Research Article

Content-Based Instruction in the Preparatory Program of an English-Medium University: Reflections & Practices

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	ABSTRACT In English preparatory programs of English medium instruction (EMI) universities, it is significant to give content-based instruction to students related to their majors. By doing so, students can both improve in English and increase their knowledge and experience in their field of study and become more prepared for their future studies. On the other hand, it is not so common in the tertiary-level English preparatory programs in Türkiye to arrange curricula related to students' majors. This study aims to integrate translation-related training and practices into the preparatory program of Translation and Interpreting major students studying at an English-medium university through a project-based framework and test the perceived effectiveness of these applications through students' reflection papers and translation outcomes. The data analyzed by qualitative content analysis show that integrating meaningful and purposeful content related to the students' majors into English preparatory programs may lead to a productive process serving students' needs.

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Introduction

Content-based instruction (CBI) presents an approach where students acquire the target language via content. In CBI, students are in a continuous learning and self-improvement process and they acquire the presented content by improving their academic language skills. As stated by Richards and Rodgers (2001), "Content-based instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus" (p. 204). Content corresponds to the subject matter that addresses the needs and interests of learners (Brinton, 2003). According to Snow (2001), when CBI is concerned, content does not only refer to the subject matter but also the use of the subject matter for language teaching purposes. The forms of subject matter may involve different themes and topics about daily life or they may be very specific, such as the subjects in the curriculum of a specific class or major. Grabe and Stoller (1997) highlight the complementation of content and language in CBI and state that language acts as a medium for learning content and content as a source for learning language in this approach.

Several characteristics make CBI a distinctive approach to language teaching (Richards and Rodgers, 2001; Stoller, 2002, 2004). In CBI, it is stressed that language learning is beyond the formation of sentences, and it is the knowledge to be conveyed that reveals the nature of language to be acquired. It is also pointed out that a second language is learned more successfully when it is used as a means of receiving information, rather than as an end in itself. CBI also has the potential to contribute to language improvement in the way that it emphasizes the use of integrated skills as in the real world. In CBI, language use is intended to be meaningful and purposeful since language is learned or taught for a particular purpose owing to the expectations or needs of learners as the content is selected in concordance with students' lives, interests, and/or academic goals. CBI also underlines authenticity since the texts and tasks utilized in CBI are often the products of the real world. Thus, CBI links the outer world with the classroom and introduces learners to the subtleties of the target language and culture and helps them not only develop linguistic abilities but also expand their world knowledge.

Snow (2001) argues that CBI is generally oriented to English for Academic Purposes (EAP) and the fundamental instructional objective is to prepare students for the academic content and tasks they will face at school or university. Particularly theme-based model of CBI, in which the syllabus is arranged around themes or topics, is stated to be applied in academic contexts, and with this model, it is maintained that a useful amount of input is provided and language is practised with academic skills integration (Brinton, 2003; Stryker & Leaver, 1997).

It is also a fact that the context of the study is an English-medium instruction (EMI) university. EMI can be defined as "the use of the English language to teach academic subjects other than English itself in countries or jurisdictions where the first language of the majority of the population is not English" (Macaro, 2018, p. 19). There may not be a language focus in the definitions of EMI, but at the level of expectations, particularly on

the side of students, there may be demands to learn both content and English at the same time (Galloway & Ruegg, 2020). At EMI universities, English preparatory programs could serve a highly significant purpose in this sense as they are expected to well-equip learners with such a form of focus on both language and content.

Studies on the Integration of CBI into Preparatory Programs

There are few studies on CBI integration in the tertiary-level preparatory programs and they focus on the needs analysis for CBI or the stakeholders' views about the program. Canbay (2009) explored the Academic English requirements of English-medium departments at a Turkish state university based on the opinions of content area teachers and department heads. The results showed that "reading" was the most required skill among different disciplines and the ranking of other skills changed from department to department. Arslan and Saka (2010) also researched the language needs of a preparatory program where the theme-based model of CBI was applied in order to teach academic English language skills. The majority of students stated that they needed to learn English for academic reasons to follow future courses taught in English. The views of the students who studied science-related thematic units were also explored in the same study and they were found to be satisfied with their curriculum governed by CBI.

