

English-Medium Higher Education: Dilemma and Problems

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Abstract

Problem statement: "Non-English speaking" countries have no choice but to learn English in order to survive in the international market. Establishing English-medium higher education institutions is one of the educational policies that has been adopted by countries like Turkey, in order to provide a greater advantage for the country in the international market.

The purpose of the study: This research was conducted at an English-medium university located in a non-English speaking country in order to assess its effectiveness at the university level from the perspective of students and instructors. The research surveyed the perspectives of the students and instructors based on their rate of foreign language proficiency and their attitudes toward English-medium education. Their recommendations were also gathered to help improve the system.

Methods: Both quantitative and qualitative methods were employed for data collection and analysis. The research was conducted using a random sampling from a population of 1011 students and 117 instructors. A balanced percentage (10%) of the student and the instructor population, from each faculty, was included in the study. Data was gathered through two sets of questionnaires consisting of closed and open-ended questions. Multiple choice and the Likert Scale format (1 to 5) were used for the close-ended questions. Both the instructor's and student's questionnaires were prepared in their mother tongue in order to obtain more detailed information. The data was subjected to a quantitative (descriptive) and qualitative (content) analysis

Results: The results show that students feel disadvantaged during their college years, due to a self-perceived low language proficiency. Both the students and the instructors believe that if the system is improved it will

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provide great benefits to the whole university student population, not only in Turkey but in all EU Countries.

Conclusions and recommendations: In order to reconcile the instructor's misgivings, as well as enhance student performance, a middle ground should be found at which students can reach their potential. Therefore, it is recommended that special text be prepared for English-medium educational programs, or for any other language being used in a non-native environment. It should integrate subject matter, English text, and native language supplemental explanations. Lectures, class discussion, and testing should continue in English, thus retaining the prime advantages of immersion learning techniques. In this way, a student will find ease in continuing to read and communicate concepts in a foreign language. Further, Turkey should expand its language education by promoting the acquisition of a second language in order to have a head start on its own ascension into the global community, modeling itself on the EU aspirations for a majority of their citizens to speak two foreign languages.

Keywords: English-medium education, higher education, European Union Policies

Since the latter part of the twentieth century, a new social science experiment has been underway: the transformation of the European Continent into one united nation. At the heart of this transformation is the need for a common language for communication, while holding on to each country's mother tongue. As stated by the European Union's (EU) Communication report to the EU Parliament, "The new Union will be home to 450 million Europeans from diverse ethnic, cultural and linguistic backgrounds. It will be more important than ever that those citizens have the skills necessary to understand and communicate with their neighbors," (COM 2003). This will result in Europeans needing to speak more than their own language. Though this may seem a daunting task, the current levels of second language attainment have shown this goal to be attainable. In fact the true goal is for each individual in the EU to speak two languages beyond their own (COM 2003). Multilingualism is seen as one of the "key abilities needed in the shaping of the European citizen of the future" (Chambers, 2004). One of the prime tools in teaching EU citizens is Content and Integrated Learning, more commonly termed as Medium Based Learning (Wilkinson, 2004). By introducing a subject matter through a foreign language students are immersed by reading, speaking, and literally thinking in that language. All subject matter is given in the foreign language. By doing so, the learner gains the language skill for immediate use. This method, though painful at first, offers the learner a high degree of self confidence in both the language and the subject base for which they are trained. This becomes an active skill rather than a passive subject.

According to Ammon and McConnell (2002), the EU countries have 1061 HE Institutions, of which 360 of them offer Medium Based Learning programs taught solely in English. The same study showed that the rationales for this English-medium education are mostly due to internationalization (15 countries), student exchanges (6

countries), staff mobility (9 countries), and university graduate employability (9 countries). In fact, English is the most common language used in the EU, comprising 51% (COM 2003).

There has been considerable discussion for and against having higher education in one's mother tongue or in another language such as English. This research aims to study this dilemma from the perspectives of students and instructors in an English-medium university in Turkey, which has long aspired for EU Membership.

