.7
	Agree	109	36.3	36.3	72.0
	Undecided	58	19.3	19.3	91.3
	Disagree	20	6.7	6.7	98.0
	Strongly disagree	6	2.0	2.0	100
	Total	300	100	100	

According to the Table 18, 216 (72%) students believe that speaking in English to international friends help to improve their speaking skills. 58 participants are

undecided, these students may not have international friends and only 26 students do not agree with this statement.

Table 19. My listening in English skills improve when I talk to my international friends

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	95	31.7	31.7	31.7
	Agree	122	40.7	40.7	72.3
	Undecided	66	22.0	22.0	94.3
	Disagree	10	3.3	3.3	97.7
	Strongly disagree	7	2.3	2.3	100
	Total	300	100	100	

In table 19 we can see that the majority of the students (72.3 %) agree with this statement which seems to be quite parallel to the tables above. This also shows again that student were well aware while they were answering the questionnaire.

Table 20. I feel I can address in English easily when I talk to my international friends

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	80	26.7	26.7	26.7
	Agree	121	40.3	40.3	67.0
	Undecided	75	25.0	25.0	92.0
	Disagree	18	6.0	6.0	98.0
	Strongly disagree	6	2.0	2.0	100
	Total	300	100	100	

Table 20 reveals that, again the majority still feel that they can speak in English. However, the undecided students have increased in this statement this could be because they are not comfortable with their speaking, although the opposite believing students still remain minority.

Table 21. If I do not understand, I can ask for clarification in English when I talk to my international friends

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	76	25.3	25.3	25.3
	Agree	130	43.3	43.3	68.7
	Undecided	66	22.0	22.0	90.7
	Disagree	19	6.3	6.3	97.0
	Strongly disagree	9	3.0	3.0	100
	Total	300	100	100	

In Table 21, we can see that the result is parallel to the results obtained in Table 20.

Table 22. I learn new words/vocabulary when I talk to my international friends

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	92	30.7	30.7	30.7
	Agree	107	35.7	35.7	66.3
	Undecided	60	20.0	20.0	86.3
	Disagree	34	11.3	11.3	97.7
	Strongly disagree	7	2.3	2.3	100
	Total	300	100	100	

In Table 22, we can see that the result obtained is parallel to the results presented in Tables 21 and 22.

Table 23. I learn new grammar structures when I talk to my international friends

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	79	26.3	26.3	26.3
	Agree	96	32.0	32.0	58.3
	Undecided	81	27.0	27.0	85.3
	Disagree	30	10.0	10.0	95.3
	Strongly disagree	14	4.7	4.7	100
	Total	300	100	100	

In table 23 students are not too sure that talking to international students contribute to their grammar learning. 125 participants did not find this statement agreeable. There was a sudden increase in the negative responses.

Table 24. I learn new songs when I talk to my international friends

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	73	24.3	24.3	24.3
	Agree	115	38.3	38.3	62.7
	Undecided	67	22.3	22.3	85.0
	Disagree	33	11.0	11.0	96.0
	Strongly disagree	12	4.0	4.0	100
	Total	300	100	100	

According to table 24 the students agree with the idea and gave positive answers. This shows that students are sharing and learning new cultures.

Table 25. I like speaking to my Turkish friends in English

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	94	31.3	31.3	31.3
	Agree	91	30.3	30.3	61.7
	Undecided	67	22.3	22.3	84.0
	Disagree	25	8.3	8.3	92.3
	Strongly disagree	23	7.7	7.7	100
	Total	300	100	100	

Table 25 reveals that, students (185) like to use the language though in class as it is a good opportunity to speak and practice. Only 48 students do not like to speak, as they may not feel confident.

Table 26. I like speaking to my international friends in English

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	102	34.0	34.0	34.
	Agree	106	35.3	35.3	69.3
	Undecided	50	16.7	16.7	86.0
	Disagree	25	8.3	8.3	94.3
	Strongly disagree	17	5.7	5.7	100
	Total	300	100	100	

Table 26 reveals that, 208 non-Turkish speaking students like to still speak in English even if they are in Turkish speaking country. 42 students were not for this statement, this may be because they are Turkish students and of course they cannot have Turkish international friends.

Table 27. When I talk to my international friends in English, I feel anxious

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	79	26.3	26.3	26.3
	Agree	100	33.3	33.3	59.7
	Undecided	75	25.0	25.0	84.7
	Disagree	29	9.7	9.7	94.3
	Strongly disagree	17	5.7	5.7	100
	Total	300	100	100	

Table 27 reveals that, 46 students are more relaxed while talking in English to international friends, whereas 179 participants state that they feel anxious. Despite the positive responses given by the majority of students for the previous questions, a large number of students still feel anxious.