Er (2011) investigated foreign language instructors' perceptions of CBI applied in the preparatory school of a Turkish state university. The findings of the study showed that most of the language instructors regarded CBI as a feasible way of preparing students for their further academic studies. It was believed that the application of CBI in the preparatory program would make the program meaningful and purposeful, bridge the educational gap between the preparatory school and degree programs, develop students' critical thinking skills, and increase their learning motivation. The challenges included the difficulty of getting prepared for a content-based language class and the inaccessibility of appropriate published materials.

Filiz (2019) focused on the perceptions of students and instructors on elective theme-based courses embedded in an English preparatory program at a state university in Türkiye. According to the results, students said they have positive perceptions towards these courses as long as they are allowed to choose the content in which they are interested. They also stated that it is significant to have interesting content in their courses and that instructors' interest in the content of the course also influences the motivation of students to learn. Herein, it is necessary to note that CBI can be applied in the form of translation training and practices as performed in this study and the following section highlights the importance of incorporating translation into academic English programs.

Integrating Translation into Academic English Programs

Translation is an activity commonly performed in the real world to connect people and cultures all over the globe. Translation can also be used as a beneficial pedagogical implementation in L2 learning. Translation for pedagogical purposes or "pedagogical translation" assumes an instrumental role as a means to upgrade the language learner's foreign language proficiency (Klaudy, 2003). In this context, translation is an act of

awareness-raising as well as language-practicing. Translation helps learners broaden their vocabulary and grammar repertoire as well as increase their general knowledge. It makes them cognizant of sociocultural aspects and multiple meanings of words and phrases, raises awareness of the coherence and contextualization of texts, aids in testing whether a text has been completely comprehended and reinforces reading, listening, writing, and speaking as well as analytical and critical thinking skills (Auberbach, 1993; Calis & Dikilitas, 2012).

Translation can be an efficient tool for L2 learners to comparatively and profoundly analyze the source and the target languages and find out the in-depth meanings conveyed through texts and people and individually and collectively reflect on them (Cook, 2010; Pym, 2018; Widdowson, 2016). The translation is a communicative activity that necessitates speculation, discussion, expression, and negotiation of meaning and with the act of translation, the teacher can help learners analyse the links and usages in their L1 and deal with the hardships they have in L2 learning and communication via comparative analyses, and raise awareness of the themes and topics in the texts presented (Malmkjaer, 1998). Schäffner (1998) points out that translation could be a useful means in foreign language learning to develop verbal agility, i.e., being able to choose the correct words and phrases appropriate for the context via relatively quick and right decisions, consolidate students' vocabulary, strengthen the use of L2 structures, monitor and improve the comprehension of L2, and raise awareness of how languages work. As revealed by Canga-Alonso and Rubio-Goitia (2016), translation aids second language acquisition because it utilizes authentic materials, is interactive and learner-centered, and with its autonomy-based features, makes learners active participants responsible for their own learning.

Integration of CBI in the form of pedagogical translation addressing the needs of Translation and Interpreting major students in the English preparatory programs of universities is not an implemented act to the best of the researcher's knowledge and this study serves the first of its kind as an in-depth analysis of a translation-oriented CBI implementation in the English preparatory program of Translation and Interpreting students studying at an English-medium state university in Türkiye. In this descriptive case study, the reflection papers of the students about this CBI-based process in their preparatory class and their related products, i.e., translations, were analyzed to explore the perceived effectiveness of integrating CBI into the preparatory class program. The study addresses the following questions:

1. What are the benefits of integrating CBI into the preparatory program according to the students?

2. a) What are the challenges of integrating CBI into the preparatory program according to the students?

   b) What solutions do the students suggest to cope with the challenges?

3. What do the translation products of the students reveal about the overall effectiveness of the CBI program?

Methodology

Research Design

This is a descriptive case study conducted about a CBI-integrated learning process in an English preparatory class at an English-medium state university. A descriptive case study seeks to describe a case or an issue together with its contextualization through in-depth analysis (Yin, 2003). Stake (2005) indicates the case is a system with boundaries, and with certain features inside those boundaries, and the work of the researcher is to identify the coherence and sequence of the constructs of the case as patterns. In this descriptive case study, the case is the integration of CBI into an English preparatory program at an EMI university. Through intense thematic analyses and thick descriptions, the study aims to provide an in-depth and multifaceted understanding of this case based on the students' views regarding the benefits and challenges of CBI integration as well as their CBI-related implementations.