In the Turkish education system, English has become the most commonly learned second language at both private and state Higher Education (HE) institutions. The need for English goes beyond just Turkey's ascension to EU membership; it takes on monetary and prestigious implications. These English-medium universities are held in high prestige and their graduates are readily hired both by the government and private industry, due to their English fluency and their ability to converse on a technical level. It is, therefore, apparent that some knowledge of English is necessary. Consequently, many parents, especially those from middle or upper class families, strive to have their children educated in an English-medium school, both at the secondary and HE levels.

With a population of approximately 70 million, Turkey has a student enrollment of almost 2 million studying at HE institutes (Higher Education Council, 2007). The Turkish HE system presently consists of 53 state universities, two of which are English-medium and one which is French-medium. In addition, there are 25 private universities, all English-medium. Intensive preparatory English courses are required for admission to English-medium universities. Each year, more than 1,600,000 high-school graduates take the national exam, of which English forms an integral part, to fill approximately 393,000 university freshman openings. Of these openings, only 57,000 are within these exclusive English-medium HE institutions.

This research was conducted at one of these private English-medium universities in order to assess the pros and cons of English-medium education from the perspective of students and instructors. The following research areas were examined:

- 1) How do students and instructors rate their foreign language proficiency in regard to English-medium education?
- 2) What are the students' and instructors' attitudes toward English-medium education?
- 3) What recommendations can be provided to make the system better?

Methods

Research Design

Both quantitative and qualitative methods were employed for data collection and analysis. The effectiveness of English-medium education at the university level was assessed based on the perspectives of students and instructors.

The private university where the research was conducted has a student body of approximately 11,000, 300 of which are from 50 other countries. It has 9 faculties, 2 four-year applied schools, 2 two-year vocational schools, the School of English Language, plus 7 graduate schools. It has about 1000 academic staff members; 90% of them hold degrees from prominent European and North American universities and 25% are non-Turkish. The employment of international faculty and the integration of international students into the programs are facilitated by the fact that the medium of instruction is in English. The institution participates in collaborative projects and exchange programs with many universities abroad, namely in the USA, Canada, and EU Countries.

Sample

The research was conducted on a random sampling with a population consisting of 1011 students and 117 instructors. A balanced 10 percent of both the student and the instructor population, from each faculty, was included in the study. Table 1 shows the breakdown of subjects based on faculty bases.

Table 1

Breakdown of Student and Instructor Bodies in Numbers

Faculty	Students n=	Instructors N=
Faculty of Engineering	106	16
Faculty of Humanities and Letters	173	15
Faculty of Music and Performing Arts	73	6
Faculty of Business Administration	139	25
School of Tourism and Hotel Management	118	20
School of Applied Languages	118	8
Faculty of Science	47	4
Faculty of Art, Design & Architecture	118	12
Faculty of Economics, Administrative & Social Sciences	118	11
TOTAL	1011	117

When considering the demographic characteristics of the student sample, they were randomly chosen from each grade level, looking for different cumulative grade point averages, and asked whether they had studied at a preparatory school (Prep.) (Table 2). Half of the population had a cumulative grade point average (CGPA) between 2.00-2.50 and almost 2/3 studied at preparatory school before starting their freshman year. 15 percent were randomly selected from the first year and the rest were 2nd, 3rd, and 4th year students.

Table 2
Demography of Student Group (in %)

Grade level (year)				(CGPA) of participant						Prep.	
1 st	2 nd	3 rd	4 th	1.00-1.50	1.50-2.00	2.00-2.50	2.50-3.00	3.00-3.50	3.50-4.00	YES	NO
15	20	30	35	1	13	50	23	9	4	73	27

Research Instruments

The data was gathered through two sets of questionnaires (instructors' and students' questionnaires) consisting of closed and open-ended questions. Both questionnaires were prepared in the mother tongue in order to obtain more detailed information. Closed-ended questions were used to assess students' and instructors' ratings of their foreign language proficiency in regards to English-medium education and their attitude toward it. Those closed-ended questions included both multiple choice and the Likert Scale format (1 to 5). Recommendations to make the system better were also gathered through open-ended questions.

