

Karadeniz Uluslararası Bilimsel Dergi

Volume: 48, Winter-2020, p. (188-204)

ISSN: 1308-6200 **DOI Number:** <https://doi.org/10.17498/kdeniz.825559>

Research Article

Received: November 13, 2020 | **Accepted:** December 3, 2020

This article was checked by ithenticate.

HOW TO IMPROVE THE QUALITY OF TEACHING PROGRAMS IN ENGLISH MEDIUM INSTRUCTION AT UNIVERSITY? A CASE STUDY FROM TURKEY

ÜNİVERSİTEDE İNGİLİZCE DİLİNDE EĞİTİM YAPAN PROGRAMLARIN ÖĞRETİM KALİTESİ NASIL ARTIRILIR? TÜRKİYE'DEN BİR ÖRNEK OLAY

КАК ПОВЫШИТЬ КАЧЕСТВО ПРЕПОДАВАНИЯ ПО АНГЛИЙСКИМ ОБРАЗОВАТЕЛЬНЫМ ПРОГРАММАМ В УНИВЕРСИТЕТЕ? ПРАКТИЧЕСКИЙ ПРИМЕР ИЗ ТУРЦИИ

İbrahim Efe EFEOĞLU*
Ömür KILINÇARSLAN**

ABSTRACT

In recent years, the rapid developments in science and technology, the widespread use of mass media, the increase in cultural and commercial relations have made the learning of foreign languages a necessity for communication among the nations of the world. The growth of EMI (English Medium Instruction) programs in Higher Education is evident all over the world. There are 100% EMI programs in an increasing number of higher education institutions in countries whose mother tongue is not English. There is a similar trend in Turkish Higher Education Institutions in terms of the importance given. However, starting education and training without providing the necessary infrastructure for universities to open EMI programs causes questioning of the quality in this field and the emergence of various problems. In this study, the efforts to become an international university by increasing the quality of EMI programs in a state university were examined with a case study pattern. Research data were obtained through focus group interviews, observations, and document reviews. The data were analysed using text analysis. Research findings were condensed into three themes, namely English Language Policy, Continuing Professional Development, The English Language Curriculum. The result of the study shows that any university in Turkey should firstly create the EMI policy in written form to reach the level of competition at the

* ORCID: [0000-0003-3928-4568](https://orcid.org/0000-0003-3928-4568), Assoc. Prof. Dr. Adana Alparslan Türkeş Science and Technology University, Faculty of Business, Department of Business Administration, e.efeoglu@atu.edu.tr

** ORCID: [0000-0003-3378-7607](https://orcid.org/0000-0003-3378-7607), Res. Asst. Adana Alparslan Türkeş Science and Technology University, Faculty of Business, Department of Business Administration, okilincarslan@atu.edu.tr

How to improve the quality of teaching programs in english medium instruction at...

international level. In addition, the university should include this policy in its general strategy, prepare a curriculum for this purpose, and support its academic and administrative staff with continuous professional development.

Key words: Higher Education, English, EMI Programs, Language Policy, Language Curriculum.

ÖZ

Son yıllarda bilim ve teknolojiadaki hızlı gelişmeler, kitle iletişim araçlarının yaygın kullanımı, kültürel ve ticari ilişkilerin artması dünya ulusları arasında iletişimin sağlanmasında yabancı dillerinin öğrenimini bir zorunluluk olarak ortaya çıkarmıştır. Yüksek Öğretimde Eğitim dili İngilizce olan (EMI) programların artması, tüm dünyada belirgindir. Ana dili İngilizce olmayan ülkelerde artan sayıda yükseköğretim kurumunda %100 EMI programları bulunmaktadır. İngilizce eğitime verilen önem açısından Türk yükseköğretim kurumlarında da benzer bir eğilim bulunmaktadır. Ancak üniversitelerin İngilizce eğitim programları açabilmeleri için gerekli altyapıyı sağlamadan eğitim ve öğretime başlaması, bu alandaki kalitenin sorgulanmasına ve çeşitli sorunların ortaya çıkmasına neden olmaktadır. Bu çalışmada, programlarının çoğunda eğitim dili İngilizce olan bir devlet üniversitesinde İngilizce eğitim kalitesini artırarak uluslararası bir üniversite olma çabaları örnek olay deseniyle incelenmiştir. Araştırma verileri odak grup görüşmeleri, gözlemler ve doküman incelemesi ile elde edilmiştir. Veriler metin analizi yapılarak çözümlenmiştir. Elde edilen verilerin analizi sonucunda, araştırma bulguları İngilizce Dil Politikası, Sürekli Mesleki Gelişim, İngilizce Dil Müfredatı olmak üzere üç temada yoğunlaşmıştır. Araştırma sonuçları, Türkiye'deki herhangi bir üniversitenin uluslararası düzeyde rekabet düzeyine ulaşması için öncelikle yazılı olarak EMI politikasını oluşturması gerektiğini göstermektedir. Ayrıca üniversite bu politikayı genel stratejisine dâhil etmeli, bu amaçla bir müfredat hazırlamalı, akademik ve idari personelini sürekli mesleki gelişim ile desteklemelidir.