Setting

The setting is an English preparatory class at an English-medium state university in Adana, Türkiye. In this prep class, the major of all the students is Translation and Interpreting. It was told by the administrators that in the setting, a class specific to Translation and Interpreting students was designated because Translation and Interpreting was the only English major program of the university, and since the university attached importance to high-quality English education and since they are English major students, they were deemed to need a more intense form of education intended to address high proficiency learners. The curriculum of the class aims to improve the students' linguistic and academic skills in English before they start their majors. The students who cannot pass the English proficiency exam of the university are obliged to have an English language education in the pertinent English preparatory class. The English level of the class is accepted to be intermediate (B1) by the institution at the beginning of the academic year and the target level is upper-intermediate (C1). There are four courses in the program: Main Course, Grammar, Reading and Writing, and Listening and Speaking. CBI-integrated language learning was applied in the Main Course. In the Main Course, in addition to coursebook studies, the class was exposed to a CBI-based learning model specifically designed by the researcher in accordance with the students' needs as elaborated below.

Design of the CBI-Based Process

Since the major of all the students in the target setting was Translation and Interpreting, it was decided that it would be feasible to apply CBI in the form of translation training and practices. With this objective, translation was integrated into a project-based learning framework already applied in the context and the content of each translation was determined by the projects the students were expected to do in the setting. The project framework in this setting is also elaborated in Kemaloglu-Er (2022a, 2022b) and was overall perceived to be an effective pedagogical means in foreign language learning.

Within their project process, the students were expected to follow the following steps: Research, translation, creativity, and interaction. That is, first, they were asked to do research on the given project topic and then make translations on it together with reflection practices as will be elaborated below. After this step, they were asked to interact with their peers and people around them regarding the project topic and as a result of the research and in-depth analyses on the topic via reading and translations as well as personal interactions, they were asked to produce a creative project outcome of their own (like an informative poster) and display their project outcome and talk about their project process to the class via an oral presentation.

The translation-related CBI process took place in a tripartite flow. First, the students were given training about the concept of translation and the ways to make effective translations with main translation strategies including word-for-word and sense-for-sense translation with examples. Then they were asked to choose two 300-word informative texts (preferably from the research data of their projects). One translation was expected to be made from English into Turkish and the other from Turkish into English. It was demanded that the pieces summarize the subject well and be written professionally. After the texts were approved by their teacher, they made translations of the texts asking their teacher for guidance when needed. Third, they wrote a reflection paper about their translation process focusing on i) their opinions about the integration of major-related content into their preparatory program (benefits, challenges, suggestions to cope with the challenges and overall effectiveness of such integration) as well as ii) their strengths and challenges in the translations they performed and iii) the ways they found to cope with the challenges they mentioned. After this, they submitted their translations and reflection papers to their teacher and received both written and oral feedback about them. Each cycle of the translation-related CBI process took place in different projects so the students were all exposed to different texts related to different topics including psychology, sociology, philosophy, education, arts, media, tourism, history, and architecture, and did reading, speaking, and writing activities regarding their projects as well as translation. Thus, translation was practiced as an integrated skills activity within a theme-based model. The whole process was supervised by the Main Course teacher of the class, who is also the researcher of the current study. She received her BA in Translation and Interpreting, and MA and Ph.D. in English Language Teaching had twenty-one years of English teaching experience and was working as an instructor of English and taught preparatory classes and translation-related departmental courses within the research setting at the time of the study.

Participants

The sampling method used in this study is purposive sampling. Purposive sampling is employed when a researcher chooses particular people within the population or the entire population to use for a particular study that would yield the richest information as would be possible in a case study (Merriam, 2009). It is based "on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (Merriam, 2009, p. 77). To this end, the

entire population who experienced the pertinent CBI-based program as preparatory class students participated in the study.