Data Analyses

The SPSS package program was used to analyze the quantitative data. The results of the analysis are presented by frequencies and percentages. Open-ended questions were analyzed using the "content analysis" technique in order to identify the codes and themes coming from the study.

Findings and Results

How do students and instructors rate their foreign language proficiency in regards to English-medium education?

All classes are required to be held in English and are given by both Turkish and foreign instructors. The research focused on how students and instructors view their English language confidence. Therefore, students and Turkish instructors were asked to evaluate their own and each other's English proficiency. Moreover, students evaluated their Turkish instructors regarding their "subject matter knowledge" and foreign instructors regarding their efficiency in relating the course content into the Turkish context.

These evaluations were based on the Likert Scale: (1) very ineffective, (2) effective, (3) neutral, (4) effective, and (5) very effective. In order to assure diversity in student population, the data was gathered from students in different departments, at different grade levels, and with different GPAs (see the methods section).

The results showed that while instructors rated their own proficiency as being between “effective” (59%), and “very effective” (38%), they rated their students’ proficiency as “neutral” (59%) to “effective” (39%). When students were asked to evaluate their instructor's “English proficiency” and “subject matter knowledge”, they rated Turkish instructors’ English proficiency as being “effective” (47%) and their subject matter knowledge as being “neutral” (41%). When students were asked to evaluate their foreign instructors' effectiveness to modify the lessons to a Turkish context most students (44%) rated them “effective”. 40% of the students and instructors consider their language skills to be proficient.

What is the students' and the instructors' attitude towards English-medium education?

Results showed that there were strong arguments both for and against English-medium education. When asked the most important reasons for English-medium education, instructors responded that: “English is an international language” (43%); “Turkish is insufficient regarding the new terminology of technology” (32%); “Turkey is in need of relations with developed countries” (14%); and that English-medium education was important for “political reasons” (11%). Similarly, students listed the factors that they consider when choosing education in a foreign language. They were in order to: “have a much better chance of obtaining a good job” (38%); to “have a much better chance studying abroad” (23%); to “have a much better chance of a job abroad” (19%); to “keep ... informed regarding developments outside Turkey” (8%); and to “be more sensitive to the values and traditions of people abroad” (7%). 5% of the students stated that there were “no actual factors” contributing to their choice.

Results showed that most instructors were in favor of English-medium education (76%) and strongly agree (77%) that all students in Turkish schools should learn English. Similarly, almost half of the students (41 %) strongly agreed that English should be used as a medium of instruction. Regarding the affect of English-medium education on students’ success, there were opposing views. Over half of the instructors (58%) believed that English-medium education affected students’ success in a positive manner. Whereas, most students (73%) contended that “studying in English has decreased their school success”. 58% said that “studying in their mother-tongue would be more beneficial for their success.” Despite being in favor of the program, instructors had concerns as well. 40% strongly agreed that, “students’ general creativity is decreased when taught in a foreign language.” Secondly, 40% also agreed that the “self-confidence of the students is detrimentally affected by learning in a foreign language.” Moreover, most of them (67%) agreed that “this program has decreased [their] teaching satisfaction”.

While evaluating the courses, instructors and students made contradictory statements. 87% of instructors and only 17% of the students agreed that “the whole of the class time is in English.” Secondly, 82% of the instructors stated that, “course contents are relevant to Turkish context.” However, students (64%) asserted that they “study irrelevant content due to using foreign books.” Moreover, all of the instructors agreed that “there are enough English resources for the course in the

library," and a majority (75%) strongly agreed that "Turkish material is necessary to prepare the resources." Lastly, most of the students (58%) contended "they have communication problems with foreign instructors" and 73% stated that they "prefer Turkish instructors and it does affect class preference."