Anahtar Kelimeler: Yüksek Öğretim, İngilizce, EMI Programları, Dil Politikası, Dil Müfredatı.

АННОТАЦИЯ

В последние годы быстрое развитие науки и технологий, широкое использование средств массовой информации и рост культурных и коммерческих отношений сделали изучение иностранных языков необходимостью для общения между народами мира. Рост количества англоязычных программ во всех мировых ВУЗ-х становится очевидным. Все большее количество высших учебных заведений в странах, для которых английский не является родным, также имеют 100% программы EMI. Аналогичная тенденция наблюдается и в турецких высших учебных заведениях с точки зрения важности обучения на английском языке. Однако, начало обучения и профессиональной подготовки без предоставления университетам необходимой инфраструктуры для открытия программ обучения английскому языку, вызывает сомнения по поводу качества в этой области и появления различных проблем. В нижеследующем исследовании были изучены попытки одного из государственных вузов стать международным университетом за счет повышения качества обучения на английском языке, где среди большинства программ преподавание ведется на английском языке. Данные для исследования были получены посредством интервью в фокус-группах, наблюдений и обзора документов. Итоги анализа данных были разделены на три части: политика в области английского языка, непрерывное профессиональное развитие и учебная программа по английскому языку. По

результатам опроса было установлено, что для достижения итогов конкуренции на международном уровне любой университет Турции, прежде всего должен в письменном виде предоставить и доказать свою политику по поводу ЕМІ. Кроме того, университет должен включить эту политику в свою общую стратегию, подготовить для этой цели учебную программу и поддерживать свой академический и административный персонал в постоянном профессиональном развитии.

Ключевые слова: высшее образование, английский язык, программы ЕМІ, языковая политика, языковая программа.

1. INTRODUCTION

The role of English, which is considered a must-have skill for professions in every field, is increasing globally. In recent years, the rapid developments in science and technology, the widespread use of mass media, the importance of foreign tourism, the increase in cultural and commercial relations have increased international relations. Learning the languages of other countries has emerged as a necessity in establishing these relations and providing communication between the nations of the world (Demirel, 2019; Oğuz, 2002: 19). In this respect, the significance to be given to foreign language learning and teaching in a globalizing and changing world is obvious (Acat & Demiral, 2002: 313; Aydın & Zengin, 2008: 82; Gökdemir, 2005: 251). Especially, English being the language of higher education in Europe (Coleman, 2006: 1) and becoming a universal language (Broughton et al., 2002; Vinke & Jockems, 1993: 275) made learning English a necessity rather than a choice. The growth of EMI (English Medium Instruction) in Higher Education is evident in all geographical areas of the world (Macaro, et al. 2018). In this respect, there are 100% EMI programs in an increasing number of higher education institutions in countries whose mother tongue is not English (Byun et al. 2011: 432; Lasagabaster, Doiz, & Sierra, 2014; Rose & McKinley, 2018; Wilkinson, 2013). For instance, the number of European programs and institutions that offer 100% EMI was 700 in the early 2000s, but this number increased to 2,400 in 2007 (Byun et al., 2011: 433). 100% EMI is widely accepted in countries such as the Netherlands, Germany, Finland, and Sweden. There is a similar trend in Turkish higher education institutions in terms of the importance given to education in English. Some of the newly opened universities and even open education faculties have programs in %100 EMI.

While the number of state universities in Turkey is 129, the number of foundation universities is 74. The total number of universities in Turkey is 207. In these universities, the number of %100 EMI universities are 6. 76 state universities provide 100% EMI program in at least one department. Courses in different departments of 82 state universities in total are taught in English. On the other hand, there are 100% EMI (excluding a few departments) in 18 foundation universities, and 37 foundation universities provide a 100% EMI program in at least one department. In total, %100 EMI programs are available at 55 foundation universities (YOK Undergraduate Atlas, 2020). In other words, the number of EMI universities in Turkey are 137 of 207. In this study, we use the label 'English Medium

How to improve the quality of teaching programs in english medium instruction at...

Instruction' which we can define as: The use of the English language to teach academic subjects in countries where the first language of the majority of the population is not English (Macaro, et al., 2018).