The participants were 30 preparatory class students. The major of all the students was Translation and Interpreting. The students were between 18-22 years old. 21 of them were female and 9 of them were male. The students' level of English proficiency was determined to be intermediate (B1) at the beginning of the academic year. As the whole data were collected towards the end of the academic year, the students' assumed level of English proficiency at the time of the study could be stated to be upper-intermediate (C1).

Data Collection

The data were collected by the translations that the students made and reflection papers the students wrote about their translation process. The reflection papers were used as data for CBI-related reflections and translations were utilized as data for CBI-related practices. There were two sets of translation and reflection papers collected and each task was done in pairs or groups of three. In the end, 52 products were collected in total, 26 translations, and 26 reflection papers.

Data Analysis

The data were analysed through qualitative content analysis. In qualitative content analysis, data are presented in words and themes, which makes it possible to draw some interpretation of the results (Bengtsson, 2016). In this respect, the research has revealed both *a manifest analysis* and *a latent analysis*. In the manifest analysis, the researcher described *what* the informants said, stayed very close to the texts, used the words themselves, and described the visible in the text. In the latent analysis, the exploration was extended to an interpretive level in which the researcher sought to find the underlying meanings of the text (Berg, 2001). The content was also analyzed through thematic analyses (Patton, 2002). That is, all the components related to the investigated goals, namely benefits, challenges, and solutions, were iteratively analyzed, and through in-depth reading and detailed coding, the findings were meticulously classified under relevant themes and subthemes. Both qualitative content and thematic analysis were combined to pave the way for in-depth analyses and rich documentation and ensure the validity and trustworthiness of the study.

Ethical Procedures

Before the study was carried out, the authorization of the Committee of Scientific Research Ethics in the institution was sought and granted. The participants were informed about the study and their roles and rights. The consent of the participants was received via consent forms, followed by the administration of data collection tools.

Results

CBI-Based Learning Process: Reflections

Benefits

The reflection papers that the students wrote about their CBI process revealed their overall satisfaction with doing real-life activities related to their majors. A majority of students said they dealt with the concept and act of translation for the first time and thought that through translation training and actual translation and reflection practices, they felt they got prepared for education in their majors and this was said to give them a sense of importance, a sense of professionalism and a sense of belonging to their departments and their university. Below are sample excerpts for these findings and in all the excerpts in this section, pseudonyms are used to refer to the participants.

> Ali: Through translation practices, I felt like I was in my major doing very important things.
>
> Kaan: Translation gave me a feeling of professionalism. I would never think of activities related to my major in the preparatory program. But now I am like a translation major student receiving feedback from his professor.
>
> Arzu: I feel I belong to my department as I translate more and more.

Some students pointed out that through translation training, actual translation practices, and translation analyses with their teacher, they broke out the routine of English learning via coursebooks, and their education got more meaningful. Some added that they felt they were receiving a high level of English education at the tertiary level and experienced a sense of quality in their context.

> Hazal: We were always doing coursebook studies, I felt like I was in high school, but now we are intensely dealing with translations and it is something cool, something that raises the level.
>
> Deniz: Doing translation studies gave me a feeling of quality. I think it is worth having this preparatory education.

A majority of students also mentioned linguistic benefits. Firstly, there was a considerable improvement stated to be recorded in grammar and vocabulary knowledge. The students said doing mechanical exercises to improve one's vocabulary and grammar would not be effective in language improvement; the important thing is using the language. And since, in translation, both languages are used comparatively there is a lot of investigation about what to use and how this was said to give them an in-depth understanding of several structures and their use and meanings. As for vocabulary, the participants thought via translation, they had a broader understanding of the meanings of words and phrases since while trying to find the exact equivalence, they had to check many sources and items. Also, as the attempt to give a similar effect to the target audience through words, phrases, and structures required a great deal of meaning analysis, this deepened their knowledge about not only the main meanings but also connotations.

> Merve: There is a great deal of investigation and thinking in translation. It requires being knowledgeable about many things, and many meanings. I checked so many sources for just one meaning, it improves your English, and your vocabulary.
>
> Ceren: I feel like I am investigating and finding out the language used in the real world, especially in Turkish-English translations.