When students were asked the most persistent problems they faced in an English-medium university, they said that their own English wasn't sufficient to learn subjects in detail (24%) and to take part in class discussions (31%). Moreover, some students (30%) even do not find themselves fluent enough to follow the lessons. Lastly, a small group of students (15%) believed that not enough attention was paid to conversion of subject matter to a Turkish context. Similarly, instructors were asked what were the most important factor affecting their success using English in the classrooms. Most of them (62%) said that "the presence of many low language ability students in the class" had an effect on their success. Other problems were listed included, "the student's negative reaction to English-medium classes" (18%), "the large class size" (17%), and "instructors' confidence and fluency in speaking English" (3 %).

What recommendations can be made for a better system?

Recommendations to make the system better were gathered through open-ended questions and the results were analyzed by qualitative methods. All of the students and instructors stated that they were aware of the importance of English-medium education and of the problems related to its implementations in a non-English speaking environment. They constructively criticized English-medium education and provided the following suggestions.

First, almost all of the instructors and students pointed out that textbooks were primarily American and English publications, which created problems for the students to relate to the contexts. Students and instructors emphasized that although students took English preparatory courses and passed their English Proficiency Exam, most of the students had difficulty studying in English. The more successful students were those who had attended English-medium secondary schools or those who had spent time abroad or with English speaking friends. One instructor said:

The text books we use are written for the people whose mother tongue is English. However, there are cultural, social and knowledge based differences between societies' perspectives. The content is even sometimes difficult for an English speaking person.

One of the students similarly stated:

I would understand reasons to use American or English publications however, we expect the course content to have relevant examples to a Turkish perspective, and for example, I would like to learn Taxation in Turkey rather than Taxation in USA.

Secondly, instructors and students stated that it was not a matter of "passing or failing the English Proficiency Exam" since the proficiency level was assessed by standardized exams which were grammar based. One of the 3rd year students emphasized:

There is field-related English proficiency, which relates to "subject matter". However, when I took the proficiency exam, it was just basic English, therefore, I started my freshman class without the necessary field-related vocabulary. For a native English speaker it isn't a problem. They have most of their required vocabulary.

Another 4th year student supported the idea by saying

I used a dictionary throughout my university life, meaning although I passed English proficiency, I couldn't reach the reading and writing level of a native speaker. I spent at least double the time of a normal English speaking student. It is not fair.

Students mentioned that due to their low proficiency in English they have problems understanding the content in detail and they tend to memorize parts of textbooks without clearly understanding them. Instructors stated that students tend to think in Turkish, but had to speak and write in English, therefore, they remain passive in class due to their lack of confidence. One 2nd year student described some of their class settings as "funny" and explained: "Proficiency is not always the problem. Sometimes we don't have any foreign students or instructors in class. We are all Turkish speakers however have the classes in English. It is the rules; however, it sounds and looks funny.

Most students described the classes as being "half English, half Turkish" in that, the instructor may start in English and finish in Turkish or vice versa. One 2nd year student gave an example: "Sometimes the language in class can not be classified as English or Turkish. It is English and Turkish words used together in one sentence." Another 1st year student said, "sometimes we ask questions in Turkish during the class, however, the instructor either does not answer or answers in English." Instructors said they could not violate the rules of an English-medium university.

Some students stated that they did not want to participate in the class discussions because their friends made fun of their English. Furthermore the instructor might concentrate on their English rather than their content proficiency. Supporting this situation, one instructor said, "I asked a question to a student, he asked me if he could answer in Turkish. I said 'No, this is an English-medium university' and he then did not answer my question." Most instructors believe that the classroom is the only environment in which the students have the opportunity to use their English; therefore they should be encouraged to speak English as much as possible. Instructors said they knew the difficulties in studying in English. They explain that they had the same experiences during their own education, but they appreciate those years now since their English proficiency has made it possible for them to teach in an English-medium university.