Qualified education in English will provide many benefits, such as facilitating postgraduate students to find a job in the private sector (Acat & Demiral, 2002: 326; Tosun, 2006: 36), allowing them to position themselves relatively more comfortably in the international arena, and allowing them to rise faster in their academic career (Byun et al., 2011: 432; Ersoy & Yapıcıoğlu, 2015). However, despite the time and effort spent on English language teaching in Turkey, the results obtained in educational institutions is quite insufficient (Çelebi, 2006: 286; Demirel, 2019). In this context, starting education and training without providing the necessary infrastructure for universities to open education programs in English (Byun et al., 2011: 431) causes questioning of the quality in this field. For instance, the lecturer who will teach the course must have English proficiency in fundamental dimensions such as listening and speaking (Oğuz, 2002), and the student taking the course must have the ability to listen and speak at a level to understand the course well (Tosun, 2006). However, in EMI programs in the universities in Turkey, the criterion of the success in English of both the lecturer who teaches the lesson and the student taking the course usually focuses on reading and writing skills in English. The TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System), which are considered to measure academic proficiency in English in the world, are internationally recognized exams that measure the four fundamental skills of candidates, listening, reading, writing, and speaking (Vinke & Jockems, 1993; Zahedi & Shamsaee, 2012). However, measuring the English proficiency of students and academics in Turkey examinations such as YDS, YÖKDİL measures only the candidate's ability to read. The fact that an exam that measures reading ability alone is also valid in institutions providing education in EMI programs is a problem in terms of the quality of the education provided. It is important to improve the quality of EMI by developing solutions to these problems. For this purpose, in this study, the efforts to become an international university by increasing the quality of education in English in a state university where the language of instruction is English in most of its programs was examined with a case study pattern.

2. METHOD

In this study, the efforts made in a state university to increase the quality of EMI programs were examined with a case study design. The case study is a research strategy that focuses on understanding the dynamics that exist within a single environment. The case study is a strategy specific to qualitative empirical research that allows us to explore and understand many aspects of a phenomenon that exists in a real-life context (De Massis ve Kotlar, 2014; Yin, 1981). According to Simon (2009: 21) "Case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a 'real life'. Case studies can include a single case or multiple cases at

various levels of analysis (Eisenhardt, 1989). In this study, the efforts to increase the quality of EMI programs at a state university were examined with a holistic single-case design.

2.1. Case Study

In this study, a state university founded in Turkey, with the goal of becoming a productive, innovative, and internationally recognized higher education institution, was investigated. The reason why this university is examined as a case study is that it is accordingly a newly established university with the aim of being a 100% EMI university, and offers education in English in most of its programs.

A British Council study on the teaching of English in state schools in Turkey found that the country is underachieving in the field of English Language teaching (ELT) (Vale et al., 2013). It was posited that this English deficiency could compromise Turkey's economic advancement. Following the report's publication, the British Council conducted a baseline study across universities in Turkey (West et al., 2015) that looked for examples of good practice at the tertiary level for dissemination elsewhere, so that improvement in ELT could be advanced by applying what can be learned from best practice elsewhere. As a follow-on to these studies, the British Council ran a Quality Development Plan (QDP) Stage 1 program in 2017 across six universities positioned themselves as EMI universities to survey the English language needs and practice across six Turkish universities. Recommendations were subsequently drawn from these visits and were presented to the Higher Education Council in December 2017 and form the basis of Stage 2.

The university we are examining is one of these six universities. The university is a public university that was founded in 2011 and is housed in a new purpose-built campus outside the city under construction that will take several years to complete. The first intake of students for the Preparatory Year was in 2013. University has some 1367 active registered students that include a total of 565 from the Preparatory Year. There are a small number of international students, almost all of whom know Turkish. The large proportion of students in the Preparatory Year demonstrates the strategic importance of that year. There have been three changes of Rector in the past years, which resulted in some changes of direction. At present, there is a mix of programs delivered as 100% EMI and some 30%. It is the plan of the University to totally become EMI over the next few years.

In the first phase, QDP1, the British Council brought a consultant to the university. The consultant conducted fieldwork in close collaboration with the head of the School of Foreign Languages (SFL). The head of the SFL, who is the first author of this article, planned the interviews and observations to be held before the consultant arrived. In this context, the head of the SFL decided which courses would be followed, decided which students would be attended at the meetings, and decided which lecturers from which departments would attend the meetings. Next, the consultant observed the lectures of the school of foreign languages and faculty departments. An average lesson observation lasted between 15 minutes and 45 minutes. The consultant also held focus group interviews with both the school of

How to improve the quality of teaching programs in english medium instruction at...

foreign languages' students, lecturers, and faculty department students and lecturers. Also, the consultant held focus group interviews with the top management of the university. The first author of the article also participated in all interviews. In addition to the interviews, observations were made in which teaching techniques and curriculum materials were examined. As a result of these activities, the following fourteen key recommendations have been made to improve the quality of education in EMI programs.

Table 1. Recommendations

Number	Recommendations
1	A clear language policy should be written and communicated.
2	There should be a policy promoting continuous professional development for all academic staff in both departments and SFL, with corresponding processes and structure.
3	Staff in departments and schools should be recruited and inducted against criteria matched to the university's values, aims, and policies.
4	International projects with a variety of partners should be actively sought at the university and department level.
5	Research and implement suitable international accreditation at university and/or department / school level.
6	There should be a program of professional development for lecturers in EMI departments (Department level)
7	Policy to deal with failing students (Departmental and SFL level)
8	Design a process by which departments inform SFL on the language needs of year 1 students. (Department level with SFL involvement)
9	Students should continue English language improvement throughout their university career with the target of achieving C1. (departments with SFL support)
10	The SFL curriculum should move from English for General Purposes model to English for Academic Purposes. (SFL)
11	Accept that B2 is the minimum level for a student to properly follow unsupported undergraduate EMI. (SFL)
12	Monitor efficiency of level testing – continual monitoring of students (SFL)
13	CPD for SFL instructors / coordinators needed (SFL)
14	Develop and implement a plan to improve the physical linguistic landscape of the university with signs, posters, videos, extracurricular English, admin. Basic English for administrative staff.