There was also a great change in the understanding of the concept of translation among students. They said until then they thought of translation as a straightforward process of replacing words and phrases with exact matches given in dictionaries. However, through translation practices, they understood how complex the process was with multiple equivalence-oriented implementations, particularly those regarding words and phrases with profound and subtle meanings and culture-specific expressions. They also became knowledgeable about several techniques specifically paraphrasing and/or explanations through footnotes while making translations and understood the importance of the elaboration of meaning for the comprehension of the target audience.

> Ekin: Culture, culture and culture. Translation is a whole culture. It opens up new paths and you must know several techniques to connect the cultures.

Translation was also said to increase content knowledge. The participants said translation enables you to understand the issue/s being conveyed more profoundly and this increases the general knowledge of the person dealing with the source text and the target text. They added that at vague points, the translator is expected to do more research and this even adds more to his/her general knowledge since more sources would be investigated.

> Anıl: I have felt that a translator should be a well-equipped person. There are millions of subjects and texts and you are expected to reveal them as they are in another language.

Adding major-related content into the preparatory program was also said to increase learning motivation. The students stated that doing General English practices with coursebooks and worksheets is often likely to decrease their motivation to learn and improve English. Instead of this, performing major-related work and activities made their learning meaningful and purposeful and gave them a goal to fulfill and a willingness to upgrade their English.

> Zeynep: When I make translations, I feel highly motivated. It gives me a sense of satisfaction like I am working in a company or a translation office and I am doing translations for them.

> Yeliz: The prep year should be a place to improve your English with challenging occupations. It shouldn't be just 'speak and pass'. Translation makes you feel this competence.

There were also non-linguistic gains of the students reported as a result of CBI-based instruction. According to the students, CBI-based instruction with translations required a lot of effort. They said they became more patient and more disciplined with CBI-related work. They also stated that they had to manage their time and stress effectively since there were multiple drafts and deadlines.

> Ufuk: Translations gave me a purpose and made me more disciplined.

> Sibel: You should learn to be patient in translation. It is like weaving a carpet step by step. It is like a lace.

Challenges and Suggested Solutions

Regarding challenges, the first challenge the students mentioned was a lack of experience in translation. As they said, the only translation practices they conducted belonged to the multiple-choice question practices they did in high school for the university entrance exam where they were expected to find the exact translation

equivalences for the given statements from among the presented alternatives. These translations were mechanically oriented at verbatim translations of every item in the statements and had no space for personal or cultural interpretations. But now in this study, the students were asked to make translations with not only a focus on accuracy but also a focus on meaning providing space for individual interpretations and fluent and natural ways of expression in the target language. This was something they found not only novel and exciting but also challenging since they had no similar experience so were not always sure whether the alternatives, they suggested were appropriate. However, through their intense investigations about the equivalences and their teacher's help, and via the comments of their peers and the people around them whose professions and/or interests are related to the given topic, they said they managed to make decisions that sounded right and acceptable.

> İnci: This was my first professional translation experience. I had almost no idea about what translation really meant before. And it is a fact that translation is a complex job. You don't only find the equivalences, you put your signature on them.

> Serkan: When I started the first text, I thought the process was so hard, but little by little, I got more comfortable with my teacher's motivation and help.

> Yeşim: We did the translation with my partner and we really encouraged and supported each other. When I found an equivalence, I read it to my partner and when my partner found an equivalence, she read it to me. We progressed like this. This was purely a collaborative work.

In specific terms, the students mentioned challenges inherent to the process of translation including searching for correct equivalences, dealing with culture-specific expressions, conveying the sense of the text through personal interpretations, and supplying the naturality in tone, and concluded that translation is a challenging task with various sub-tasks.

> Mehmet: I thought the translation was simply exchanging the words with the others, but I saw that it is not easy. There are a lot of searches, lots of meanings, and the reader factor. You are like a bridge opening cultures to each other. You are not a robot. You tactfully play with words. You are visible in this bridge.