Instructors emphasized that even though classes were conducted in English, students' content expression should not be affected by their low English proficiency. Prep schools and Freshman English should be strengthened and should concentrate on conversational skills, as well as grammar. Students suggested that English-medium education should be supplemented with mother tongue clarifications. Likewise, there is a need for textbooks that are specifically geared toward English-

medium education as a second language. Moreover, students emphasized that instructors should be more proficient in English so that course content would not be neglected or diluted. English should not deter class discussions. Content should take priority and students should be aware that testing would be conducted in English. Therefore, content understanding could be relative to the native language, but expressed in English.

There were two opposing attitudes among instructors regarding exams: one group stated that they were not language instructors and were not interested in grammar mistakes; they only assessed students' content knowledge. Another group believed they should decrease grades if there were language mistakes. Students stated that they sometimes knew the content, however, since they may not be able to express it in a "grammatically correct way" they were reluctant to talk or write.

Lastly, most students who had experienced being in an English-speaking environment emphasized that they were proud to be educated in an English-medium university. They felt confident, although they did express some of the same concerns mentioned. One 4th year student explained that even if they had disadvantages during the academic years they started their professional life one-step ahead, since their English was superior when compared to students from other universities.

Conclusions and Recommendations

Certainly, it is a necessity with today's turbulent times and with the advent of globalization that the international community adopts a common language. "Globalization has encouraged the spread of English, but the spread of English also encouraged globalization (Graddol, 2007)." The imposition of English, though arbitrary, seems inevitable (at least for a time). This fact is almost guaranteed by the fact that English non-native speakers are increasing to be more abundant than native speakers (Hobson, 2005). This spiral of one language's increase is unheard of (with the exception of biblical discussions) and is certainly a "new phenomenon" (Coleman, 2006). As a result of the 5 to 1 ratio of non-native to native speakers, the issue of methodology by which the non-native speakers attain high proficiency is a subject of discussion. English-medium education is proving such results and is the method of choice when coupled with HE.

In this study, there are two prime reasons cited for English-medium higher education, according to the respondent's opinions: a) English is considered the leading international language; b) A person's employability and status increases when they are fluent in English. In fact, the instructors overwhelmingly believe that all students including primary, secondary, and university students should be schooled in English. With Turkish the national language and a majority of parents desiring that their children are educated in English-medium schools, Turkey's educational system has a dilemma to overcome. It literally must devote a high degree of its energy toward educating its students in a particular discipline while teaching them a foreign language. Learning English or any other foreign language in a native speaking environment is much more difficult than going to an English speaking country for the same purpose. However, in Turkey, as well as in the EU, students

attending English-medium universities rarely speak English outside of the class yet the results are outstanding.

Those who are involved in the English-medium process have expressed very pointed and opinionated feeling toward the whole experience. Instructors find fault with English-medium education in that they feel, to a degree, that they have been relegated into a language instructor and, by doing so, the prime subject matter has become diluted and of second importance. This also reflects in the student's opinions. They believe that the instructors are more efficient in English than they are in their own subject matter. However, both students and instructors support the basis for which the English-medium education is undertaken. In very basic terms, instructors and students differ in their need for English-medium education, with the instructors overwhelmingly supporting it and the students faulting it for lack of success. This success must be judged in the long run, not in the short term pane. English-medium education has been in place for over 30 years and those who have graduated from these programs are among the most successful individuals in Turkey and throughout the EU. Likewise, they now literally form their own community and assure that their children will continue on the same track. Even now, as these communities grow within Turkey, and within other countries, a paradigm shift is underway by which English is becoming a quasi-native language. This shift certainly may have a direct reduction on the total native speakers teaching in foreign settings as the non-native speakers children become native speakers. As was pointed out, "the new language which is rapidly ousting the language of Shakespeare as the world's lingua franca is English itself - English in its new global form" (Graddol, 2007).