Then, at the request of the university and in cooperation with the British Council, QPP2 was implemented. In the second stage, three main areas were selected, namely English Language Policy (ELP), Continuing Professional Development (CPD), and The English Language Curriculum (ELC), which is the priority of the university. During this period, two experts from the UK came to the university with the support of the British Council. A five-day QDP Stage 2 workshop

was conducted at the University between Monday 12th and Friday 16th March 2018. A full program of consultancy activities for the week was prepared jointly by the University and the Consultant. A QDP Committee, under the Chair of Vice-Rector, was formed to take part in the workshop as well as to continue to function as an official University Committee with responsibility for taking forward key recommendations and actions of the QDP British Council visits after the Consultancy. The committee worked in the three main areas mentioned above. It had already been agreed that this Committee would have official recognition and continue to function after the Consultancy had finished. Table 1 shows the accepted schedule for the week.

Table 2. Program Schedule

Day	Activities
Monday	Meetings across the University
Tuesday	English Policy, Continuing Professional Development (CDP), Curriculum
Wednesday	Policy and Action Plans writing groups; Linguistic Landscape – site visit and input
Thursday	Policy and Action Plans writing groups; International Accreditation; Policy and Action Plan writing and peer-presentations, reviews
Friday	Presentation 1: CPD and review; Presentation 2: Curriculum and review Presentation; 3 Policy and review; Closedown

At the end of all these developments, the report prepared to improve EMI was presented to the university administration. Also, an accompanying report was written on the visit, entitled, Site Visit Report. In addition to this report, a draft English Language Policy (ELP) document has been prepared as an integral of the Strategy plan. This policy document refers, and has relevance to, all members of the University staff and addresses the university's aspirations to be an internationally recognized, 100% EMI Higher Education institution.

2.2. Data Collection Process

In case studies, researchers generally collect data by methods such as archive records, interviews, questionnaires, and observations (Eisenhardt, 1989; Merriam, 2002; Yin, 1981). In this study, the data acquired during the field visit of the first author of the article with a consultant from England were collected through focus group interviews and unstructured observations conducted with the support of the British Council. In addition, the report prepared after QDP2 was perused in detail.

The focus group interviews were held with both the school of foreign languages' students and lecturers, and faculty department students and lecturers, and top management of the university. Table 3 shows how many focus group meetings were held with whom.

Table 3. The Number of Focus Group Interviews

Participants	Focus Group Interviews
Leader	1
Lecturer	64
School Leader	1
Students	42
Total	108

In the focus group interviews, to determine the quality of the education in EMI programs, questions were asked participants such as what the students' English level is, what the English proficiency level of the lecturers is, whether the lecturers help students to develop English, and how often Turkish is used in EMI classes.

In the study, the focus group interviews and observations were carried out by adhering to the main ethical principles such as confidentiality, respect for private life (Cannella & Lincoln, 2007; Glesne, 2016). The interviews were chaired by the experts of the British Council so that there was no relationship of acquaintance or interest between the interviewers and the participants. Interviews were conducted with a total of one hundred eight participants. When the answers from the participants began to show similarities, no further interviews were conducted (Balçı, 2016; Marshall, 1996). The focus group interview data were obtained as a result of a total of one thousand eight hundred and thirty-six minutes of interviews between Monday 12th and Friday 16th in March 2018. Each interview lasted an average of seventeen minutes. A voice recorder was used to prevent data loss in focus group meetings. Voice recording started after the participants verbally give their consent to using the sound recording device. Also, participants were encouraged to participate in the study voluntarily without any physical and psychological pressure (Haggerty, 2004). For this purpose, the informative consent form prepared by the researchers was signed by the participants. All of the interviews with the participants took place at the university.

Another data collection method used within the scope of the study is unstructured observations. Unstructured observations were made within the university by the researchers. During the observations was examined how the university has made progress in EMI. In this mean, twenty-four different classes at the university were observed during field visits. An average lesson observation lasted between 15 minutes and 45 minutes.

2.3. Data Analysis

The notes of the focus group interviews held with university students, the notes of observation made in the university environment, and the reports submitted to the university administration were read over and over, and document and text analysis was carried out. In this context, the superficial and in-depth meanings in the documents were focused on, so that the texts were better understood and made meaningful (Bernard & Ryan, 1998). For the analysis of the obtained data, the following operations were performed in order. The first step of the analysis is data

preparation. Data were obtained from notes of observations and audio recordings of the focus group interviews. The data that consists of tape recordings were first transcribed verbatim. During this stage of the analysis, the whole data set was read in order to get the whole picture of the phenomenon under study. During this initial reading, insights and understanding began to emerge and are written down as memos. In this phase, the data not directly related to research purposes were not included in the analysis process. Codes were created by reading the remaining data many times. By combining codes that have a meaningful relationship with each other was organized into various categories. Themes emerged according to the meaning relationship between these categories. (Creswell, 2007; Elliott & Timulak, 2005).