Another challenge was a lack of proficiency in the use of English, particularly in some advanced structures. The students who mentioned this aspect said that they dealt with this hardship with their teacher's support and also with the aid of grammatical explanations they found in written and/or digital sources. Also, the students had difficulty choosing the right word from among the ones suggested by the dictionaries. They pointed out that they tried to solve this issue via further research about the searched item using the internet and consulting their teacher and people around them. Some students also found it hard to suggest equivalences for words and phrases that do not have exact equivalences in the target language and they said they used paraphrasing, footnotes, or personal creativity as solutions.

> Beril: Translation is a complex process. It consists of not only sentences, and structures but also words and meanings. It is a search for the exact equivalence that sounds right. You have got responsibilities for the reader to make him understand.

As a result, this CBI integration was reported to be an effective experience with linguistic and non-linguistic learning gains. The students said that they not only got ready

for their majors but also experienced several feelings including a sense of belonging to their majors and universities, a sense of professionalism, and sense of quality with in-depth analyses and showed signs of expertise which they reported to improve step-by-step. They also added that although there were challenges, these were natural and specific to the learning process and they were manageable with investigations through technology as well as the support of their teacher and peers, and the relevant people around them. Thus, overall, the students were found to be satisfied with CBI integration and thought it was an effective implementation. Table 1 shows a summary of the findings of the students' views about the benefits and challenges of the CBI-based learning process and the ways they suggested to address the challenges.

Table 1. Findings Regarding the Benefits and Challenges of CBI-Based Learning and The Suggested Ways to Address the Challenges

Benefits	**Preparation for one's major** - Sense of importance - Sense of professionalism - Sense of belonging to one's department and university **Breaking out the routine of English learning via coursebooks** - Feeling like a tertiary-level student - Sense of quality - Increase in learning motivation **Linguistic improvement** - Improvement in grammar - Improvement in vocabulary **Improvement in translation** - Understanding the concept of translation - Improvement in translation techniques and strategies **Non-linguistic improvement** - Improvement in content knowledge - Disciplined studying - Time management - Stress management

Challenges	**Translation-related challenges**
	- Lack of experience in translation
	- Challenges inherent to the process of translation
	  - Finding the correct equivalences
	  - Dealing with culture-specific expressions
	  - Conveying the sense of the text through personal interpretations
	  - Supplying the naturality in tone
	Lack of proficiency in the use of English
	- Advanced grammatical structures
	- Advanced use of vocabulary

Suggested ways to address the challenges	- Investigations through the support of written and digital sources - Peer support - Teacher support - Support of people whose professions and/or interests are related to the given topic

CBI-Based Learning Process: Practices

The CBI-based learning practices were implemented in the form of translations in this study. In addition to the reflections presented above, it was found that there was an improved use of English as well as translation techniques, thus, the translations of the students also revealed the overall effectiveness of CBI integration into the preparatory program. In this respect, the translations reflected the following characteristics:

i) The first translations reflected more loyalty to the text and choices of more word-for-word techniques in finding the equivalences. On the other hand, the second translations were more reflective of sense-for-sense translation strategies and personal touches of translators on the texts. Below is an example of such a case.

> Scientific understanding of the causes of global warming has been increasing (Source Sentence).
> Küresel ısınmanın nedenlerinin bilimsel olarak kavranışı artmaktadır (Target sentence – First draft).
>
> Küresel ısınmanın nedenleri artık bilimsel olarak daha iyi anlaşılmaktadır (Target sentence - Second draft).

ii) There was also progress in the use of accurate lexical and grammatical equivalences not only from one draft to another but also from the first translation to the second one. Thus, the translators can be said to improve both grammar and vocabulary as seen in the example below.

> 1960'lı yıllarda ülkelerin uzaya gitme yarışı modayı etkilemiştir (Source sentence).
>
> The competition for going to space of countries affected fashion in the 1960s (Target sentence – First draft).
>
> The competition among countries to go into space affected fashion in the 1960s (Target sentence – Second draft).

iii) There were often more sentences used in the second drafts of translated texts and the second cycle of the translation and feedback process. This was because the translation was made by dividing complex sentences with the likely intention of making texts more understandable. This can be interpreted as an improved understanding of translation techniques, particularly reader-friendly ones. One example is displayed below where the student is seen to translate one source sentence as two target sentences in the second draft most probably for clarity and understandability.