Though the students and instructors find fault with the English-medium educational process, there are a number of theoretical rationales for teaching language skills with substantive content. Traditional approaches tend to "dissociate language learning from cognitive or academic development" (Snow, Met & Genesee, 1989), and there are considerable studies supporting the immersion model. Though the instructors believe that students in English-medium education lose their general creativity and experience a loss of self confidence, this sheer fact of predominance of former students tends to negate this opinion. However, the instructors state that they lose a degree of personal satisfaction. They feel that their prime role has become that of a language instructor rather than a teacher of their individual disciplines. This can also come to mean that the education in the post modern era has become a tool for creating and managing probable futures" (Summak, 2003). It is obvious that language proficiency should not be the prime role of instructors teaching in English-medium settings. In fact, it is the subject that is by far the most important part of education (Alexander, 1997), not talking to provide an English class. Unfortunately, both students and instructors in our study do not see it that way.

Considerable attention must be employed when conveying highly technical and complicated concepts (Judge, 1999). The concept may have to be unpacked "and then repackaged ... in a manner appropriate to the concept scheme of the language." Of course, the student of English thinks in his or her native language and there is a lag time between hearing the spoken sentence and perceiving the intended conveyance.

In this regard, many students admit that their English skills are lacking to properly understand the subject matter in detail. The European Council (EC) Consultant Prof M. Ivanova (Personal communication, September 18, 2007) emphasizes:

As EC Consultants we visit various universities in Europe and if it is an English-medium university in a non-English speaking environment like Turkey, instructors should be aware of the dilemma and should allow more time for each course load compared to English-speaking university programmes.

In order to reconcile the instructor's misgivings, as well as enhance student's performance, a middle ground should be found by which students can reach their potential. It is, therefore, recommended that special text be prepared for English-medium educational programs, or for any other language programs being used in a non-native environment. It should integrate subject matter, English text, and native language supplemental explanations. Lectures, class discussion, and testing should continue in English, thus retaining the prime advantages of immersion learning techniques. In this way, a student will find it necessary to continue to read and communicate concepts in a foreign language.

Public institutions, which educate the bulk of students in most countries, will submit to the rules that either legislated or set forth by bureaucratic policy or political dictates. There is a rising dissent to educating ones population in a foreign language, for a number of reasons. The main arguments are that, by doing so, there is a loss of ones national heritage found in native languages. But perhaps the most hotly contested is that it leads to the establishment of a separate society within that society. These fears are being tested in many cultural settings, all over the world. Within the EU, this is the "consequence of the further cohesion between the countries of the EC, and resulting development of a cosmopolitan culture by a part of the ... elite" (Dronkers, 1993). Even though there are misgiving, 83% of the EU member states acknowledge the benefits to be realized by being multilingual.

Of course, if one expects to reap the benefits of high employability in an international setting, then there are dues that must be paid, both from the monetary and time associated with immersion programs. Total immersion leaves many with a "sink or swim" situation. The loss of content from the subject matter gives rise to concerns regarding the quality of the education, but they certainly are more employable and they do form an elite cosmopolitan society.

With new technology there comes new language. Only the mortar, which ties the old and new language together, gives meaning to new technology and is of importance in this study. Should new technology verbiage be a foreign language or should it be a person's native tongue? Of course, there are two benefits to be considered, one being the acquisition of a technical occupation and the second being able to sell that occupation to a receptive market, with the advent of globalization in an international market (Huppau, 2004). At this point in Human history, with all of the cards stacked in favor of English, it stands to reason that, if opportunity presents itself, a student should learn in an English-medium educational program (Crystal, 2003). Within the European setting, the same reasoning is given for learning a foreign language (of

course, one which is indigenous to the continent): expressed as better job opportunities and the global prestigious associated within being able to converse in a second or third language (COM 2003). This study embraces the concept that students can't learn a language and then start using it, but they can and should using it during the learning process, or their education in the language will fail. Turkey should promote its language education by promoting the acquisition of even a second non-native language in order to have a head start on its own ascension into the global community.