3. FINDINGS/RESULTS

As a result of the analysis of the data obtained, research findings were condensed into three themes, namely English Language Policy (ELP), Continuing Professional Development (CPD), The English Language Curriculum (ELC). In other words, the research findings show the efforts the university plans to make in three main areas to increase the quality of teaching in EMI.

3.1. English Language Policy

One of the university's most important efforts is to establish an English Language Policy (ELP) that refers to all members of the university staff and addresses their aspirations to become an internationally recognized 100% EMI Higher Education institution. A clear written policy can guide practice and decision makers. As a result of the data analysis, it was seen that the ELP should include the following objectives.

ELP aims to the increased use of English in teaching, research, and administrative support across the institution and, to help achieve this, it is proposed that a singular, universal and integrated English language learning curriculum at all levels of education begins in the Preparatory Year and extends through undergraduate studies and above. ELP also proposes that the new Curriculum will begin with English for General Purposes, then English for General and Academic Purposes in the Preparatory Year, followed by English for EAP Purposes, English for Specific Purposes, and then English for Occupational Purposes in the final year of study. It proposes that the university aims for students to achieve a B1 band level in English by the end of the Preparatory Year and, with continued EMI support throughout the undergraduate level, for students to attain a B2 level or above by graduation. It proposes that, in accordance with its mission of becoming a global higher education institution, the university embraces an English Language landscape beyond the walls of the English Language classroom with English usage used across the University campus to support its EMI and internationalisation goals.

To achieve these ambitions and to increase the level of English proficiency of its students, the university adopts a 100% EMI policy at all levels of education in order to:

- promote both English Language and subject content learning,

How to improve the quality of teaching programs in english medium instruction at...

- promote the mobility, employability, and competitiveness of students both nationally and internationally,
- increase internationalization, advance, and retain a distinct international profile, and to become a more attractive university for international researchers, teachers, and students,
- foster the publishing and dissemination of research internationally.

As a result of the data analysis carried out, seven different categories have been determined in order to establish the ELP.

3.1.1 English Language Levels for Students

In the focus group interviews, students stated that English was spoken in most of the lessons, but they asked Turkish questions and that they received their answers in Turkish. For this reason, with the introduction of a common English Language Curriculum and the continued support for English for Academic, Specific, and Occupational Purposes throughout their undergraduate studies, it is important that students will be able to pursue their main course disciplines and participate more effectively in their academic studies. With continuous English Language support, students are expected to exit with a minimum band level B2 at graduation.

3.1.2 English Language Levels for Academic Staff

Teaching at the university as a 100% EMI Higher Education institution will require it necessary for all teaching staff to have an appropriate level of English proficiency to carry out their duties. Band level C1, in which the user has the ‘ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics’ is deemed an appropriate level for teaching staff. It has been seen that all teaching faculty are required to possess the necessary level of English Language proficiency in the four skills of Listening, Speaking, Reading, and Writing to use English as the medium of instruction in their teaching at all levels.

3.1.3 English Language Levels for Administrative Staff

Full internationalization at the university requires a living English environment for all members of the University, including the administrative staff. Therefore, the University requires all of its administrative departments to make the necessary arrangements. It is essential that the University provides appropriate language training for its staff to increase the English language capacity of all its units.

3.1.4 Collaboration

While English Language expertise is the domain of the School of Foreign Languages (SFL), ownership of English is cross-institutional. For this reason, it has been observed that full cooperation and communication between SFL and all faculties and units is necessary for English Language support.

3.1.5 Universal Approach to Teaching and Learning

The University tries to adopt a universal and integrated pedagogic approach to the teaching and learning of English learning at all levels of education through the adoption of a Communicative Approach as used throughout the SFL. It is important that all units are to integrate this soul of collaboration to support the teaching content of their syllabuses.

3.1.6 Institutional Support for EMI

To steer its Continuing Professional Development (CPD) Programme, the University tries to establish a CDP Unit for English Teaching and Learning for all academic and administrative staff to increase their educational, pedagogical and language awareness, as well as English proficiency and skills. Besides, all official online and written documentation/information/campus signage for students, academic and administrative staff must be available in English as well as Turkish.

3.1.7 Creating a ‘Living in English’ Environment

Another indispensable element of English language policy is to create a living English Environment. The University tries to a robust linguistic landscape that is designed and implemented across the University to both support English usages that connect the content of language lessons to real-world students encounter outside the classroom, as well as support its international portfolio. This will range from the language of campus maps and road signs, advertising noticeboards, department and faculty names, restaurant/café menus signs, handbooks, and the language of contracts, emails, and so forth.