> İlk kez Dr. Eugen Bleuler tarafından ortaya çıkarılmış olan, şizofreni, bipolar bozukluk, obsesif-kompulsif bozukluk gibi hastalıkların belirtileri arasında yer alan ve son zamanlarda ayrı bir duygudurum bozukluğu olarak kabul edilen "ambivalans"tan bahsedeceğim (Source text).
>
> I'm going to talk about "ambivalence", which was discovered by Dr. Eugen Bleuler, is included among the symptoms of some the disorders such as schizophrenia, bipolar disorder, and obsessive-compulsive disorder, and has recently been accepted as a different type of mood disorder (Target text – First draft).
>
> I'm going to talk about "ambivalence". Ambivalence, which was discovered by Dr. Eugen Bleuer, is included among the symptoms of some of the disorders such as schizophrenia, bipolar disorder, and obsessive-compulsive disorder, and it has recently been accepted as a different type of mood disorder (Target text – Second draft).

iv) There were more paraphrasing and footnotes used both in the second drafts of translated texts and the second cycle of translation and feedback process. This made the texts longer in structural terms and seemingly clearer and more understandable in semantic

ways. This also shows the possible improvement of students in the use of translation strategies. As shown in the following example, the student made efforts to make meaning clearer and more understandable in the second draft of their translation by deleting hyphens and adding an explanatory sentence as a footnote in Turkish (which has been translated into English for the reader).

> A retirement home – sometimes called an old people's home or old age home – is a multi-residence housing facility intended for the elderly (Source sentence).
>
> Huzurevi – bazen yaşlı bakım merkezi ya da yaşlı bakım ve rehabilitasyon merkezi olarak da adlandırılır – ileri yaştaki insanlara yönelik bir çoklu konut olanağıdır. (Target text – First draft)
>
> Bazen yaşlı bakım merkezi ya da yaşlı bakım ve rehabilitasyon merkezi olarak da adlandırılan huzurevi ileri yaşta insanlara yönelik bir çoklu konut olanağıdır (Dipnot: İngilizce metinde emeklilik ve ileri yaşa vurgu yapan "retirement home", "old people's home" ve "old age home" ifadeleri kullanılmış olup Türkçe metinde Türkiye'de bu olgu için kullanılmakta olan "huzur" ve "bakım" vurgulu ifadelere yer verilmiştir. / Footnote: In the English text, expressions, which emphasize "retirement" and "old age", namely "retirement home", "old people's home" and "old age home" are used whereas the Turkish text includes the phrases used for this phenomenon in Türkiye which highlight "peace" and "care".) (Target text – Second draft).

So far, the students' opinions about the benefits and challenges of the integration of CBI into the preparatory program and their related suggestions have been presented. The findings have shown that the students have had linguistic and non-linguistic gains thanks to CBI and at the same time they found the process challenging since they did not have any translation experience and they lacked of adequate amount of knowledge regarding vocabulary and grammatical structures. They suggested teacher and peer support and effective use of written and technological sources and expert opinions for the challenges mentioned. This was followed by the results regarding the translation analyses of the students, which revealed that the CBI-integrated program was overall effective in developing the linguistic knowledge and translation skills of the students.

Discussion

In tertiary-level EFL preparatory classes, as the name 'preparatory' suggests, preparing students for their majors via content-based instruction may act as an efficient means to make instruction meaningful and purposeful in the way to serve students' academic needs and professional interests. For this intense purpose, it is necessary to integrate major-related elements into the preparatory English curriculum, particularly at English-medium universities. This study has shown that designing such instructional processes equipped with major-related themes and practices could contribute to students' academic and professional progress in both linguistic and non-linguistic aspects and make them feel like real university students.

As stated by the students in this study and as shown in several studies, in English preparatory classes, the instruction is governed by grammar instruction and General English-oriented coursebook-based practices (e.g. Akpur, 2017; Balcı et al., 2018; Kemaloglu-Er, 2021; Sağlam & Akdemir, 2018). However, it is a fact that tertiary-level English-intensive classes belong to a context characterized by academic learning and improvement, therefore it would be feasible to target academic and professional themes and actions while designing the content of the courses rather than applying textbooks published for the global arena with daily life topics. This can only be possible by CBI-

based instruction, particularly academic instruction given according to the majors of students and re-designs of the relevant curricula in this regard.