Table 28. When I talk to my international teachers in English, I feel anxious

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	79	26.3	26.3	26.3
	Agree	100	33.3	33.3	59.7
	Undecided	75	25.0	25.0	84.7
	Disagree	29	9.7	9.7	94.3
	Strongly disagree	17	5.7	5.7	100
	Total	300	100	100	

The results presented in Table 27 are very similar to the results presented in Table 28.

Table 29. I like teaching my international friends Turkish

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	85	28.3	28.3	28.3
	Agree	96	32.0	32.0	60.3
	Undecided	76	25.3	25.3	85.7
	Disagree	25	8.3	8.3	94.0
	Strongly disagree	18	6.0	6.0	100
	Total	300	100	100	

Table 29 reveals that, 181 participants (most probably Turkish students) are for this statement. The other participants who most probably do not speak Turkish do not agree with this statement. This means that sharing cultures are interesting among friends. This can be similar to table 25 (songs), in regard to this if this statement was

asked to other students the answers would be similar as everyone enjoys teaching their own language.

Table 30. I like to have friends from different countries

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	112	37.3	37.3	37.3
	Agree	105	35.0	35.0	72.3
	Undecided	30	18.0	18.0	90.3
	Disagree	54	6.0	6.0	96.3
	Strongly disagree	18	3.7	3.7	100
	Total	300	100	100	

As can be seen from Table 30, majority of the students (217) agree with the idea that they like to have friends from different countries. This finding indicates students' openness to having international friends and communicating in English as the common language.

Table 31. I like to learn the culture of my international friends

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Strongly agree	122	40.7	40.7	40.7
	Agree	107	35.7	35.7	76.3
	Undecided	42	14.0	14.0	90.3
	Disagree	11	3.7	3.7	94.0
	Strongly disagree	18	6.0	6.0	100
	Total	300	100	100	

The results in table 31 and the final table show that the majority of the participants are in favour of the benefits of international friends and the positive effects on their communication.

4.3 Mean Values and Corresponding Attitudes

The mean values of the attitude scale items included in the data collection instrument are presented in Table 32 below. The mean values are classified according to Balcı's (2004), Likert scale labelling categories as stated in Chapter 3. The categories labelled by Balcı (2004) are as follows: 1.79=Strongly Agree (SA); 1.80 - 2.59=Agree (A); 2.60 - 3.39= Undecided (U); 3.40 – 4.19=Disagree (D); 4.20 - 5= Strongly Disagree (SD).

Table 32. Means and corresponding attitudes

Item	Mean	Attitude
I prefer friends from my own language.	2.7967	U
I prefer friends from foreign language.	2.7067	U
Studying in an English university provides opportunities to speak in English.	1.8300	A
Studying in an English university provides opportunities to listen to English.	2.0400	A
Studying in an English university provides opportunities to read English.	2.1233	A
Studying in an English university provides opportunities to write in English.	2.0800	A
Studying in an English university provides opportunities to speaking English to teachers.	2.0733	A
Studying in an English university provides opportunities to speaking English to students.	2.1367	A
I enjoy speaking in English to teachers.	1.7533	SA

I enjoy speaking in English to international students.	1.8800	A
I take every opportunity to speak to my international friends.	2.0333	A
My best friends are international students.	2.5200	A
I prefer to use English when I talk to my international friends.	1.9900	A
My speaking in English skills improve when I talk to my international friends.	2.0300	A
My listening in English skills improve when I talk to my international friends.	2.0400	A
I feel I can address in English easily when I talk to my international friends.	2.1633	A
If I don't understand, I can ask for clarification in English when I talk to my international friends.	2.1833	A
I learn new words/vocabulary when I talk to my international friends.	2.1900	A
I learn new grammar structure when I talk to my international friends.	2.3467	A
I learn new songs when I talk to my international friends.	2.3200	A
I like speaking to my Turkish friends in English.	2.3067	A
I like speaking to my international friends in English.	2.1633	A
When I talk to my international friends in English, I feel anxious.	2.3500	A
When I talk to my international teachers in English, I feel anxious.	2.3667	A
I like teaching my international friends Turkish.	2.3167	A
I like to have friends from different countries.	2.0367	A
I like to learn the culture of my international friends.	1.9867	A

As it has been presented in Table 32, majority of the students agree on almost all items, except three items. The mean values reveal that the students are ‘undecided’ about the two items on preferring friends from their own native language or foreign languages. The students strongly agreed on the item that that ‘enjoy talking in English to their teachers’.