3.2. Continuing Professional Development (CPD)

In the university, CPD is considered to be a part of a life-long learning process in which individuals are encouraged and are able to update and maintain the knowledge and skills related to their professional lives. CPD is considered as the updating of professional knowledge and practice by means of both formal and informal, short and longer courses for occupational groups such as teachers. Functions of CPD activities are maintaining existing professional knowledge, skills, and practice of all the university staff, updating and extending the knowledge, skills, and practices of all the university staff, and developing professional effectiveness, and increasing job satisfaction of all the university staff. The aim of the EMI CPD Action Plan that needs to generate is to promote life-long learning and sustenance for the university staff, including academic and administrative personnel’s professional development of knowledge and skills through an organized program of systematic education and training and development activities in which individuals take part in order to be able to conduct their duties more professionally and competently at the university and beyond.

With the activities in this Action Plan, all staff will have an ongoing commitment to maintaining their professional expertise through an annual CPD plan agreed by the member of staff and their immediate manager. All staff will be required

How to improve the quality of teaching programs in english medium instruction at...

to maintain an individual CPD record. Head of departments and units will be responsible for ensuring all staff has an annual review of their development needs.

The findings obtained show that the activities that constitute CPD across the University include but are not limited to:

- Workshops,
- Training (soft skills, hard skills, etc.),
- Seminars,
- Conferences,
- Visits to and from colleagues in other institutions,
- Co-operative teaching,
- Lesson observation - peer as well as more formal,
- Professional reading and research,
- Mentoring/coaching/supporting colleagues,
- Any other activity agreed as part of the professional review and development process.

3.3. The English Language Curriculum (ELC)

Improving the ELC aims to bring about the development of a more efficient and effective English Language curriculum to help render the improvement of students' proficiency in English across the University. The QDP EMI Committee sees its institutional language curriculum as 'a total learning experience' provided by the University. A new curriculum can be developed as part of a planned, prescriptive sequence of instruction delivered through a suite of carefully designed activities and courses. ELC includes a listing of the skills, performances, attitudes, and values the University's students are expected to encounter during their higher education studies. The curriculum incorporates statements of desired student outcomes, descriptions of materials, and the planned sequence that will be used to help students attain the key outcomes. ELC includes the content of courses used and the methods employed (strategies) in using these courses. Some of the requirements at CLP to ensure that in order for students to achieve an English Language level of B2 and above and to ensure that the students master proficiency in both general and specific language for their current and future professional needs are as follows:

- A common EMI Curriculum is begun in the Preparatory Year and extends effortlessly and efficiently into and throughout a student's university career.
- A common, Communicative Approach, is employed to support the new EMI Curriculum and underpin the teaching and learning of English in the Preparatory and beyond.
- The new Curriculum should begin in the Preparatory Year with General English, then move gradually onto English for General and Academic Purposes before introducing English for Specific Purposes and English for Occupational Purposes in the undergraduate studies.
- The new curriculum should be developed through close collaboration between the SFL and the Faculties and departments.

- The new Curriculum should be tailor made and based on data from a detailed needs analysis audit of students for the Preparatory Year and beyond.
- The EMI Curriculum should be taught by Instructors from the SFL.
- The EMI programs should be tested and evaluated by the SFL in collaboration with the subject specialists.
- A CPD program should be devised to support Instructors, Lecturers, and key administrative staff based on individual and institutional needs.

4. CONCLUSION AND DISCUSSIONS

In this study, strategies followed in a state university in Turkey to increase the qualities of EMI were examined with a case study design. The findings obtained were presented around three main themes as English Language Policy, Continuing Professional Development (CPD), The English Language Curriculum. The university has embarked on projects that are detailed in the case study section, as students with English proficiency can find jobs faster, have higher job performance (Acat & Demiral, 2002; Pecorari et al., 2011), and increase the prestige of the university (Macaro et al., 2018; Piller & Cho, 2013).

In the last thirty years, the European Commission has launched different programs (e.g., Erasmus, Erasmus Mundus, etc.) to promote the internationalization of higher education and to increase contacts among graduate and undergraduate European students (Doiz, Lasagabaster, & Sierra, 2011). In this sense, any university in Turkey should firstly create the EMI policy in written form in order to reach the level of competition at the international level. In addition, the university should include this policy in its general strategy, prepare a curriculum for this purpose, and support its academic and administrative staff with continuous professional development. Research findings on establishing a written language policy at the university are consistent with the results of the study of Doiz, Lasagabaster & Sierra (2011). The support of the university senior management, lecturers, and the administrative staff seems necessary for these changes to occur. As a result of the research, it was seen that the university senior management and faculty members should give more place to efforts to improve the quality of 100% EMI programs. This result seems consistent with the findings of Kiliçkaya (2006) that most of the Turkish lecturers prefer the Turkish medium Instruction programs.

As a result of this study, the main obstacles faced by the university in the internationalization process emerged. It was observed that the lecturers did not have the required English proficiency in practice, and they felt pressure on this issue. Besides, it was determined that lecturers could not draw the attention of students in the classroom. These findings are consistent with various research results (see Pecorari et al. 2011; Sert, 2008; Tange, 2012). Similarly, students' lack of proficiency in English caused them to avoid interacting in the classroom and to have difficulty understanding the lesson. According to Sert (2008), uncertainties about students' ability to understand academic content clearly may prevent students from developing critical thinking skills. The identified problems are seen in parallel with various research results (see Doiz et al. 2013; Hellekjær, 2010; Kiliçkaya, 2006;

How to improve the quality of teaching programs in english medium instruction at...