An important thing to note here regarding the issue is the lack of academic knowledge and experience in the high school background of students. The participants in this study also referred to this point and stated that their English classes were limited and they focused on preparation for the university exam in their English classes for instance they did not do any translation practice other than that required for the preparation for translation questions in the university entrance exam. The study complies with Altınmakas and Bayyurt (2019), Hatipoglu (2016), and Yildirim (2010) with the finding of failure in the Turkish secondary school education system to prepare students for academic education at the tertiary level specifically owing to preparations for the multiple-choice university entrance examination. Altınmakas and Bayyurt (2019) suggest academic English-oriented changes in the tertiary education system to fulfill such needs. This study by focusing on the students' academic and professional needs in concordance with their majors may set as an example for such types of recommended practices.

Moreover, CBI-based instruction has been given in the form of translation training practices since the target student group consists of Translation and Interpreting major students in their English preparatory year. Thus, this content has been deemed to contribute to the students' future success in their majors and the study has also displayed the overall effectiveness as shown by the reflections of the students displaying satisfaction with receiving major-related education and their practices showing progress. Also, as confirmed by students' responses, the choice of translation as content in English lessons has been reported to have further advantages like an increase in content knowledge, profound comprehension of the topic, and improvement in analytical and critical thinking. This means that the students made use of translation not only as the fundamental means to be used in their majors and their possible future professions but also as an aid for academic and in-depth learning of the content.

The findings of this study are in line with the studies where the participants favored the use of CBI in the preparatory classes and deemed that it is a beneficial way to integrate major-related academic-based content into the relevant English curricula with the use of different themes and integrated skills (Arslan & Saka, 2010; Canbay, 2009; Er, 2011; Filiz, 2019). On the other hand, the present study reveals a novelty in relevant literature by presenting the incorporation of a non-tested skill and field of expertise: translation. Integration of CBI in the form of translation training and practices is an originality of this study and translation as an aid for in-depth analysis and learning of the content may serve as an example for relevant CBI practices worldwide.

The context being an EMI university is also significant in this study in the sense that English preparatory programs assume a vital role in such contexts since they are liable for well-preparing students for their majors and equipping them with the knowledge and skills in English required within their academic, professional, and personal paths. Thus, the fact that CBI integration has been integrated into the preparatory program at an EMI university and proved to be effective is highly important in this regard and implies the

necessity of developing the preparatory programs of EMI universities with CBI-based approaches emphasizing foreign language learning and improvement via content learning.

The implications of this study highlight the vitality of incorporating CBI into English preparatory programs. Theory-wise, the study implies the need and importance of developing educational models for CBI integration, particularly for English-intensive programs. Practice-wise, such a form of integration would affect not only learners and teachers but also all the stakeholders involved including curriculum, material, and test designers as well as school administrators since synthesizing content related to students' majors and language skills would mean novel English language program designs specific to each context with substantial impacts on the whole curriculum. Through CBI, students may become more prepared for their future academic studies and professional lives and attain more successful outcomes in their further major-related practices. CBI-based programs can therefore be implemented in preparatory programs since with this application, it is likely to prepare students for their future studies in their departments, help them develop language processing skills via meaningful means, and enable them to gain knowledge, experience, and confidence in both language use and their professional fields.

Conclusion

This study has shown an example of CBI integration into a preparatory program related to the field of Translation and Interpreting and the effectiveness of the implementation has been confirmed with students' relevant reflections and practices. It has been concluded that CBI-based practices applied in English preparatory programs have the potential to improve students' foreign language knowledge and skills, increase their content knowledge raise their motivation and confidence, and bridge the educational gap between the preparatory school and degree programs.

This study has been conducted in one preparatory class with a small sample size and this constitutes a limitation of the research. Future research may focus on applications with larger samples. Moreover, depending on the students' majors, there can be several other forms of CBI integration into preparatory classes including those related to the majors of engineering, medicine, social sciences and humanities, educational sciences, and business and administrative sciences, in short to any majors relevant in the given tertiary context, and their effectiveness should be investigated with relevant methods.

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