4.4 Summary

The findings of the study indicated that majority of the students believe in the benefits of studying at an English-medium university as fulfils the gap of the lack of practice outside the classroom. In other words, students report that their English language skills, both written and oral, improved as they can practice the language due to the English-medium instruction and multicultural student profile in spite of being in an EFL context. Another significant finding is that students prefer to socialize with friends from both their native language and international friends. However, despite these positive attitudes and perceptions, students still experience anxiety as a barrier when they communicate with international friends or international teachers in English.

Chapter 5

CONCLUSION

The information included in this chapter has been organized under three sections. The first section presents an overall summary of the study. The second section provides conclusion drawn from the study by providing answers the research questions of the study with the research findings. Then, implications of the study are presented. Last but not least, the third section offers some suggestions for further research.

5.1 Summary of the Study

The study investigated foreign language learning of students studying at the English Preparatory School of an English-medium university by focusing on three main research questions: (i) what are the language barriers non-native English students who are learning English as a foreign language at EMU face when learning English?; (ii) what are the EFL students' who study English abroad attitudes toward socializing in English?; and (iii) what are the EFL students' perceptions of studying language at an English-medium university?

The data for the study was collected from three hundred participants through an in-house questionnaire consisting of demographic background questions and twenty-seven 5-point Likert-type items about students attitudes toward studying in an English-medium setting. The reliability and validity analyses of the data collection instrument were ensured through expert opinion and calculation of Cronbach Alpha

Coefficients. The Cronbach Alpha Coefficient for the pilot study was 0.924 and 0.874 for the main study. Both of the coefficients showed that the data collection instrument is reliable. The collected data was analyzed through SPSS 22.0 via descriptive statistics (frequency, percentage and mean scores).

The findings of the study showed that although the context of learning was the same, the students experienced different advantages and exhibited various learning styles. Another significant finding was that students who were learning English as a foreign language through traditional in-class learning showed a slower linguistic progress due to less exposure and learning taking place only in the classroom.

It was found that the use of instructional technological and the internet allowed the learners of English as a foreign language to use the language outside the classroom as if in an authentic setting. Also, multicultural student profile was found as a significant predictor of students' progress due to the communicative activities.

5.2 Conclusions Drawn from the Study

This section will discuss the findings in relation to the research questions of the study.

Research Question 1: What are the language barriers non-native English students who are learning English as a foreign language at EMU face when learning English?

The findings showed that although 46 students feel comfortable, 179 students feel anxious when they talk to their international friends is English. Similarly, the same number of students (179) feel anxious when they talk to their international teachers in English. These findings show that despite students' overall positive attitudes and

perceptions of socializing in English and studying at an English-medium university, they still experience some kind of affective, linguistic or communicative barrier when they have to use English with their international friends and teachers. This can be due to the fear of making errors, shyness, low self-confidence or other internal or external factors.

Research Question 2: What are the EFL students' who study English abroad attitudes toward socializing in English?

The findings showed that 182 students opted to have foreign friends. Also, 294 students reported that they are highly willing to have foreign friends. These high numbers of students indicate a positive attitude toward learning a second language in a multicultural setting as students think that having foreign friends will contribute to their linguistic abilities.

On the other hand, 118 students stated that they would want to have friends with the same mother tongue as theirs. This is believed to be a major disadvantage in terms of language learning as the student groups with the same first language will not be exposed to the target language.

Research Question 3: What are the EFL students' perceptions of studying English at an English-medium university?

In regard to the effects of studying at an English-medium university, almost all of the students expressed the positive effects of such an opportunity on practicing the target language. For example, 257 students said that studying at an English-medium university is good to improve their speaking skills both toward their friends and teachers; 232 added that such a setting is also beneficial to improve their listening;

215 reported the positive impact on reading skills; and 224 students stated that such a setting improves their writing skills.

5.3 Implications of the Study

On the basis of the research findings and conclusions drawn from the study in relation to the research questions, the following implications can be made. First of all, the findings show that no matter how different learning contexts and countries are, nowadays, students can learn a target language, English in the case of the present study, without any time and space limitations due to the developments in technology.

Secondly, the results indicate that effective learning of English language in a non-English speaking context is possible with the opportunities provided by an English-medium institution. In other words, studying at an English-medium university eases communication among students from multicultural backgrounds by making English the common language. Thus, students practice English outside the classroom in a socializing context which in turn, improves their language skills both academically and in terms of daily use. The development of language skills through socialization helps students to invest in their future studies and careers by helping them learn a foreign language without high levels of anxiety.