Webb, 2002). The university's language policy for EMI creates a huge gap in practice due to the lack of English proficiency of students and lecturers. In this sense, a similar gap can be seen in the research results of Hu, Li, & Lei (2014). However, the most important result that makes this study different from others is that the support given by the top management is extremely significant in the success of 100% EMI programs. In the hierarchical structure and the high-power distance societies like Turkey, the support of senior management can be extremely valuable to getting certain jobs done and sustaining them successfully.

In order to cope with the problems that arise in 100% EMI programs and to increase the quality of the program, it is necessary to increase the English level of the academic and administrative staff. In addition, prioritizing lecturers with sufficient English language skills in the employment process and employing lecturers with more international experience is important for the quality of 100% EMI programs. Also, attracting more international students to the university, organizing international projects at the university, and increasing the importance of foreign projects in the criteria for appointment of faculty members is quite significant in terms of increasing the quality of 100% EMI programs. The thoughts of Ritzen (2004: 36), who stated that if an international university does not have students from a wide variety of cultures and nationalities, that university cannot be considered internationally, it is consistent with our recommendations. Our recommendations are also consistent with the views of Macaro et al. (2018), emphasizing that it is significant to examine whether the lecturers have the necessary linguistic competence to teach through the medium of a second language.

At the end of the research, the following suggestions can be made to improve the quality of education provided at universities that provide EMI.

- The University must provide appropriate language training for its staff to increase the English language capacity of all its units.
- Academic staff who teach, rather than teach or lecture in, English, will, additionally, be required to hold a recognised English Language Teaching qualification. Academic staff appointments and promotions shall be evaluated accordingly. A standardised assessment mode must be used to assess the language levels of academic staff.
 - All staff in every unit should have access to a range of activities, which progress, assist, or enhance their professionalism.
 - CPD activities should have a positive and direct impact on teaching and learning across the University.
 - All staff should have access to information on available CPD activities, locally, regionally, nationally, and internationally.
 - A sustainable English language curriculum should be established in order to help students reach at least a B1 English level when they enter their faculties and provide the opportunity to advance their English Language development to B2 and above at the end of their undergraduate studies.
 - To back enhanced EMI support, it is vital that the number of specialised instructors in SFL should be increased to deliver a sustainable English

language curriculum across the university. It is thought essential that the instructor-student ratio in SFL should be one instructor per 20 students at most.

- To further back this enhanced EMI support, it is deemed important that struggling students should be buoyed by further language opportunities such as language clubs and additional language courses. Also, the physical linguistic landscape and conditions of the SFL should be improved.

As in every study, there are some limitations to this study. First of all, some students and administrators may not have expressed their opinions clearly enough in focus group discussions due to group influence (Patton, 2002). In order to eliminate this negativity, data collection techniques were triangulated, and observations were made in addition to focus group interviews. Second, qualitative research does not need to generalize research results. Research results can only be transferred to similar contexts (Marshall, 1996). Therefore, the results obtained only include the university's experience in EMI programs. However, the research results can guide universities that are willing to internationalize. Lastly, despite the increasing interest in the EMI phenomenon in recent years, it is still seen in the adolescence of the research field (Macaro et al., 2018). Therefore, considering the social benefits of the subject in the light of research results, it can be said that researchers interested in EMI programs should focus more on this field.

REFERENCE

- Acat, M. B. & Demiral, S. (2002). Türkiyede yabancı dil öğreniminde motivasyon kaynakları ve sorunları. *Kuram ve Uygulamada Eğitim Yönetimi*, 31(31), 312-329.
- Aydın, S., & Zengin, B. (2008). Yabancı dil öğreniminde kaygı: Bir literatür özeti. *Dil ve Dilbilimi Çalışmaları Dergisi*, 4(1).
- Bernard, H. R. & Ryan, G. (1998). Text Analysis: Qualitative and Quantitative Methods. In *Handbook of Methods in Cultural Anthropology*.
- Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D. (2002). *Teaching English as a foreign language*. Routledge.
- Byun, K., Chu, H., Kim, M., Park, I., Kim, S., & Jung, J. (2011). English-medium teaching in Korean higher education: Policy debates and reality. *Higher Education*, 62(4), 431-449.
- Coleman, J. A. (2006). English-medium teaching in European Higher Education. *Language Teaching*, 39(1) pp. 1-14.
- Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, Second Edition, California: Sage Publications
- Çelebi, M. D. (2006). Türkiye’de Anadili Eğitimi ve Yabancı Dil Öğretimi. *Sosyal Bilimler Enstitüsü Dergisi*, 21: 285-307.
- De Massis & Kotlar, J. (2014). The case study method in family business research: Guidelines for qualitative scholarship. *Journal of Family Business Strategy*, 5(1), 15-29.
- Demirel, Ö. (2019). *Yabancı Dil Öğretimi*, 10. Baskı, Ankara: Pegem Akademi.