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Eğitim Dili İngilizce Olan Yüksek Öğretim Kurumları: Çelişkiler ve Sorunlar

(Özet)

Problem Durumu: Eğer anadili İngilizce olmayan bir ülkeyse, uluslararası piyasalarda tutunmak için İngilizce öğrenmekten başka çareniz yoktur. Bunu sağlamak için geliştirilen eğitim politikalarından biri de, Türkiye’de olduğu gibi, eğitim dili İngilizce olan yüksek öğretim kurumları açmaktır.

Araştırmanın Önemi: Bu çalışma anadili İngilizce olmayan bir ülkede eğitim dili İngilizce olan bir üniversitede yapılmıştır. Öğrencilerin ve öğretim elemanlarının bakış açılarından yola çıkarak üniversite düzeyinde eğitimin İngilizce yapılmasının olumlu veya olumsuz etkileri değerlendirilmiştir. Çalışmada öğrencilerin ve öğretim elemanlarının sisteme bakış açıları, yabancı dil yeterlilikleri ve eğitimin İngilizce olmasına karşı tutumları baz alınarak incelenmiştir. Ayrıca sistemin iyileştirilmesi için deneklerin önerileri istenmiştir.

Araştırmanın Yöntemi: Veri toplamada ve analizinde hem niteliksel hem niceliksel metotlar kullanılmıştır. Çalışma ‘rastgele örnekleme’ yöntemiyle seçilen, 1011 öğrenci ve 117 öğretim elemanı ile yapılmıştır. Seçilen örneklem hem öğrenciler hem de öğretim elemanları açısından her fakültenin %10’ nunu oluşturmaktadır. Veriler her birisi açık uçlu ve kapalı uçlu sorulardan oluşan öğrenci ve öğretim elemanı anketleri kullanılarak toplanmıştır. Kapalı uçlu sorularda çoktan seçmeli ve likert tipi ölçek kullanılmıştır. Daha detaylı bilgi toplayabilmek için araştırma anadilde

yapılmıştır. Veriler niteliksel ve niceliksel analiz yöntemleri kullanılarak değerlendirilmiştir.

Araştırmanın Bulguları: Bulgular, öğrencilerin yüksek öğrenim sürecinde kendilerini dezavantajlı bir konumda gördüklerini ve bunun aslında İngilizcede yetersiz olduklarını düşünmelerinden kaynaklandığını göstermektedir. Bunun yanısıra, her iki denek grubu da sistemin geliştirildiği takdirde sadece Türkiye'deki öğrenciler için değil bütün Avrupa Birliği ülkeleri için daha yararlı olacağına inandıklarını belirtmişlerdir.

Araştırmanın Sonuçları ve Önerileri: Öğretim elemanları, öğrencilerin performans potansiyellerini yükseltmek için sistemin olumlu ve olumsuz yönlerini dengeliyen bir orta yolun bulunmasını önermişlerdir. Bu bağlamda, eğitim dili İngilizce olan kurumlarda kullanılan materyallerin özel olarak "anadil dışında eğitim gören" öğrencilere uygun olarak hazırlanması önerilmektedir. Bu materyaller, alan bilgisinin yanısıra İngilizce metinler ve anadilde ek açıklamalar içermelidir. İngilizce eğitim almanın avantajlarından ödün verilmemek için, ders anlatımı sınıf içi tartışmalar ve sınavlar İngilizce olmalı ki öğrenciler yabancı bir dilde okumanın ve iletişim kurmanın gerekliliğine inansınlar. Bütün bu önerilerin yanısıra, Avrupa Birliğinin "iki yabancı dil konuşan vatandaş" standardına paralel olarak, Türkiye dil eğitimini, İngilizce'nin yanısıra ikinci bir yabancı dili dahi öğretecek şekilde teşvik etmeli ve böylece küreselleşme sürecine daha etkin katılmayı olanaklı kılmalı.

Anahtar Sözcükler: Eğitim dili olarak İngilizce, Yüksek öğretim, Avrupa Birliği politikaları

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