Lastly, the conclusions drawn from the study regarding students' perceptions, opportunities provided by an English-medium institution and barriers experienced by students during communication with peers and teachers suggest that despite the positive perceptions of students and wide range of opportunities provided by the English-medium institutions, students may still require some kind of encouragement

to overcome the barriers they face or feel during communication with teachers and peers.

5.4 Suggestions for Further Research

According to the findings of the study, certain suggestions can be made for future research projects. First of all, this study was limited to the students who studied in the spring semester of the 2017-2018 academic year. A similar study can be conducted with a longitudinal research design involving one or two academic years with pre- and post-test instruments to allow the researchers compare results in a more comprehensive population and context.

Secondly, the same study can be repeated with two groups of students. One group of students can be formed by English learners in an EFL context and the second groups can consist of students who are learning Turkish in a country where the mother tongue is Turkish. The findings can be compared to see whether there are any similarities or differences in terms of learning pace, barriers, and socialization between the two groups.

Thirdly, this study can be replicated in a mono-cultural setting where all students share the same cultural and linguistic background and investigate whether the effects of technology would be the same.

Also, the way students' tend to communicate in the target language, their choice of friends and whether anxiety is experienced as a language barrier could be studied with the same sample of students with various intervals in order to have a better understanding of the effect of the context on the students.

Lastly, this study can be conducted in a multicultural setting with traditional teaching approach without the benefits of instructional technologies and compare the effectiveness of multicultural setting only on second and foreign language learning.

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APPENDICES

Appendix A: Student Questionnaire

Eastern Mediterranean University
Department of Communication and Media Studies
The Use of English in the English Preparatory School
Questionnaire

1. **Sex:**

a) Male b) Female

2. **Age:**

a) 18 and below b) 19-22 c) 23-26 d) 27+

3. **When did you start learning English?**

a) Ever since I was born

b) After kindergarten

c) At primary school

d) After secondary school

e) When I started university

4. **How many foreign languages do you speak:**

a) 1

b) 2

c) 3

d) 4+

5. **I prefer friends from my own language.**

a) Always

b) Often

c) Usually

d) Sometimes

e) Never

6. **I prefer friends from foreign countries.**

a) Always

b) Often

c) Usually

d) Sometimes

e) Never

Please indicate your opinion by marking;

SA: Strongly Agree
A: Agree
U: Undecided
D: Disagree
SD: Strongly Disagree

Studying at an English Medium University;	**SA**	**A**	**U**	**D**	**SD**
provides opportunities to speak in English					
provides opportunities to listen to English					
provides opportunities to read English					
provides opportunities to write in English					
provides opportunities to speaking English to teachers					
provides opportunities to speaking English to students					

,

I enjoy;	**SA**	**A**	**U**	**D**	**SD**
speaking in English to teachers					
speaking in English to international students					
I take every opportunity to speak to my international friends					
My best friends are international students					
I prefer to use English when I talk to my international friends					
My speaking in English skills improve when I talk to my international friends					
My listening in English skills improve when I talk to my international friends					
I feel I can address in English easily when I talk to my international friends					
If I don't understand, I can ask for clarification in English when I talk to my international friends					
I learn new words/vocabulary when I talk to my international friends					
I learn new grammar structure when I talk to my international friends					
I learn new songs when I talk to my international friends					
I like speaking to my Turkish friends in English					
I like speaking to my international friends in English					
When I talk to my international friends in English, I feel					

anxious					
When I talk to my international teachers in English, I feel anxious					
I like teaching my international friends Turkish					
I like to have friends from different countries					
I like to learn the culture of my international friends					

Appendix B: Ethics Board Approval

Doğu Akdeniz Üniversitesi
"Erdem, Bilgi, Gelişim"

Eastern Mediterranean University
"Virtue, Knowledge, Advancement"

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Etik Kurulu / *Ethics Committee*

Reference No: ETK00-2018-0331 11.12.2018

Subject: Application for Ethics.

RE: Güran Kızıl Ruso

Faculty of Communication and Media Studies.

To Whom It May Concern:

On the date of **11.12.2018**, (Meeting number **2018/63-21**), EMU's Scientific Research and Publication Ethics Committee (BAYEK) has granted, Güran Kızıl Ruso from the Faculty of Communication and Media Studies to pursue with her MA thesis work **"Learning English at the English Preparatory School"** under the supervision of Assoc. Prof. Dr. Bahire Özad. This decision has been taken by the majority of votes.

Regards,

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

ŞT/ba.