How to improve the quality of teaching programs in english medium instruction at...

- Doiz, A., Lasagabaster, D., & Sierra, J. M. (2011). Internationalisation, multilingualism and English-medium instruction. *World Englishes*, 30(3), 345-359.
- Doiz, A., Lasagabaster, D., & Sierra, J. M. (Eds.). (2013). *English-medium instruction at universities: Global challenges*. Bristol, UK: Multilingual Matters.
- Eisenhardt, K. L. (1989). Building Theories from Case Study Research. *The Academy of Management Review*, 14(4), 532-550.
- Elliott, R., & Timulak, L. (2005). Descriptive and interpretive approaches to qualitative research. *A handbook of research methods for clinical and health psychology*, 1(7), 147-159.
- Ersoy, N. Ş., & Yapıcıoğlu, D. K. (2015). İsteğe Bağlı İngilizce Hazırlık Programının Öğrenci ve Okutman Görüşlerine Göre Değerlendirilmesi. *Eğitimde Nitel Araştırmalar Dergisi*, 3(3), 7-43.
- Gökdemir, C. V. (2005). Üniversitelerimizde Verilen Yabancı Dil Öğretimindeki Başarı Durumumuz. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6(2), 251-264.
- Hellekjær, G. O. (2010). Lecture comprehension in English-medium higher education. *Hermes*, 45, 11-34.
- Hu, G., Li, L., & Lei, J. (2014). English-medium instruction at a Chinese University: Rhetoric and reality. *Language Policy*, 13(1), 21-40.
- Kilickaya, F. (2006). Instructors' Attitudes towards English-Medium Instruction in Turkey. *Online Submission, Humanising Language Teaching* 8(6).
- Lasagabaster, D., A. Doiz, & J.M. Sierra (2014). Motivation: Making connections between theory and practice. In D. Lasagabaster, A. Doiz, & J. M. Sierra (eds.), *Motivation and Foreign Language Learning: From Theory to Practice*, Amsterdam: John Benjamins, 173-183.
- Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36-76.
- Oğuz, A. (2002). Üniversitelerdeki öğretim elemanlarının yabancı dili geliştirme güçlükleri. *Eğitim ve Bilim*, 27(125).
- Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Pecorari, D., Shaw, P., Irvine, A., & Malmstöm, H. (2011). English for academic purposes at Swedish universities: Teachers' objectives and practices. *Iberica*, 22, 55-78.
- Piller, I., & Cho, J. (2013). Neoliberalism as language policy. *Language in Society*, 42, 23-44.
- Ritzen, J. (2004). Across the bridge: towards an international university. In Robert Wilkinson (ed.), *Integrating Content and Language: Meeting the Challenge of a Multilingual Higher Education* (pp. 28-40). Maastricht: Universitaire Pers Maastricht.

- Rose, H., & McKinley, J. (2018). Japan's English-medium instruction initiatives and the globalization of higher education. *Higher Education*, 75(1), 111-129.
- Sert, N. (2008). The language of instruction dilemma in the Turkish context. *System*, 36, 156–171.
- Simons, H. (2009). *Case study research in practice*. London: SAGE.
- Tange, H. (2012). Organising language at the international university: Three principles of linguistic organisation. *Journal of Multilingual and Multicultural Development*, 33, 287–300.
- Tosun, C. (2006). Yabancı dille eğitim sorunu. *Dil ve Dilbilimi Çalışmaları Dergisi*, 2(1), 28-42.
- Vale D, E., Özen, I., Alpaslan, A., Çağlı, I., Özdoğan, M., Sancak, A., Dizman & A Sökmen. (2013). *Turkey National Needs Assessment of State School English Language Teaching*, Ankara: British Council and TEPAV. British Council
- Vinke, A. A., & Jochems, W. M. G. (1993). English proficiency and academic success in international postgraduate education. *Higher education*, 26(3), 275-285.
- Webb, V. (2002). English as a second language in South Africa's tertiary institutions: A case study at the University of Pretoria. *World Englishes*, 21, 49–61.
- West, R, A., Güven, J., Parry T., & Ergenekon, T. (2015). *The State of English in Higher Education in Turkey*. British Council.
- Wilkinson, R. (2013). English-medium instruction at a Dutch university: Challenges and pitfalls. *English-medium instruction at universities: Global challenges*.
- Yin, R. K. (1981). The Case Study Crisis: Some Answers. *Administrative Science Quarterly*, 26(1): 58-65.
- YOK Undergraduate Atlas (2020). YOK Undergraduate Atlas. Ankara. Retrieved from <https://yokatlas.yok.gov.tr/lisans-anasayfa.php>
- Zahedi, K., & Shamsaee, S. (2012). Viability of construct validity of the speaking modules of international language examinations (IELTS vs. TOEFL iBT): evidence from Iranian test-takers. *Educational Assessment, Evaluation and Accountability*, 24(3), 263-277.